

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1341
Introduction Date: 6/27/18
Enactment No.: 18-1143
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Rudsdale Continuation School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Rudsdale Continuation School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Rudsdale Continuation School
CDS Code: 1612590130146
Principal: Willie Thompson
Date of this revision: 5/14/2018

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

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

Contact: Willie Thompson	Position: Principal
Address: 8251 Fontaine Street Oakland, CA 94605	Telephone: 510-729-4303 Email: willie.thompson@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Rudsdale Continuation School

Site Number: 352

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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




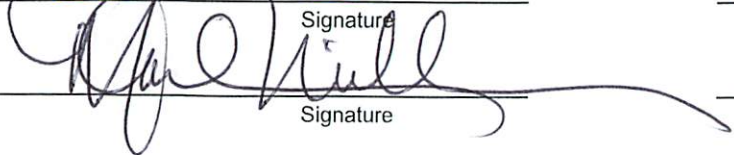
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: May 10th, 2018

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|---|

Signatures:

Willie Thompson, School Principal		<u>5/10/2018</u>
	Signature	Date
CYNTHIA DUCKWORTH		<u>5-10-18</u>
Name of SSC Chairperson	Signature	Date
Preston Thomas, Network Superintendent		<u>6-5-18</u>
	Signature	Date
Marla Williams, Officer, State and Federal Programs		<u>6/5/18</u>
	Signature	Date

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$26,720.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$106,880.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$133,600.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$36,532.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$898.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$145,330.00	TBD
TOTAL:	\$182,760.00	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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 continues 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.

Family & Student Engagement

SCHOOL DATA SLIDES

[Rudsdale Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	According to the data, we have made significant gains in the graduation and dropout rate in the last four years (2011-12 until 2015-16), the student graduation rate has increased from 35.5 to 54.3%, roughly a 19% gain. On the contrary, the student dropout rate has decreased from 30 to 18.1 percent during that same four year period, roughly a 12% decrease.	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.	Our action plan is to formalize the process we are using to capture the graduation rate and get the district aligned with it
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.	We will focused more on tracking students credits...or credit recovery. We will continue to focus on student attendance and providing more SEL support
A-G Completion	N/A		
SBAC ELA	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.	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.	More focus on getting teachers and students 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 ELA	1) Improve Schoolwide Grade-level Reading Proficiency: Increase the overall percentage of students reading close to, at, or above grade-level by 5% each year and have 30% or more of students reading close to, at, or above grade-level. 2) Improve Individual Student Reading Proficiency: Increase each student's SRI score by a minimum of 20 points with each administration (e.g. Fall: 1020, Winter: 1040, Spring: 1060). 3) Improve Individual Student Writing Proficiency: Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.	Goal 3: Students are reading at or above grade level	All Students	Midyear Actual: 13.2%	Midyear Target: 18.2% Midyear Actual: 20.1%	Midyear Target: 20.1% of students close to, at, or above grade level	Improvements needed in systematic use of assessments and data to inform instruction.
SBAC Math	Increase Math Course Passage Rates: Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.	Goal 2: Students are proficient in state academic standards	All Students	Actual MP1: 53.0% MP2: 48.3% MP3: 10% MP4: 48.4% MP5: 30% MP6: 39.1% Avg: 38.1%	Target MP1: 58.0% MP2: 53.3% MP3: 15% MP4: 53.4% MP5: 35% MP6: 44.1% Avg: 43.1%	Target MP1: 63.0% MP2: 58.3% MP3: 20% MP4: 58.4% MP5: 40% MP6: 49.1% Avg: 48.1%	Improvements needed in systematic use of assessments and data to inform instruction.
AP Pass Rate	NA	NA	NA	NA	NA	NA	NA
Dual Enrollment Pass Rate	Increase Dual Enrollment Pass Rate: Increase the dual enrollment pass rate by 10% every year	Goal 1: Graduates are college and career ready	All Students	Actual Fall: 19.9% Spring: 22.5% Average: 21.2%	Target Fall: 24.9% Spring: 27.5% Average: 26.2%	Target Fall: 29.9% Spring: 32.5% Average: 31.2%	Increase teachers' use of effective practice and instructional rigor in the classroom.
Pathway Participation/ CTE Enrollment*	Increase Student Pathway Participation: Increase student pathway participation at least 20% each year and have 100% of students participating in pathways by June 2021.	Goal 1: Graduates are college and career ready	All Students	0%	Actual: 57.9%	Target: 77.9%	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.
English Learner Progress	Increase amount of ELL students reclassifying as English Proficient by 10% each academic year and reach 50% or more ELL students reclassifying as English Proficient by June 2021 for the 2020-2021 academic year.	Goal 4: English learners are reaching English fluency	All Students	Actual: 17.4%	Target: 27.4%	Target: 32.4%	Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement.
Suspension Rate	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	Goal 5: Students are engaged in school everyday	All Students	Actual: 0 students suspended	Target: 0 - 5 students suspended	Target: 0 - 5 students suspended	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.

School: Rudsdale Continuation School

School ID: 352

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

KEY:

1: *Not at all* 3: *Mostly*

2: *Somewhat* 4: *Completely*

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	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	Use student data as indicators for ongoing discussions to inform decision-making and alignment of resources (including human resources) to improve student improvement and school's goals.	Continue the process by creating a master schedule to carve out time to have discussions
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	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 2018-19:	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
<p>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?</p>	2: Somewhat	Due to the lack of a very clear pathway theme, we have been limited in creating comprehensive structures and systems that are aligned with school's purpose. This has led to lack of coherence with support staff. The aforementioned has limited our ability to focus on student equity...that is: creating a student individualized plan to be college, career, and community ready	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<p>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?</p>	3: Mostly	Again, the leadership team has a very clear and shared understanding of school's goals; but, due to not having develop a very clear pathway theme, we have not been intentional in implementing plan.	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<p>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?</p>	3: Mostly	Again, the leadership team has a very clear and shared understanding of protocols that will drive our decision-making; but, due to not having develop a very clear pathway theme, we have not been intentional in using relevant data to inform us.	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready

<p>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)?</p>	3: Mostly	Leadership is very clear in terms of leveraging systems and resources to maximize efforts, but due to lack of clarity of pathway, we have been limited in our intentionality	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<p>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)?</p>	3: Mostly	Leadership is clear about implementation of policies and procedures that facilitates equity of access, but due to lack of clarity of pathway, we have been limited in our intentionality	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<p>Systems & Structures Goal for 2018-19: Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready</p>			

Strategic Actions	Which school team (s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
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	Whole School	All Students					Building the Conditions	A1.1 Pathway Programs
Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocall process, news letters...etc, to communicate vision to the extent that stakeholders begin taking ownership	Whole School	All Students					Building the Conditions	A1.1 Pathway Programs
Work with all stakeholders to Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready	Whole School	All Students					Building the Conditions	A1.1 Pathway Programs

LANGUAGE & LITERACY

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

Summary of 17-18 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

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	15% increase in the # of students who are near, at or exceeding grade level on SRI every year...observe student using notes and notice strategies including close reading and annotation	All Students	13.3%	15.3%	17.6%	Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement.
Common Core	80% of students will move at least one point on the Learning Design Collaborative (LDC) Rubric and a 5% increase in the number of students who are near, met or exceeding standards on SBAC performance level.	All Students	TBD	80%-5%	80%-5%	Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement.

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, the real-world and hands on learning opportunities will support ELL students

How are you building conditions for students 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.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	All	All	All	All

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
BOTH							
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Income Students	Other	\$0.00			Rigorous Academics	A3.2 Reading Intervention
ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	Low-Income Students	Other	\$0.00			Rigorous Academics	A3.2 Reading Intervention
Rudsdale Original - TECH							
Supplies: Purchase supplies to support Language and Literacy development	Low-Income Students	General Purpose Discretionary	\$10,000.00	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Rudsdale Newcomer - HEALTH							
Instructional Teacher: Hire an additional full-time teacher on special assignment in order to provide a full range of academic programming and intensive literacy support and English Language Development support	English Learners	LCFF Supplemental (Newcomers)	\$93,158.59	1119		Rigorous Academics	A4.3 Newcomer Programs
Computers: Purchase computers to support the new Newcomer Program in order for all students to have access to technology as part of their academic core content classes	English Learners	LCFF Supplemental (Newcomers)	\$50,000.00	4420		Rigorous Academics	A4.3 Newcomer Programs
Supplies: Purchase supplies to support Language and Literacy development with integrated English Language Development for our Newcomer program	English Learners	LCFF Supplemental (Newcomers)	\$50,500.00	4310		Rigorous Academics	A4.3 Newcomer Programs

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3+	3	3+	More clear and focused pathway theme; had a collaborative staff process to choose and narrow in on the focus of the theme
Integrated Core	2+	2+	2+	Did some initial integration but now that we are clear on theme, we will be able to integrate even more fully the theme into the core content areas and expanding learning
Cohort Scheduling	2+	2+	2+	A portion of the students are taking a Tech CTE class but with the focus on the theme, more options will be available next year
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	2+	2+	All teachers have created and implemented a project-based learning unit and an ongoing process of identifying project-based learning practices. Additionally, students presented their learnings in end of unit school-wide learning exhibitions
Collaborative Learning	2+	3-	3	Teachers have begun to design project-based learning units where students are engaged in a project-based protocol for collaborative learning processes
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3-	3-	3+	Teachers are sharing project-based learning best practices and engaging in exhibitions of learning
Collaboration Time	3+	3+	3+	Have common collaboration time weekly and on Wednesdays where teachers are able to do collaborative planning and share best practices
Professional Learning	3+	3+	3+	Clear professional learning scope and sequence aligned to schoolwide goals; partnership with Big Picture Learning around the PBL professional learning; observed growth in teachers with their ability to design and implement engaging PBL curriculum

SUMMARY OF 17-18 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?

Summary of 17-18 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

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	BOTH: 80% of students will move at least one point on the Evidence Strand of the Common Core/SBAC/OUSD Capstone aligned writing rubric from Learning Design Collaborative (LDC) for Marking Period Writing Diagnostic. as well as a 5% increase in students' math assessment scores Rudsdale Original TECH: Every teacher has high quality portfolio worthy projects for each class that include robust reflection and intentionality of skills and learning with integration of technology to support the pathway. Rudsdale Newcomer HEALTH: Continue creating 6 week units that culminate in real world projects in every class	Low-Income Students	13.3% proficient	10% increase	10% increase	Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement.
CTE	Rudsdale Original TECH: Students and staff engage in Google Tech Sherpa Certification. Rudsdale Newcomer HEALTH: Create a dual enrollment class for medical interpreting that provides students with a certificate Create a concurrent enrollment trade class for Wednesday electives	Low-Performing Students	TBD	10% increase	10% increase	Increase teachers' use of effective practice and instructional rigor in the classroom.
Graduate Capstone/Culminating Experience	BOTH: 80% of students will move at least one point on the Evidence Strand of the Common Core/SBAC/OUSD Capstone aligned writing rubric from Learning Design Collaborative (LDC) for Marking Period Writing Diagnostic. Rudsdale Original TECH: Senior Portfolio--more enhanced ask for deeper reflection of students articulating transferable skills. Rudsdale Newcomer HEALTH: Seniors have an articulated graduation portfolio that includes (1) CEV visit reflection, (2) post high school plan, (3) resume, (4) personal growth reflection.	Low-Performing Students	TBD	10% increase	10% increase	Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement.
Course Passage Rates	BOTH: Decrease the amount of No Marks each trimester by 5%	Low-Performing Students				Increase teachers' use of effective practice and instructional rigor in the classroom.

THEORY OF ACTION

Theory of Action	Rudsdale Original TECH: 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 HEALTH: If we continue developing hands on, real world ways for students to develop their English skills, then there will be a whole range of higher paying careers available to them.					
How are you supporting English Language Learners?	Both: Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas; Additionally, the real-world and hands on learning opportunities will support ELL students as well. Rudsdale Newcomer has English Language Development integrated into all of their core content areas.					
How are you building conditions for students and adult learning?	Both: 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.					
Engagement: Who do you need to meet	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		

with moving forward to develop and then finalize this plan?	All	all	all	All
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STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
BOTH							
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	Foster Youth		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Expanded Learning: Partner with BACR to provide an extensive and rigorous expanded learning program	Low-Income Students	21st Century	\$145,329.77	5825		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes	English Learners	Other	\$0.00			Rigorous Academics	A4.1 English Learner Reclassification
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Students with Disabilities		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Pathway Coach: Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$23,000.00	5708		Building the Conditions	A1.1 Pathway Programs
Title I: Surplus to allocated in Fall 2018	English Learners	Title I: Basic	\$36,531.82	4399		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Rudsdale Original - TECH							
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N	\$5,000.00	1120		Rigorous Academics	A1.1 Pathway Programs
Supplies: Purchase supplies to support the integration of the pathway theme into the core content areas	Low-Performing Students	General Purpose Discretionary	\$16,720.00	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Supplies: Purchase supplies to support the integration of the pathway theme into the core content areas	Low-Income Students	LCFF Supplemental	\$20,000.00	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
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.	Low-Income Students	Other	\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Teacher Mentorship Cycle: Create a mentorship cycle between teachers to integrate tech into PBL projects in every class	Low-Income Students	Other	\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

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	Low-Income Students	Other	\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
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.	Low-Performing Students	Measure N	\$37,811.00	5825		Career Technical Education	A1.1 Pathway Programs
Rudsdale Newcomer - HEALTH							
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N (Newcomer Program)	\$16,500.00	1120		Rigorous Academics	A1.1 Pathway Programs
Health CTE Classes: Partner with BACR to provide health sequenced courses to align with Medical Interpretation	English Learners	Atlantic Philanthropies	\$10,000.00	5825		Career Technical Education	A1.1 Pathway Programs
Health Interpreter Support: Hire a Bilingual Health Interpreter industry professional to support the integration of the pathway theme into the core content areas	English Learners	Measure N (Newcomer Program)	\$3,000.00	5826		Career Technical Education	A1.1 Pathway Programs
Health Pathway Supplies: Purchase supplies to support the build out of a Health CTE and WBL program	English Learners	Measure N (Newcomer Program)	\$10,000.00	4310		Career Technical Education	A1.1 Pathway Programs
Medical Interpreter Course: Partnering with BCC professor to create a pre-course to support our students to move into the field	English Learners	Measure N (Newcomer Program)	\$5,000.00	5825		Career Technical Education	A1.1 Pathway Programs

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2-	2	2+	Students have been engaged in a wide variety of work-based learning experiences such as career exploration visits, guest speakers, internship readiness classes, and internships just to name a few, but now that we have identified a clear pathway theme, we will be able to create and design deeper WBL learning experiences
Pathway Outcomes	2-	2	2+	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	2	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

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

<i>h</i>			
Summary of 17-18 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.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Exploration	Rudsdale Original TECH: Every student has participated in at least two WBL experiences for graduation requirement aligned to pathway theme. Rudsdale Newcomer HEALTH: Each student will be able to participate in at least 1 career exploration visit per academic year	Low-Income 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 Original TECH: All students are prepared for and participate in Rudsdale Career Symposium with Resume & Cover Letter written in Advisory. Rudsdale Newcomer HEALTH: All students will all have a completed Resume and will have participated in mock interviews	Low-Performing 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 Training	Rudsdale Original TECH: Increase the amount of students who get a job shadow or internship experience with industry partner by 10%. Rudsdale Newcomer HEALTH: Work towards having a group of student receiving a national medical interpreter certificate	English Learners	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 Original TECH: 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. Rudsdale Newcomer HEALTH: If we expose students to career opportunities and prepare them for those careers, then our students will be able to find a fulfilling career or their choice.					
How are you supporting English Language Learners?	Both: Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas and the WBL opportunities; Additionally, the real-world and hands on learning opportunities will support ELL students. Rudsdale Newcomer has English Language Development integrated into all of their core content areas and into the WBL opportunities as well					
How are you building conditions for students and adult learning?	Both: 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.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	All	All	All	All		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
BOTH							
STIP Sub: Hire a STIP sub who will be responsible for supporting the integration of Work-Based Learning into the Core Content areas (internal)	English Learners	LCFF Supplemental (Newcomers)	\$50,786.41	1105		Work-Based Learning	A1.1 Pathway Programs
Work-Based Learning Liaison: Hire a full time Work-Based Learning Liaison who will be responsible for developing technology industry partnerships, managing internships and other career preparation and training opportunities	Low-Performing Students	Grant	\$80,000.00			Work-Based Learning	A1.1 Pathway Programs
WBL Liaison Teacher Collaboration: Teachers and WBL Liaison have regular meetings to coordinate information and opportunities available for students	Low-Income Students	Other	\$0.00			Work-Based Learning	A1.1 Pathway Programs

Rudsdale Original - TECH							
Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N	\$7,500.00	5826		Work-Based Learning	A1.1 Pathway Programs
Student Internships: Issue student internships as part of the health and tech pathway through a partnership with BACR	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Tech Partnerships: Develop industry partnerships (1-2 partnerships) ie: OTX, OUSD IT department; Clarify school's expectations and goals from industry partnerships	Foster Youth	Other	\$0.00			Work-Based Learning	A1.1 Pathway Programs
College and Career/WBL Readiness: Revisit and re-train teachers in Advisory curriculum and career/college/WBL readiness requirements	Low-Income Students	Other	\$0.00			Work-Based Learning	A1.1 Pathway Programs
Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Low-Performing Students	Measure N	\$37,812.00	4310		Work-Based Learning	A1.1 Pathway Programs
Rudsdale Newcomer - HEALTH							
Health Certifications: Create opportunities for students to receive Health related certifications, such as CPR	English Learners	Measure N (Newcomer Program)	\$5,213.59	5826		Work-Based Learning	A1.1 Pathway Programs
Industry Partnerships: Build partnerships with Merritt College or other organizations who provide health interpreting certifications	English Learners	Other	\$0.00			Work-Based Learning	A4.3 Newcomer Programs
Advisory Curriculum: Continue building out advisory curriculum around career exploration (resumes, mock interviews) designed for the newcomer program	English Learners	Other	\$0.00			Work-Based Learning	A4.3 Newcomer Programs
Student Internships: Issue student internships as part of the health pathway through a partnership with BACR	Low-Income Students	Measure N (Newcomer Program)	\$13,786.41	5825		Work-Based Learning	A1.1 Pathway Programs
Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N (Newcomer Program)	\$6,000.00	5826		Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 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, and a Wednesday breakfast program 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

SUMMARY OF 17-18 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?

Summary of 17-18 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 the Wednesday breakfast program; advisory programs, website, facebook page, etc; which has been successful; want to increase are ability to engage parents as well

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	BOTH: Increase student attendance rate (58.8%) at least 10% each year and keep suspension rate below 2%. Rudsdale Original TECH: Shared understanding between students and staff of supports & interventions available to be successful in the Rudsdale program. Rudsdale Newcomer HEALTH: 40% of our students above 80% attendance by June 2018 Increase student attendance by X% from the baseline from SY17-18	All Students	58.8 and 2%	increase 10%	increase 10%	Continue to increase and build on parent communication and involvement.
College Access	BOTH: Increase the # of students who graduate college, career and community ready by at least 20% every year %; Rudsdale Original TECH: 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 HEALTH: 100% of our students create FAFSA ID /Dream App; Offer at least 3 college exploration opportunities for students per year	All Students	1.2%	20% increase	20% increase	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.

Differentiated Interventions	BOTH: ; Rudsdale Original TECH: 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 HEALTH: Create an English course scope and sequence that serves our low literacy students all the way to our college bound.	All students	TBD	20% increase	20% increase	Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support.
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THEORY OF ACTION

Theory of Action	Rudsdale Original TECH: 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 HEALTH: If we text the students who hover at 60-70% attendance, then they will come to school more because they will feel held and supported					
How are you supporting English Language Learners?	Both: Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas; Additionally, the real-world and hands on learning opportunities will support ELL students as well. Rudsdale Newcomer has English Language Development integrated into all of their core content areas.					
How are you building conditions for students and adult learning?	Both: 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.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	All	All	All	All		

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
BOTH							
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.	African American Males	Other	\$0.00			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Supplies: Purchase supplies to support the development of a strong culture and climate	Latino Students	LCFF Supplemental	\$20,000.00	4310		Comprehensive Student Supports	A2.2 Social Emotional Learning
Non-Contract Services	Low-Income Students	LCFF Supplemental	\$35,729.00	5826		Comprehensive Student Supports	A2.2 Social Emotional Learning
Title I Parents: Surplus to be allocated in Fall 2018	Low-Income Students	Title I: Parent Participation	\$898.47	4399		Comprehensive Student Supports	A6.1 Parent/Guardian Leadership Development
Rudsdale Original - TECH							
Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Low-Income Students	Other	\$0.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students	African American Males	Measure N	\$8,500.00	5826		Comprehensive Student Supports	A1.1 Pathway 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	Foster Youth		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning
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	Students with Disabilities	Other	\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs

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 <i>[funds in surplus to be allocated as described]</i>	Low-Income Students	LCFF Supplemental	\$31,151.00	5741		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Rudsdale Newcomer - Health							
Newcomer Consultants: Provide additional wraparound support for the Newcomer program to ensure students receive all necessary supports to be successful in school	English Learners	LCFF Supplemental (Newcomers)	\$67,438.51	5825		Comprehensive Student Supports	A4.3 Newcomer Programs
Social Worker: Hire a full time social worker to provide additional supports for newcomers	English Learners	Grant	\$80,000.00			Comprehensive Student Supports	A4.3 Newcomer Programs

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Rudsdale Continuation School

School ID: 352

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
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	All Students					Building the Conditions	A1.1 Pathway Programs	352-1
Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocall process, news letters...etc, to communicate vision to the extent that stakeholders begin taking ownership	All Students					Building the Conditions	A1.1 Pathway Programs	352-2
Work with all stakeholders to Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready	All Students					Building the Conditions	A1.1 Pathway Programs	352-3
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	Foster Youth		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	352-13
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Students with Disabilities		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	352-14
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	Foster Youth		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning	352-15
Expanded Learning: Partner with BACR to provide an extensive and rigorous expanded learning program	Low-Income Students	21st Century	\$145,329.77	5825		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	352-16
Health CTE Classes: Partner with BACR to provide health sequenced courses to align with Medical Interpretation	English Learners	Atlantic Philanthropies	\$10,000.00	5825		Career Technical Education	A1.1 Pathway Programs	352-17
Supplies: Purchase supplies to support Language and Literacy development	Low-Income Students	General Purpose Discretionary	\$10,000.00	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	352-18

Supplies: Purchase supplies to support the integration of the pathway theme into the core content areas	Low-Performing Students	General Purpose Discretionary	\$16,720.00	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	352-19
Social Worker: Hire a full time social worker to provide additional supports for newcomers	English Learners	Grant	\$80,000.00			Comprehensive Student Supports	A4.3 Newcomer Programs	352-20
Supplies: Purchase supplies to support the integration of the pathway theme into the core content areas	Low-Income Students	LCFF Supplemental	\$20,000.00	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	352-21
Supplies: Purchase supplies to support the development of a strong culture and climate	Latino Students	LCFF Supplemental	\$20,000.00	4310		Comprehensive Student Supports	A2.2 Social Emotional Learning	352-22
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]	Low-Income Students	LCFF Supplemental	\$31,151.00	5741		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	352-23
Non-Contract Services	Low-Income Students	LCFF Supplemental	\$35,729.00	5826		Comprehensive Student Supports	A2.2 Social Emotional Learning	352-24
Instructional Teacher: Hire an additional full-time teacher on special assignment in order to provide a full range of academic programming and intensive literacy support and English Language Development support	English Learners	LCFF Supplemental (Newcomers)	\$93,158.59	1119		Rigorous Academics	A4.3 Newcomer Programs	352-25
Supplies: Purchase supplies to support Language and Literacy development with integrated English Language Development for our Newcomer program	English Learners	LCFF Supplemental (Newcomers)	\$50,500.00	4310		Rigorous Academics	A4.3 Newcomer Programs	352-26
Computers: Purchase computers to support the new Newcomer Program in order for all students to have access to technology as part of their academic core content classes	English Learners	LCFF Supplemental (Newcomers)	\$50,000.00	4420		Rigorous Academics	A4.3 Newcomer Programs	352-27
Newcomer Consultants: Provide additional wraparound support for the Newcomer program to ensure students receive all necessary supports to be successful in school	English Learners	LCFF Supplemental (Newcomers)	\$67,438.51	5825		Comprehensive Student Supports	A4.3 Newcomer Programs	352-28
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N	\$5,000.00	1120		Rigorous Academics	A1.1 Pathway Programs	352-29
Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Low-Performing Students	Measure N	\$37,812.00	4310		Work-Based Learning	A1.1 Pathway Programs	352-30
Pathway Coach: Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$23,000.00	5708		Building the Conditions	A1.1 Pathway Programs	352-31
Student Internships: Issue student internships as part of the health and tech pathway through a partnership with BACR	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	352-32
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.	Low-Performing Students	Measure N	\$37,811.00	5825		Career Technical Education	A1.1 Pathway Programs	352-33

Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N	\$7,500.00	5826		Work-Based Learning	A1.1 Pathway Programs	352-34
College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students	African American Males	Measure N	\$8,500.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs	352-35
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N (Newcomer Program)	\$16,500.00	1120		Rigorous Academics	A1.1 Pathway Programs	352-36
Health Pathway Supplies: Purchase supplies to support the build out of a Health CTE and WBL program	English Learners	Measure N (Newcomer Program)	\$10,000.00	4310		Career Technical Education	A1.1 Pathway Programs	352-37
Medical Interpreter Course: Partnering with BCC professor to create a pre-course to support our students to move into the field	English Learners	Measure N (Newcomer Program)	\$5,000.00	5825		Career Technical Education	A1.1 Pathway Programs	352-38
Student Internships: Issue student internships as part of the health pathway through a partnership with BACR	Low-Income Students	Measure N (Newcomer Program)	\$13,786.41	5825		Work-Based Learning	A1.1 Pathway Programs	352-39
Health Interpreter Support: Hire a Bilingual Health Interpreter industry professional to support the integration of the pathway theme into the core content areas	English Learners	Measure N (Newcomer Program)	\$3,000.00	5826		Career Technical Education	A1.1 Pathway Programs	352-40
Health Certifications: Create opportunities for students to receive Health related certifications, such as CPR	English Learners	Measure N (Newcomer Program)	\$5,213.59	5826		Work-Based Learning	A1.1 Pathway Programs	352-41
Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N (Newcomer Program)	\$6,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	352-42
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Income Students	Other	\$0.00			Rigorous Academics	A3.2 Reading Intervention	352-43
ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	Low-Income Students	Other	\$0.00			Rigorous Academics	A3.2 Reading Intervention	352-44
ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes	English Learners	Other	\$0.00			Rigorous Academics	A4.1 English Learner Reclassification	352-45
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.	Low-Income Students	Other	\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	352-46
Teacher Mentorship Cycle: Create a mentorship cycle between teachers to integrate tech into PBL projects in every class	Low-Income Students	Other	\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	352-47
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	Low-Income Students	Other	\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	352-48

WBL Liaison Teacher Collaboration: Teachers and WBL Liaison have regular meetings to coordinate information and opportunities available for students	Low-Income Students	Other	\$0.00			Work-Based Learning	A1.1 Pathway Programs	352-49
Tech Partnerships: Develop industry partnerships (1-2 partnerships) ie: OTX, OUSD IT department; Clarify school's expectations and goals from industry partnerships	Foster Youth	Other	\$0.00			Work-Based Learning	A1.1 Pathway Programs	352-50
College and Career/WBL Readiness: Revisit and re-train teachers in Advisory curriculum and career/college/WBL readiness requirements	Low-Income Students	Other	\$0.00			Work-Based Learning	A1.1 Pathway Programs	352-51
Industry Partnerships: Build partnerships with Merritt College or other organizations who provide health interpreting certifications	English Learners	Other	\$0.00			Work-Based Learning	A4.3 Newcomer Programs	352-52
Advisory Curriculum: Continue building out advisory curriculum around career exploration (resumes, mock interviews) designed for the newcomer program	English Learners	Other	\$0.00			Work-Based Learning	A4.3 Newcomer Programs	352-53
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.	African American Males	Other	\$0.00			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	352-54
Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Low-Income Students	Other	\$0.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	352-55
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	Students with Disabilities	Other	\$0.00			Comprehensive Student Supports	A1.1 Pathway Programs	352-56
Title I: Surplus to allocated in Fall 2018	English Learners	Title I: Basic	\$36,531.82	4399		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	352-57
Title I Parents: Surplus to be allocated in Fall 2018	Low-Income Students	Title I: Parent Participation	\$898.47	4399		Comprehensive Student Supports	A6.1 Parent/Guardian Leadership Development	352-58



Title I School Parental Involvement Policy 2017-2018

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

Involvement of Parents in the Title I Program

Rudsdale agrees to implement the following statutory requirements:

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

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

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

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

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

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



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

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

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

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

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

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

School-Parent Compact

(Name of school) Rudsdale:

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



Building Parent Capacity for Involvement

(Name of school) Rudsdale:

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

Accessibility

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

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

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



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Rudsdale School Site Council on January 18, 2018 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Rudsdale notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

02/08/18

(Date)

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.

School Site Council Membership Roster **High School**

School Name: Rudsdale High School School Year **2017-2018**

Chairperson: Ms. Cynthia Duckworth	
Secretary: Ms. Alessandra Cabrera	

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Community	Student
Ms. Cynthia Duckworth				x	
Mr. Buncheout Bith				x	
Ms. Graciela Romero				x	
Karen Perez					x
Katie Bith					x
Christian Razo					x
Willie Thompson	x				
Marji Shaw		x			
Dionne Embry		x			
Jessica Wan		x			
Brad Skaggs		x			
Alessandra Cabrera			X		
Alternative					

Meeting Schedule	
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SSC Legal Requirements:

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

