



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Rudsdale Continuation School
CDS Code: 1612590130146
Principal: Willie Thompson
Date of this revision: 6/10/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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	Telephone: 510-729-4303
Oakland, CA 94605	Email: willie.thompson@ousd.org

The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Rudsdale Continuation School

Site Number: 352

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

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: _____

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|--|

Signatures:

_____ Print name of School Principal	_____ Signature	_____ Date
_____ Print name of SSC Chairperson	_____ Signature	_____ Date
_____ Print name of Network Superintendent	_____ Signature	_____ Date
_____ Ruth Alahydoian, Chief Financial Officer	_____ Signature	_____ Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: Rudsdale Continuation School

Site Number: 352

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2016-2017 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 Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

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 involved and engaged continues to be a challenge and a contributing factor that

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 Ruidsdale Continuation School is a voluntary program dedicated to providing educational options for students seventeen to eighteen years old who are at risk of not graduating from comprehensive high schools. Every student will have access to opportunities for completing a high school diploma, pursuing a GED and/or CHSPE certificate, and participating in career exploration and job training programs.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	48.4%	51.6%		23.4%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		5.7%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	47.9%	1.0%	2.6%	44.8%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	1.6%	0.5%	1.0%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Student graduation rates are increasing due to the trimester system.	Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills	Students who come to Ruidsdale have a history of poor attendance and are already behind on credits needed to graduate. Our two big challenges are getting students to school daily and getting them up to grade level academically.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Students were able to participate and complete a dual enrollment course this year.	0 % AP courses for 2014-15, compared to the district's 23.4%, 0% of students with 3.5 or above GPA, compared to the District's 21.1%...14.3% 2013-14 and 8.6% SRI reading level, compared to the District's 29.3%...0% Concurrent Enrollment compared to the district's 7.1%.	Again our students have missed so much school that they are severely behind academically. Since we only have them in 6 week cycles and sometimes for only 12 weeks total, we don't have sufficient time to catch them up.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
0% suspension rate in 2013-14, 0% in 2014-15, and 2.3% , compared to the District's 4.1% and the the State's 3.8% rate.	1.2% parent CHKS participation rate , well below the district's 52.3%	Our students have not been served at their comprehensive schools, often because of traumatic circumstances, so they come to us with extreme SEL needs. The transition from comprehensive schools to Continuation is another traumatic event.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Increased participation in the PWT and HWT benchmark assessments.	0% 2013-14 and 7% 2014-15 English Learner Reclassification rate, compared to the District's 15.4%... For Long Term Reclassification the rate was 0% in 2013-14, 8% in 2014-15, well below the District's 21%	Students come to us with major academic deficiencies in both skills and course completion. Currently, we focus on credit recovery for graduation requirements but are concerned that we are graduating students who don't have the skills to be college and career ready.

SCHOOL GOALS, TARGETS & THEORY OF ACTION**Schoolwide WASC Multi-Year Goals**

- Please forward your WASC report to Joanna.Vazquez@ousd.org and she will populate this section. (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase the # of students who graduate by at least 10 %	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Increase the # of students who are participating in the Health & Technology Pathway	1: Graduates are college and career ready.	
Climate and Culture:	Increase student attendance by 10-15%	5: Students are engaged in school everyday.	
Rigorous Academics:	Students will increase 5 percentage points in the # that are grade level proficient on SBAC testing and 10% increase in the # of students who has at least a 100 point gain on SRI and SMI testing...also increase the percentage of students who are reclassified 10%, including Long-term students.	3: Students are reading at or above grade level.	

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	at least 10%	At least 10%	1: Graduates are college and career ready.	On Track to Graduate
Post-Secondary Readiness:	Pathway Participation	All Students	0	At least 10-20%	1: Graduates are college and career ready.	Number of Students Enrolling in Two-Year Colleges
Climate and Culture:	Culture/Climate: Student	All Students	70%	85%	5: Students are engaged in school everyday.	Attendance Rate
Rigorous Academics:	SBAC ELA	All Students	5 percentage points	5 percentage points	3: Students are reading at or above grade level.	SBAC ELA

School Theory of Action

After looking at School Performance Data (analyzing Root Cause Analysis), there is a common challenge in all focus areas: students enrolling with extreme socio-emotional needs, contributing to poor student attendance and major academic deficiencies. It is very clear that if we continue to build the collective school capacity of the one focus area that is a strength of the Rudsdale program (SEL support), become more intentional about using the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices to support student writing with evidence, coupled with the development of a Health and Technology Pathway that focuses on dual enrollment, Work Based Learning, Career Exploration Visits, and Early College and Career Exposure, we can accelerate the creation of a school culture/climate that maximizes staff efforts and school resources to significantly increase the number of students who will graduate college, career, and community ready. The first step in the implementation process is to continue transitioning to a Shared Leadership Model, where staff or leadership team has clearly define roles and responsibilities, with accountability protocols. It includes increasing staff, modifying program and creating new structures, processes/systems to scale up SEL (students and staff) competencies and to meet students' socio-emotional and academic needs. Program and Budget Implications: Change Master Schedule to reflect the shift in staff mindset and SEL Intervention Strategies...shifting from an intervention program that is punitive in nature to a program that focuses more on SEL support...such as a reduction in Teacher/Student Ratio, Case Management System and Restorative Justice protocols. We plan to Increase FTEs from the 7.4 allocation to 11...the 3.6 increase, funded with discretionary and measure N funds. The increase in staffing; 1 FTE for GED/In-House SELF Contain Program, 1 FTE. for additional Social Study Teacher , 1 FTE Technology Teacher, and .6 added to the .4 to create 1 FTE SJ Teacher/Coordinator. We will also partner with colleges, external agencies and non-profits to provide additional student services...see key practices to implement strategies section in this tool.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Use the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices to support students reading and writing with evidence...	Writing across curriculum with evidence	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Culture & Climate Improvement Strategy:	Increase staff, modify master schedule and create new structures, processes/systems to scale up SEL (students and staff) competencies to meet students' socio-emotional and academic needs. Program and Budget Implications: Change Master schedule to reflect the shift in staff mindset and SEL Intervention Strategies...shifting from an intervention program that is punitive in nature to a program that focuses more on SEL support...such as a reduction in Teacher/Student Ratio, Case Management System and Restorative Justice protocols	Increase Attendance by 10-15% while continuing to reduce the Suspension rate below the District's 5% goal	Personalized Student Support	School Leadership & School Vision

Pathway Development/ Implementation Strategy:	Creating a Health and Tech Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	Increase the # of students who graduate by at least 10 %	Work-Based Learning	School Leadership & School Vision
New or Emerging Design Feature #1:	Implement ECCO and Get Focused Stay Focused Curriculum during Advisory	Increase student attendance by 10-15%	Work-Based Learning	Personalized Student Support
New or Emerging Design Feature #2:	Block Scheduling	Increase the # of students who graduate by at least 10 %	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #3:	Health & Technology Pathway	Increase the # of students who are participating in the Health & Technology Pathway	Work-Based Learning	Program of Study & Master Scheduling
Established Signature Element #1:	Advisory	Increase the # of students who graduate by at least 10 %	Personalized Student Support	Program of Study & Master Scheduling
Established Signature Element #2:	SEL	Increase student attendance by 10-15%	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #3:				

