PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 352   **School:** Rudsdale Continuation School

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$112,300.60	$0.00	$112,300.60	Low-Performing Students Block Grant (LPSBG)	$0.00	$0.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Comprehensive Support & Improvement (CSI) Grant	$125,580.00	$0.00	$125,580.00
General Purpose Discretionary	$160,000.00	$32,220.00	$127,780.00	Measure G	$0.00	$0.00	$0.00
LCFF Supplemental	$0.00	$317,049.00	-$317,049.00	Measure N	$275,560.00	$275,560.00	$0.00
LCFF Concentration	$0.00	$0.00	$0.00	Measure G1	$0.00	$0.00	$0.00
Title I: Basic	$0.00	$66,720.00	-$66,720.00	Perkins	$0.00	$0.00	$0.00
Title I: Parent Participation	$0.00	$0.00	$0.00	California Partnership Academy	$0.00	$0.00	$0.00

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
		Communication: 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	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		352-1
		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.		Pathway Supplies		Enter position number at left.		352-2
		ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes								352-3
		Rudsdale Original - TECHNOLOGY								352-4
		Rudsdale Newcomer - HEALTH								352-5

		Rudsdale Original - TECHNOLOGY							352-6
		Rudsdale Newcomer - HEALTH							352-7
		Rudsdale Original - TECHNOLOGY							352-8
		Rudsdale Newcomer - HEALTH							352-9
		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.	352-10
$0.00	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	Central Consultants		Enter position number at left.	352-11
$12,353.00	General Purpose Discretionary	stipend	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	352-12
$10,867.00	General Purpose Discretionary	Supplies	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.	352-13
$7,000.00	General Purpose Discretionary	copier maintanance	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreemt		Enter position number at left.	352-14
$2,000.00	General Purpose Discretionary	stamps	Schoolwide Enabling Conditions		5910	Postage		Enter position number at left.	352-15
	LCFF Supplemental	Math teacher	Schoolwide Enabling Conditions			Enter object code at left.	59	Teacher, Structured English Immersion	0.80	352-16
	LCFF Supplemental	ELA teacher	Schoolwide Enabling Conditions			Enter object code at left.	2388	Teacher, Structured English Immersion	0.80	352-17
	LCFF Supplemental	ELA teacher	Schoolwide Enabling Conditions			Enter object code at left.	3531	Teacher, Structured English Immersion	0.80	352-18

	LCFF Supplemental	History teacher	Schoolwide Enabling Conditions			Enter object code at left.	2148	Teacher, Structured English Immersion	0.80	352-19
	LCFF Supplemental	Science teacher	Schoolwide Enabling Conditions			Enter object code at left.	3509	Teacher, Structured English Immersion	0.80	352-20
	LCFF Supplemental	TSA/Math	Schoolwide Enabling Conditions			Enter object code at left.	2467	11-Month Classroom TSA	0.80	352-21
	LCFF Supplemental	History teacher	Schoolwide Enabling Conditions			Enter object code at left.	3368	Teacher, Structured English Immersion	0.80	352-22
	LCFF Supplemental	ELA teacher	Schoolwide Enabling Conditions			Enter object code at left.	5093	Teacher, Structured English Immersion	0.80	352-23
	LCFF Supplemental	11-month TSA	Schoolwide Enabling Conditions			Enter object code at left.	6116	10-Month Classroom TSA	0.80	352-24
	LCFF Supplemental	Teacher	Schoolwide Enabling Conditions			Enter object code at left.	7007	Enter position number at left.	0.60	352-25
	LCFF Supplemental	Math teacher	Schoolwide Enabling Conditions			Enter object code at left.	7006	Enter position number at left.	0.80	352-26
	LCFF Supplemental	Teacher	Schoolwide Enabling Conditions			Enter object code at left.	6604	11-Month Classroom TSA	0.80	352-27
	LCFF Supplemental	Math				Enter object code at left.	2092	Teacher, Structured English Immersion	0.80	352-28
	LCFF Supplemental	History				Enter object code at left.	3572	10-Month Classroom TSA	0.80	352-29
	LCFF Supplemental	Science				Enter object code at left.	4566	10-Month Classroom TSA	0.80	352-30
	LCFF Supplemental	ELA				Enter object code at left.	6113	10-Month Classroom TSA	0.80	352-31
	LCFF Supplemental	out of Classroom TSA				Enter object code at left.	4571	10-Month Classroom TSA	0.80	352-32

	LCFF Supplemental	ELA				Enter object code at left.	4565	10-Month Classroom TSA	0.80	352-33
	LCFF Supplemental	ELA				Enter object code at left.	7008	Enter position number at left.	0.80	352-34
	LCFF Supplemental	Jenny Romero)				Enter object code at left.	7007	Enter position number at left.	0.20	352-35
	LCFF Supplemental	ELA/History (10-month TSA)				Enter object code at left.	7010	Enter position number at left.	0.80	352-36
	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.		Enter object code at left.		Enter position number at left.		352-37
$0.00	LCFF Supplemental	Academic Proficiency: 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	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.				352-38
$0.00	LCFF Supplemental	Teacher Mentorship Cycle: Create a mentorship cycle between teachers to integrate tech into PBL projects in every class	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		352-39

$0.00	LCFF Supplemental	PBL Professional Development: 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.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	352-40
$0.00	LCFF Supplemental	TSA and Teacher Collaboration: Teachers and the TSA work together at the Measure N meetings to coordinate information and opportunities available for students	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	352-41
$0.00	LCFF Supplemental	College and Career/WBL Readiness: Revisit and re-train teachers in Advisory curriculum and career/college/WBL readiness requirements	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	352-42
$0.00	LCFF Supplemental	Industry Partnerships: Build partnerships with community colleges and health orgs like CHO, Highland, La Clinica for student events and internships	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	352-43
$0.00	LCFF Supplemental	English 4 Curriculum: Move career exploration to core class in order to go more deeply and serve all graduates (resumes, mock interviews and career exploration)	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	352-44
$0.00	LCFF Supplemental	College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	352-45
$0.00	LCFF Supplemental	Social Worker: Hire a full time social worker to provide additional supports for newcomers	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	352-46

$0.00	LCFF Supplemental	Family Engagement: 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	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	352-47
$0.00	LCFF Supplemental	Capstone Class: Create capstone class (12 weeks)		Goal 1: Graduates are college and career ready.	0			Enter position number at left.	352-48
$0.00	LCFF Supplemental	Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-49
$0.00	LCFF Supplemental	CTE Integration for Teachers: All teachers use Google Classroom and Aeries.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-50
$0.00	LCFF Supplemental	Student Led Activities: Every 6 weeks there is a student led activity (Rotation among teachers)		Goal 1: Graduates are college and career ready.	1105			Enter position number at left.	352-51
$0.00	LCFF Supplemental	Ongoing WBL Meetings: Teachers and WBL Liaison have regular meetings to coordinate information and opportunities available for students	Work-Based Learning	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-52
$0.00	LCFF Supplemental	Industry Expectations: Clarify school's expectations and goals from industry partnerships	Work-Based Learning	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-53
$0.00	LCFF Supplemental	Site Visits: Plan staff site visits to various companies (externships/shadowing)	Work-Based Learning	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-54
$0.00	LCFF Supplemental	Advisory: Revisit and re-train teachers in Advisory curriculum and career/college readiness requirements	Work-Based Learning	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-55

$0.00	LCFF Supplemental	WBL Exhibition: Everyone who participates in an internship showcases in a school exhibition(s)	Work-Based Learning	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-56
$0.00	LCFF Supplemental	Financial Literacy: Financial Literacy will be embedded in economics, math and FLIT		Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-57
$0.00	LCFF Supplemental	Site Visits: Plan staff site visits to various companies (externships/shadowing)	Work-Based Learning	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-58
$0.00	LCFF Supplemental	Daily Check Ins (Advisory): 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	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-59
$0.00	LCFF Supplemental	Partner Advisories: 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	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		Enter position number at left.	352-60
$45,382.00	LCFF Supplemental	STIP	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	7011	Enter position number at left.	352-61
	LCFF Supplemental	Cycle of Inquiry: Work with TSA to coach our ILT around cycle of inquiry to meet our PD goals		Goal 2: Students are proficient in state academic standards.	1119	Support Coach		TSA	0.50	352-62

	LCFF Supplemental	Work-Based Learning: Hire a full time TSA who will be responsible for developing technology industry partnerships, managing internships and other career preparation and training opportunities	Work-Based Learning	Goal 1: Graduates are college and career ready.	1119	Certificated Teachers on Special Assignment Salaries	7007	Enter position number at left.	1.00	352-63
	LCFF Supplemental	Work-Based Learning Lead: 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	Work-Based Learning	Goal 5: Students are engaged in school every day.	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.	1.00	352-64
$0.00	LCFF Supplemental	Tech Industry Partnerships: Develop industry partnerships (1-2 partnerships) ie: OTX, OUSD IT department	Work-Based Learning	Goal 1: Graduates are college and career ready.	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.		352-65
$0.00	LCFF Supplemental	Restorative Justice Training: 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.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.		352-66
$0.00	LCFF Supplemental	Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.		352-67
$6,189.00	LCFF Supplemental	stipends + benefits	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		352-68

		Stipends	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		352-69
$16,719.00	LCFF Supplemental									
$5,000.00	LCFF Supplemental	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.		352-70
$5,000.00	LCFF Supplemental	Supplies: Purchase supplies to support the development of a strong culture and climate	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		352-71
$19,261.00	LCFF Supplemental	Supplies	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		352-72
$20,000.00	LCFF Supplemental	Bustickets	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		352-73
$1,500.00	LCFF Supplemental	IXL	Schoolwide Enabling Conditions		4315	Computer Supplies		Enter position number at left.		352-74
$1,500.00	LCFF Supplemental	WeVideo	Schoolwide Enabling Conditions		4315	Computer Supplies		Enter position number at left.		352-75
$4,000.00	LCFF Supplemental	travel	Schoolwide Enabling Conditions		5200	Travel And Conferences		Enter position number at left.		352-76
$10,000.00	LCFF Supplemental	Retreat	Schoolwide Enabling Conditions		5200	Travel And Conferences		Enter position number at left.		352-77
$2,000.00	LCFF Supplemental	conference	Schoolwide Enabling Conditions		5220	Conference Expense		Enter position number at left.		352-78
$31,151.00	LCFF Supplemental	SSO	Schoolwide Enabling Conditions		5743	Afterschool School Security Officer (SSO)		Enter position number at left.	0.50	352-79
	LCFF Supplemental	WBL Case Management: WBL TSA case managing students close to graduation and possibly co-facilitating capstone class.	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.		352-80
	LCFF Supplemental	Tech Experts: Host an expert in a specific tech program that staff is interested in using/learning about during PD	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.		352-81

$20,000.00	LCFF Supplemental	electives: BACR	Schoolwide Enabling Conditions		5825	Central Consultants		Enter position number at left.	352-82
$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	Central Consultants		Enter position number at left.	352-83
$46,347.00	LCFF Supplemental	teaching well, RJ	Schoolwide Enabling Conditions		5825	Central Consultants		Enter position number at left.	352-84
	LCFF Supplemental	Exhibition of Learning: Hold a Project Exhibition twice per year to have an authentic audience for projects and engage with the community and industry partners	Rigorous Academics	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.	352-85
	LCFF Supplemental	Workshops: Offer outside workshops for staff	Work-Based Learning	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.	352-86
$5,000.00	LCFF Supplemental	certifications			5826	External Work Order Services		Enter position number at left.	352-87
$50,000.00	LCFF Supplemental	newcomer assistant	Schoolwide Enabling Conditions		5826	External Work Order Services		Enter position number at left.	352-88
$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			352-89
$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.	352-90
$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			352-91

$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			352-92
$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				352-93
$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.	352-94
$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.	352-95
$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			352-96
$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	Central Consultants		Enter position number at left.	352-97
$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	Central Consultants		Enter position number at left.	352-98

$14,000.00	Measure N	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	Central Consultants		Enter position number at left.	352-99
$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	Central Consultants		Enter position number at left.	352-100
$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.	352-101
$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	Central Consultants		Enter position number at left.	352-102
$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.	352-103
$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.	352-104

$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.	352-105
$1,255.00	Title I: Basic	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.	352-106
$65,465.00	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.	352-107

Action Research	Rudsdale & Rudsdale Newcomer
Pathway/s:	Health and Tech: Tech - Rudsdale; Health - Rudsdale Newcomer
Top 5 Measure N Funding Commitments	Pathway Coach, Student Internships, Pathway Supplies, Support for Building out the Tech and Health CTE sequences and courses
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How do you create a high quality Linked Learning pathway in an Alternative Education setting?
What did you discover in the past year? *(Please use data to support.)*	Successes: Technology Integration into Core Classes - We intended to infuse Tech into all classroom curriculum and we ended up having all teachers design and implement a project-based unit for each six-week marking period as part of a partnership with Big Picture Learning, which included integrating in key technological skills and knowledge we wanted students to develop. Additionally, we hosted an Exhibition of Work where students displayed their final display of learning for their projects across all of the classes. We also were able to extend the technology theme into our electives program and create a new Computer Hardware Club that has generated a lot of interest from students. Work-Based Learning Infused Curriculum - we have implemented daily check-ins (advisory) and an extended advisory on Wednesdays in which we've integrated in many lessons that focus on college and career readiness; including but not limited to: resumes, cover letters, asking for letters of recommendation, job and interview skills, and collaboration skills. We also embedded college and career readiness skills into our senior portfolio. Challenges: one of the main challenge is helping build teachers knowledge of technology and the related industry.
What are you going to *do differently* or *change* moving forward?	Focusing In: We initially were a Health and Tech pathway and we are narrowing in on Technology in Rudsdale Original and on Health in our new Rudsdale Newcomer program as a means to maximize resources and deepen student's experiences in the pathway. Integration of WBL and Core Content Areas: Increased integration of core content teachers with Work-Based Learning opportunities in order to deepen teacher's industry knowledge and to create more authentic and robust Work-Based Learning experiences, which increase student access and participation in those experiences. Partner Advisories: Partner advisories on Wednesday to help ensure students get access to a quality college and career experience, allow for teachers to learn best practices from each other, and there will be two adults in the room.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Creating a high quality Linked Learning Pathway in an Alternative Education setting will increase opportunities for all students to develop the skills and work-based experiences that will enable them to graduate college. career, and community ready

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Rudsdale Continuation 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

Instructions: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers

Graduation Rate	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. 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?	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.
On Track to Graduate (11th Grade)	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.	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.
A-G Completion	N/A	N/A

SBAC ELA	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 meanful 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% 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. 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.	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.
SBAC Math	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.	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.
AP Pass Rate/Dual Enrollment Pass Rate	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% our students have passed the class with at least a C or above on the next three assessments.	The challenge has been getting more students passing or taking the class more seriously and preparing to pass.

Pathway Participation/CTE Enrollment*	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.	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.
English Learner Progress	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 equilavent , 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 studemts are at level1, 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.
Suspension Rate	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

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

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.

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.	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.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (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**
Math SBAC	Increase by at least 5% every year	All Students	+15 points DF3	-265	Coming soon	12% close or at grade leve	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 leve	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
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.

School:	Rudsdale Continuation School	School ID: 352

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: 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 s We use student We use student data as indic	We want improve on the intentionality of process.
Leadership Identity: 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
School Leadership & Vision Goal for 2019-20:		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
Staffing Structure Aligned to Purpose: 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 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
Alignment and Coherence of Leadership Bodies 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
Decision-Making Structure: 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.	Coninue working with RAD to get timely and relevant data to drive decision making.

Master Schedule, Budget, Facilities & Resource Allocation: 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.	
Equity Stance: 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 suport 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.	
Systems & Structures Goal for 2019-20:				

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?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Communication: 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.			Schoolwide Enabling Conditions		
stipend	General Purpose Discretionary	$12,353.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Schoolwide Enabling Conditions		
Supplies	General Purpose Discretionary	$10,867.00	4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions		
copier maintanance	General Purpose Discretionary	$7,000.00	5610	Equip Maintenance Agreemt		Enter position number at left.			Schoolwide Enabling Conditions		
stamps	General Purpose Discretionary	$2,000.00	5910	Postage		Enter position number at left.			Schoolwide Enabling Conditions		
STIP	LCFF Supplemental	$45,382.00	1105	Certificated Teachers' Salaries	7011	Enter position number at left.			Schoolwide Enabling Conditions		
travel	LCFF Supplemental	$4,000.00	5200	Travel And Conferences		Enter position number at left.			Schoolwide Enabling Conditions		
conference	LCFF Supplemental	$2,000.00	5220	Conference Expense		Enter position number at left.			Schoolwide Enabling Conditions		
SSO	LCFF Supplemental	$31,151.00	5743	Afterschool School Security Officer (SSO)		Enter position number at left.	0.50		Schoolwide Enabling Conditions		
teaching well, RJ	LCFF Supplemental	$46,347.00	5825	Central Consultants		Enter position number at left.			Schoolwide Enabling Conditions		

Math teacher	LCFF Supplemental			Enter object code at left.	59	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions
ELA teacher	LCFF Supplemental			Enter object code at left.	2388	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions
ELA teacher	LCFF Supplemental			Enter object code at left.	3531	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions
History teacher	LCFF Supplemental			Enter object code at left.	2148	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions
Science teacher	LCFF Supplemental			Enter object code at left.	3509	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions
TSA/Math	LCFF Supplemental			Enter object code at left.	2467	11-Month Classroom TSA	0.80		Schoolwide Enabling Conditions
History teacher	LCFF Supplemental			Enter object code at left.	3368	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions
ELA teacher	LCFF Supplemental			Enter object code at left.	5093	Teacher, Structured English Immersion	0.80		Schoolwide Enabling Conditions
11-month TSA	LCFF Supplemental			Enter object code at left.	6116	10-Month Classroom TSA	0.80		Schoolwide Enabling Conditions
Teacher	LCFF Supplemental			Enter object code at left.	7007	Enter position number at left.	0.60		Schoolwide Enabling Conditions
Math teacher	LCFF Supplemental			Enter object code at left.	7006	Enter position number at left.	0.80		Schoolwide Enabling Conditions
Teacher	LCFF Supplemental			Enter object code at left.	6604	11-Month Classroom TSA	0.80		Schoolwide Enabling Conditions
stipends + benefits	LCFF Supplemental	$6,189.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Schoolwide Enabling Conditions
Stipends	LCFF Supplemental	$16,719.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Schoolwide Enabling Conditions
Bustickets	LCFF Supplemental	$20,000.00	4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions
Supplies	LCFF Supplemental	$19,261.00	4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions
IXL	LCFF Supplemental	$1,500.00	4315	Computer Supplies		Enter position number at left.			Schoolwide Enabling Conditions

WeVideo	LCFF Supplemental	$1,500.00	4315	Computer Supplies		Enter position number at left.		Schoolwide Enabling Conditions	
Retreat	LCFF Supplemental	$10,000.00	5200	Travel And Conferences		Enter position number at left.		Schoolwide Enabling Conditions	
electives: BACR	LCFF Supplemental	$20,000.00	5825	Central Consultants		Enter position number at left.		Schoolwide Enabling Conditions	
newcomer assistant	LCFF Supplemental	$50,000.00	5826	External Work Order Services		Enter position number at left.		Schoolwide Enabling Conditions	
certifications	LCFF Supplemental	$5,000.00	5826	External Work Order Services		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 School	

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
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	-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	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	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.

SRI Growth of One Year or More	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.
SRI Multiple Years Below Grade Level	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.
ELL Reclassification	Increase by at least 5% every year	English Learners	3.85%	16.00%	17.00%	
LTEL Reclassification	Increase by at least 5% every year					

THEORY OF ACTION

Theory of Action	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.
How are you supporting English Language Learners?	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
How are you building conditions for student and adult learning?	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?	Associated LCAP Goal	Associated Rudsdale Program
Supplies: Purchase supplies to support Language and Literacy development	LCFF Supplemental	$5,000.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics	Goal 3: Students are reading at or above grade level.	Original
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum			1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Goal 3: Students are reading at or above grade level.	Original

Supplies: Purchase supplies to support Language and Literacy development with integrated English Language Development for our Newcomer program				Pathway Supplies		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.	Newcomer
ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes									
Title I: Surplus to allocated in Fall 2019	Title I: Basic	$65,465.00	4399	Surplus		Enter position number at left.		Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	Both programs

RIGOROUS ACADEMICS & CTE

School: **Rudsdale Continuation School**

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
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

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
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.

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
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 leve	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 leve	Increase teachers' use of effective practice and instructional rigor in the classroom.
Standards Based Instruction/ Project-Based Learning	**Rudsdale:** 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. **Rudsdale Newcomer:** 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	**Rudsdale:** All new students take Exploring Computer Science (1 course of the CTE sequence). **Rudsdale Newcomer:** 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	**Rudsdale**: Senior Portfolio--ask for students to do a deeper reflection of transferable skills that will prepare them for college and career(Slide 16) **Rudsdale Newcomer:** 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.
Course Passage Rates	**Rudsdale:** : Decrease the amount of No Marks each trimester by 5% **Rudsdale Newcomer:** 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.

THEORY OF ACTION

Theory of Action	**Rudsdale:** 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. **Rudsdale Newcomer:** If we continue integrate health and student lead curriculum then our students will be able to advocate for their needs in the community.
How are you supporting English Language Learners?	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.
How are you building conditions for students and adult learning?	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?	Associated LCAP Goal	Associated Rudsdale Program
Academic Proficiency: 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	Goal 1: Graduates are college and career ready.	Both programs
Students with Disabilities Support: 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	Goal 1: Graduates are college and career ready.	Both programs
Pathway Coach: Hire a pathway coach to support with pathway development	Measure N	$24,000.00	5708	Pathway Coaches				Building the Conditions	Goal 1: Graduates are college and career ready.	Both programs

Strategy	Funding Source	Amount	Object Code	Object Code Description	Position Number	Position Title	FTE	Focal Area	District Goal	Program
Cycle of Inquiry: 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	Goal 2: Students are proficient in state academic standards.	Both programs
Expanded Learning: Partner with BACR to provide an extensive and rigorous expanded learning program	21st Century Community Learning Centers	$0.00	5825	Central Consultants		Enter position number at left.		Career Technical Education	Goal 1: Graduates are college and career ready.	Both programs
Exhibition of Learning: 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	Goal 1: Graduates are college and career ready.	Both programs
Rudsdale Original - TECHNOLOGY										
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the technologhy pathway theme into their core content classes	Measure N	$15,473.00	1120	Certificated Teachers' Salaries: Stipends				Rigorous Academics	Goal 1: Graduates are college and career ready.	Original
Supplies: 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	Goal 1: Graduates are college and career ready.	Original
Teacher Mentorship Cycle: 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	Goal 1: Graduates are college and career ready.	Original
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.	Measure N	$58,325.00	5825	Central Consultants		Enter position number at left.		Career Technical Education	Goal 1: Graduates are college and career ready.	Original

PBL Professional Development: 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	Goal 1: Graduates are college and career ready.	Original
CTE Integration for Teachers: All teachers use Google Classroom and Aeries.	LCFF Supplemental	$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.	Rigorous Academics	Goal 1: Graduates are college and career ready.	Both programs
Teacher externships: 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	Goal 1: Graduates are college and career ready.	Rudsdale Original
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	Measure N	$8,000.00	5220	Conference Expense		Enter position number at left.	Rigorous Academics	Goal 1: Graduates are college and career ready.	Rudsdale Original
Rudsdale Newcomer - HEALTH									
Extended Planning Time: 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	Goal 1: Graduates are college and career ready.	Newcomer
Health CTE Classes: Partner with BACR to provide health sequenced courses to align with mental and behavioral health	Measure N	$20,000.00	5825	Central Consultants		Enter position number at left.	Career Technical Education	Goal 1: Graduates are college and career ready.	Newcomer
Supplies: 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	Goal 1: Graduates are college and career ready.	Newcomer

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	Measure N	$10,000.00	5220	Conference Expense		Enter position number at left.		Rigorous Academics	Goal 4: English Learners are reaching fluency.	Rudsdale Newcomer
Student Led Activities: 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	Goal 1: Graduates are college and career ready.	Both programs
Capstone Class: Create capstone class (12 weeks)	LCFF Supplemental	$0.00	0			Enter position number at left.		Rigorous Academics	Goal 1: Graduates are college and career ready.	Both programs

WORK-BASED LEARNING

School: Rudsdale Continuation School

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
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.

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

Career Awareness	**Rudsdale:** Students get job shadow or internship experience with industry partner **Rudsdale Newcomer:** 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.
Career Exploration	**Rudsdale:** Every student has participated in at least two WBL experiences for graduation requirement **Rudsdale Newcomer:** 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.
Career Preparation	**Rudsdale:** All students are prepared for and participate in Rudsdale Career Symposium with Resume & Cover Letter written in Advisory. **Rudsdale Newcomer:** 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

Theory of Action	**Rudsdale:** 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 **Rudsdale Newcomer:** 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.
How are you supporting English Language Learners?	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.
How are you building conditions for students and adult learning?	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?	Associated LCAP Goal	Associated Rudsdale Program
TSA and Teacher Collaboration: 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	Goal 1: Graduates are college and career ready.	Both programs
Ongoing WBL Meetings: 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	Goal 1: Graduates are college and career ready.	Both programs

Industry Expectations: 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	Goal 1: Graduates are college and career ready.	Both programs
Workshops: Offer outside workshops for staff	LCFF Supplemental	TBD	5826	External Work Order Services		Enter position number at left.		Building the Conditions	Goal 1: Graduates are college and career ready.	Both programs
Site Visits: 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	Goal 1: Graduates are college and career ready.	Both programs
Advisory: 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	Goal 1: Graduates are college and career ready.	Both programs
WBL Exhibition: 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	Goal 1: Graduates are college and career ready.	Both programs
WBL Case Management: WBL TSA case managing students close to graduation and possibly co-facilitating capstone class.	LCFF Supplemental	TBD	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	Both programs
Financial Literacy: 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	Goal 1: Graduates are college and career ready.	Both programs
College and Career/WBL Readiness: 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	Goal 1: Graduates are college and career ready.	Both programs
Rudsdale Original - TECHNOLOGY										
Work-Based Learning: 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	Goal 1: Graduates are college and career ready.	Original

Career Exploration Visits: 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	Goal 1: Graduates are college and career ready.	Original
Student Internships: Issue student internships as part of the tech pathway through ousd ECCCO program	Measure N	$8,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	Original
Tech Industry Partnerships: 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	Goal 1: Graduates are college and career ready.	Original
Tech Experts: Host an expert in a specific tech program that staff is interested in using/learning about during PD	LCFF Supplemental	TBD	5825	Central Consultants		Enter position number at left.		Rigorous Academics	Goal 1: Graduates are college and career ready.	Original
Site Visits: 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	Goal 1: Graduates are college and career ready.	Both programs
Rudsdale Newcomer - HEALTH										
Work-Based Learning Lead: 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	Goal 5: Students are engaged in school every day.	Newcomer
Career Exploration Visits: 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		Newcomer
Industry Partnerships: 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	Goal 1: Graduates are college and career ready.	Newcomer
Health Certifications: 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	Goal 1: Graduates are college and career ready.	Newcomer

English 4 Curriculum: 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	Goal 1: Graduates are college and career ready.	Newcomer
Student Internships: Issue student internships as part of the health pathway through ousd ECCCO program	Measure N	$8,000.00	5825	Central Consultants		Enter position number at left.		Career Technical Education	Goal 1: Graduates are college and career ready.	Newcomer

COMPREHENSIVE STUDENT SUPPORTS

School: **Rudsdale Continuation School**

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
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
Conditions for Student Learning (School Climate and Culture)	**Rudsdale:** Increase implementation of Restorative Justice (RJ) practices and clarity of policies and procedure **Rudsdale Newcomer:** 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.	All Students	64.70%	71.10%	78.30%	Continue to increase and build on parent communication and involvement.

College Access	**Rudsdale:** 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). **Rudsdale Newcomer:** 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.	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.
Differentiated Interventions	**Rudsdale:** Advisors intentionally support and engage student advisees to be the drivers of their own education plan toward graduation and through to post secondary opportunities. **Rudsdale Newcomer:** 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	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

Theory of Action	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. 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).
How are you supporting English Language Learners?	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.
How are you building conditions for students and adult learning?	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?	Associated LCAP Goal	Associated Rudsdale Program

Restorative Justice Training: 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.	LCFF Supplemental	$0.00	1119	Certificated Teachers on Special Assignment Salaries		Enter position number at left.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	Both programs
Supplies: Purchase supplies to support the development of a strong culture and climate	LCFF Supplemental	$5,000.00	4310	School Office Supplies		Enter position number at left.	Building the Conditions	Goal 5: Students are engaged in school every day.	Both programs
College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students	LCFF Supplemental	$0.00		Enter object code at left.		Enter position number at left.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	Both programs
Daily Check Ins (Advisory): 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	LCFF Supplemental	$0.00	1105	Certificated Teachers' Salaries		Enter position number at left.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	Original
Title I Parents: Surplus to be allocated in Fall 2019	Title I: Basic	$1,255.00	4399	Surplus		Enter position number at left.	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	Both programs
Rudsdale Original - TECHNOLOGY									

Family Engagement: 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	Goal 6: Parents and families are engaged in school activities.	Original
Partner Advisories: 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	Goal 5: Students are engaged in school every day.	Original
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]	LCFF Supplemental	TBD		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	Original
Americorps Volunteers: Provide additional wraparound support for the Newcomer program to ensure students receive all necessary supports to be successful in school	Measure N	$14,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	Original
Rudsdale Newcomer - HEALTH									
Social Worker: 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	Goal 5: Students are engaged in school every day.	Newcomer
Americorps Volunteers: 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	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	Newcomer

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.	Measure N	$55,000.00	5825	consultant contract		Enter position number at left.		All	Goal 5: Students are engaged in school every day.	Newcomer
Family Engagement: 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	LCFF Supplemental	$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	Newcomer