

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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
- 21st Century Learning
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Rudsdale Continuation School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Rudsdale Continuation School
CDS Code: 1612590130146
Principal: Willie Thompson
Date of this revision: 6/6/2017

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
Address: 8251 Fontaine Street
Oakland, CA 94605

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 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 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: 4

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

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

Signatures:

Willie Thompson

School Principal

Signature

Gwendolyn Alexander

Print name of SSC Chairperson

Signature

Preston Thomas

Network Superintendent

Signature

Marcus Silvi

Coordinator, Office of Accountability Partners

Signature

April 27th

Date

April 27th

Date

5/17/17

Date

5/25/17

Date

2017-18 SPSA ENGAGEMENT TIMELINE

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, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2017-2018 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	\$177,356.15	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$122,238.00	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:	\$299,594.15	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$17,927.41	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$600.36	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$18,527.77	\$0.00

PART 1: ABOUT THE SCHOOL

1A. School Description

Rudsdale Continuation High School is part of the Oakland Unified School District, the fifth largest district in California, and one of the three continuation high schools in the district. The school was established in 2005 when Far West, another district school, opted to become an arts-focused small high school. From 2005 to August, 2012, the school was located at 1180 70th Avenue in East Oakland. Shortly before the start of the current school year, Rudsdale moved to the King Estates Complex of Schools in an area just off Highway 580. Included on the site are three other schools; Sojourner truth Independent Study Program, which includes The Electronic Learning Program (an on-line interactive program), and BayTech (a 6-12 charter school) that focuses curriculum by integrating technology (Blended Learning) and using a range of instructional strategies to actively engage students and improve their skills and knowledge.

The school serves those students from all over the Oakland community, but primarily serves those who live in the mid-to-eastern part of the city. That includes students from the district's nine comprehensive high schools and eight other alternative schools. As Rudsdale 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 substantially impacts student learning.

1B. School Mission and Vision

School Vision and Mission

Our Vision

Every student will find a renewed educational experience and greater success in school as well as successfully complete a program that prepares them for a post-secondary pursuit of their choice. They are ready and able to create stable, healthy lives for themselves while contributing to the health and well-being of their families, communities, and the City of Oakland.

Mission Statement

Oakland Unified School District's 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.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 6 years

Last WASC Self-Study: 2012-13

Next Self-Study: 2018-19

School WASC Goal:

1. Develop strategies and processes to increase attendance towards a 95% attendance goal by improving student responsibility as it relates to attendance and a positive school culture
2. Develop strategies and processes to improve ELA performance on assessments and support students' credit recovery by improving critical language arts skills, specifically reading comprehension and writing strategies.
3. Develop strategies and processes to improve student Math performance on assessments.
4. Continue to utilize district-prepared materials and district-provided professional training to infuse the common core standards and ensure that students are addressing and are aware of the academic standards in each subject area. This area of follow up should be addressed through the key WASC categories of curriculum, instruction and assessment.

Associated LCAP Goal:

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	Student graduation rates are increasing due to the trimester system.	Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills

Post-Secondary Readiness	Students were able to participate and complete a dual enrollment course this year.	0 % AP courses for 2014-15, compared to the district's 23.4%, 0% of students with 3.5 or above GPA, compared to the District's 21.1%...14.3% 2013-14 and 8.6% SRI reading level, compared to the District's 29.3%...0% Concurrent Enrollment compared to the district's 7.1%.
Climate and Culture	0% suspension rate in 2013-14, 0% in 2014-15, and 2.3% , compared to the District's 4.1% and the the State's 3.8% rate.	1.2% parent CHKS participation rate , well below the district's 52.3%
Rigorous Academics	Shifting to a project-based curriculum and the Senior Portfolio for graduation.	Aligning projects to student outcome rubrics--Critical thinking, creativity, research, community competence. Each cycle we could see growth along these common rubrics.
Pathway Development	Creating the structures and process for bringing our pathway theme--health and technology--into our school	Seamless integration of all the pieces of our pathway--the Senior Portfolio with internships, and after school offerings: dual enrollment, electives etc.

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Aligned writing rubric; training on Notice and Notes reading strategies	Students who come to Rudsdale 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.	Building a Rigorous Academic Core: Student Conditions
Post-Secondary Readiness	Clearly define the sequence of the pathway coursework and identifying who will teach it and where it will be held	Again our students have missed so much school that they are 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.	School Leadership & School Vision
Climate and Culture	Aligned the SEL standards and CHKS survey and educating students and families on the connection	Our students have not been served at their comprehensive schools, often because of traumatic circumstances, so they come to us with extreme SEL needs. The transition from comprehensive schools to Continuation is another traumatic event.	Personalized Student Support
Rigorous Academics	Fidelity and consistency to creating project-based units and supporting students to complete project	Students come to us with major academic deficiencies in both skills and course completion. Currently, we focus on credit recovery for graduation requirements but are concerned that we are graduating students who don't have the skills to be college and career ready.	Equity/Access/ Achievement

Pathway Development	Fidelity and consistency to creating project based units and supporting students to complete projects.	Pathway coursework sequence not clearly defined	
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2C. Current Strategy Analysis

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

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

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase the # of students who graduate college, career and community ready by at least 20 %	Pathway Participation	All Students	less than 10%	15%	At least 35%	
Post-Secondary Readiness	Increase the # of students who are participating in the Health & Technology Pathway	Pathway Participation	All Students	less than 10%	15%	At least 35%	

Climate and Culture	Increase student attendance to at least a 88% rate	Attendance Rate	All Students	70%	80%	85%	
Rigorous Academics	Increase the # of student (10% each semester) who increased SRI by at least 30 points...observe student using notes and notice strategies including close reading and annotation	SRI	All Students	N/A	At least a 100 Point gain	At least a 100 Point gain	
Pathway Development	The pathway identity is clear to teachers students and staff and 75% of students participate in a pathway experience, including: internships, health and tech classes, dual enrollment, mentorship, job shadow, career exploration visits, project based learning, CPR certification, basic tech skills etc.	Pathway Participation	All Students	TBD	TBD	75%	

PART 4: STRATEGIES

Major Improvement Strategies		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> Improvement Strategy:	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Equity/Access/Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Increase family and parent engagement and increase awareness and understanding of Rudsdale's commitment and practice of socio-emotional learning.	Personalized Student Support	Equity/Access/Achievement
Pathway Development/Implementation Strategy:	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	Work-Based Learning	Equity/Access/Achievement
Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Pathway Portfolio Projects - Teachers develop 6 week, project-based learning units that have a health or tech focus.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

Measure N Design Feature #2:	Advisory Health & Tech Curriculum - Revise curriculum to focus on college and career readiness and Health and Tech industries {"Work-Based Learning - Provide opportunities for students to explore college and career opportunities in Health Opportunities will include: dual enrollment courses and concurrent enrollment courses with nearby Peralta Community Colleges, College Exploration Visits, Career Exploration Visits, guest speakers, internships, shadowing/Work Based Learning Coordinator	Work-Based Learning	Personalized Student Support
Measure N Design Feature #3:	Wednesday Breakfast Program - SEL/community building, delivery of Advisory, WBL, Health and Tech curriculum	Program of Study & Master Scheduling	Personalized Student Support
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Socio-emotional Learning (SEL)	Personalized Student Support	School Leadership & School Vision
Signature Element #2 (Established):	Advisory	Personalized Student Support	Equity/Access/Achievement
Signature Element #3 (Established):	Block Scheduling	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: <i>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</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

PD: Implement schoolwide professional development focused on literacy and high-quality writing; including strategies for supporting ELL, GATE, low performing and foster youth student	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	A2.1: Implementation of CCSS & NGSS	All Students
School Wide Writing Diagnostic: Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practice; especially to target support for low-performing students to ensure academic proficiency	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	A2.1: Implementation of CCSS & NGSS	All Students
ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	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	A2.1: Implementation of CCSS & NGSS	All Students
Academic Mentors: Contract with coach to train teachers to develop 6 week, project-based learning units that have a health or tech focus	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	A3.4: Teacher Professional Development focused on Literacy	All Students

<p>Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum</p>	<p>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</p>	<p>A2.10: Extended Time for Teachers</p>	<p>All Students</p>
<p>Notice & Note: Training on Reading strategies using Notice and Notes reading strategies</p>	<p>Socio-emotional Learning (SEL)</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>
<p>Peer Observations Stipends: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Stipends will be provided for teachers serving as alternate observers for TGDS and extended time to debrief and collaborate around observations</p>	<p>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</p>	<p>A2.9: Targeted School Improvement Support</p>	<p>All Students</p>

ELL Literacy Support: Integrate literacy strategies to specifically support ELL students into the English core classes	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	A2.9: Targeted School Improvement Support	English Learners
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Schoolwide Mathematics Improvement Strategy: <i>Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

Academic Tutors: Hire one tutor to provide intensive support in the core math classes to increase amount and quality of instruction and personalized supports and assist low-performing students in meeting state's academic proficiency or advanced levels of academic achievement in math, in particular:	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	A2.9: Targeted School Improvement Support	All Students
STIP Sub: Hire a STIP sub to do classroom support and pull-outs to providing intensive math support to increase amount and quality of instruction and personalized supports and assist students in meeting state's academic proficiency or advanced levels of academic achievement in math, especially: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.		A2.9: Targeted School Improvement Support	All Students
Collaboration Time: Teachers have extended PD planning time to create and integrate math strategies into their core curriculum; with a specific focus African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	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	A2.5: Teacher Professional Development for CCSS & NGSS	All Students

Culture & Climate/SEL Improvement Strategy: <i>Increase family and parent engagement and increase awareness and understanding of Rudsdale's commitment and practice of socio-emotional learning.</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
SEL, RJ PD: Teacher PD's and workshops focusing on SEL, RJ Protocols and Equity to better connect and support students, especially those who have experienced trauma.	Align the SEL standards and the CHKS survey and educating students and families on the connection	A2.2: Social Emotional Learning	All Students
RJ Coach: Contract with a coach to coordinate and provide training and support around the RJ process to better connect and support students, especially those who have experienced trauma.	Align the SEL standards and the CHKS survey and educating students and families on the connection	A2.2: Social Emotional Learning	All Students
College and Career Advisory Breakfast program: Engage and build relationships with students, including: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.	Socio-emotional Learning (SEL)	A2.2: Social Emotional Learning	All Students
Family School and Pathway Orientation: Provide school and pathway orientation to welcome and build relationships with students and families to increase family engagement.		A5.1: School Culture & Climate (Safe & Supportive Schools)	
Pathway Development/Implementation Strategy: <i>Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Work-Based Learning Liaison (.4 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	A1.1: Pathway Programs	All Students
Work-Based Learning Liaison (.6 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships		A1.1: Pathway Programs	All Students

Pathway Coach: Hire a pathway coach to continue supporting with pathway development	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	A1.1: Pathway Programs	All Students
Breakfast Program: Breakfast advisory program to build strong community and relationships: teacher-student and student-student		A1.1: Pathway Programs	All Students
Student Internships: Issue student stipends as part of the Health & Tech internship program		A1.1: Pathway Programs	All Students
CPR/First Aid Certification: Provide students opportunities to earn certification in CPR or First Aid.		A1.1: Pathway Programs	All Students
Career Exploration Visits: Provide students opportunities to engage in career exploration visits.		A1.1: Pathway Programs	All Students
School Site Visits: Provide school staff and students opportunities to pick up best practices from other sites and pathways.		A1.1: Pathway Programs	All Students
Design Team: Extended planning time for the pathway design team to meet and plan pathway development.		A1.1: Pathway Programs	All Students

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Extended Learning: Create an extended learning opportunity where we extend the school day to provide additional elective options for academic acceleration and skill development aligned to our pathway	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	A1.6: After School Programs	Low-Income Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School:

Rudsdale Continuation School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$5,000.00	General Purpose Discretionary	Teacher PD's and workshops focusing on SEL, RJ Protocols and Equity	Align the SEL standards and the CHKS survey and educating students and families on the connection	A2.2: Social Emotional Learning	1120				352-1
\$15,000.00	General Purpose Discretionary	Textbooks	Socio-emotional Learning (SEL)	A1.3: A-G Completion	4100				352-2
\$15,000.00	General Purpose Discretionary	Books other than textbooks	Pathway Portfolio Projects - Teachers develop 6 week, project-based learning units that have a health or tech focus.	A1.3: A-G Completion	4200				352-3
\$29,356.15	General Purpose Discretionary	Materials and supplies	Advisory	A1.3: A-G Completion	4300				352-4
\$40,000.00	General Purpose Discretionary	Supplies to support overall school operation	Pathway Portfolio Projects - Teachers develop 6 week, project-based learning units that have a health or tech focus.	A1.3: A-G Completion	4310				352-5
\$15,000.00	General Purpose Discretionary	Computers	Pathway Portfolio Projects - Teachers develop 6 week, project-based learning units that have a health or tech focus.	A1.3: A-G Completion	4420				352-6
\$5,000.00	General Purpose Discretionary	Travel and conferences	Pathway Portfolio Projects - Teachers develop 6 week, project-based learning units that have a health or tech focus.	A2.5: Teacher Professional Development for CCSS & NGSS	5200				352-7
\$2,000.00	General Purpose Discretionary	Mileage reimbursements	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	A2.5: Teacher Professional Development for CCSS & NGSS	5210				352-8
\$5,000.00	General Purpose Discretionary	Conference expenses	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	A2.5: Teacher Professional Development for CCSS & NGSS	5220				352-9
\$7,000.00	General Purpose Discretionary	Copier contract	Pathway Portfolio Projects - Teachers develop 6 week, project-based learning units that have a health or tech focus.	A1.3: A-G Completion	5610				352-10
\$2,000.00	General Purpose Discretionary	Postage	Align the SEL standards and the CHKS survey and educating students and families on the connection	A1.3: A-G Completion	5724				352-11

\$10,000.00	General Purpose Discretionary	Academic Tutors: Hire one tutor to provide intensive math support in the core math classe	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	A2.9: Targeted School Improvement Support	5825				352-12
\$10,000.00	General Purpose Discretionary	Academic Mentors: Contract with coach to train teachers to develop 6 week, project-based learning units that have a health or tech focus	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	A3.4: Teacher Professional Development focused on Literacy	5825				352-13
\$10,000.00	General Purpose Discretionary	SEL, RJ PD: Teacher PD's and workshops focusing on SEL, RJ Protocols and Equity to better connect and support students, especially those who have experienced trauma	Socio-emotional Learning (SEL)	A2.2: Social Emotional Learning	5825				352-14
\$5,000.00	General Purpose Discretionary	ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	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	A2.1: Implementation of CCSS & NGSS	5826				352-15
\$2,000.00	General Purpose Discretionary	Supplies	Block Scheduling	A2.1: Implementation of CCSS & NGSS	5828				352-16
\$12,000.00	Measure G: TGDS	Peer Observations Stipends: Teachers will have opportunities to observe each other's practice within and beyond Dewey to improve their ability to implement literacy and writing strategies in their classes. Stipends will be provided for teachers serving as alternate observers for TGDS and extended time to debrief and collaborate around observations	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	A2.9: Targeted School Improvement Support	1120				352-17
\$361.56	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				352-18

\$66,340.04	Measure N	<p>Surplus, potentially to be used for:</p> <ul style="list-style-type: none"> - STIP Sub: Hire a STIP sub to do classroom support and pull-outs to providing intensive math support - Design Team: Extended planning time for the pathway design team to meet and plan pathway development - Breakfast Program: Breakfast advisory program to build strong community and relationships: teacher-student and student-student - College and Career Advisory Breakfast program - School Site Visits - Student Internships: Issue student stipends as part of the Health & Tech internship program - Contract with a coach to coordinate and provide training and support around the RJ process - ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing - Career Exploration Visits - CPR/First Aid Certification: 	n/a	n/a	4399				352-19
\$23,000.00	Measure N	Pathway Coach: Hire a pathway coach to support with pathway development	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	A1.1: Pathway Programs	5708				352-20
\$36,459.96	Measure N	Work-Based Learning Liaison (.4 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	A1.1: Pathway Programs		STLNWL	STLNWL9999	0.40	352-21
\$20,875.00	Supplemental Program Investment	Supplies	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	A1.1: Pathway Programs	4310				352-22
\$17,927.41	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				352-23
\$600.36	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				352-24

\$54,689.94	Grant	Work-Based Learning Liaison (.6 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Clearly define Health and Technology Pathway and the sequence of coursework (Project-based units) and who will teach it and where it will be held.	A1.1: Pathway Programs		STLNWL	STLNWL9999	0.60	352-25
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Rudsdale Continuation School Secondary School Compact
School Name

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____.



Title I School Parental Involvement Policy 2016-17

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

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

Involvement of Parents in the Title I Program

Rudsdale High School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 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 High School :

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



Building Parent Capacity for Involvement

(Name of school) Rudsdale High School .

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

Accessibility

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

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

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



Adoption

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

This policy was adopted by the (Name of School) Rudsdale High School Site Council on (Date) 04/27/2017 and will be in effect for the 2016-17 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 (Name of school) Rudsdale High School's 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.

[Signature]
(Principal's Signature)

4/27/2017
(Date)



OFFICE OF ACCOUNTABILITY PARTNERS

School Site Council Membership Roster – High School

School Name: Rudsdale

School Year: 2017-2018

Chairperson : Gwendolyn Alexander	Vice Chairperson:
Secretary:	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

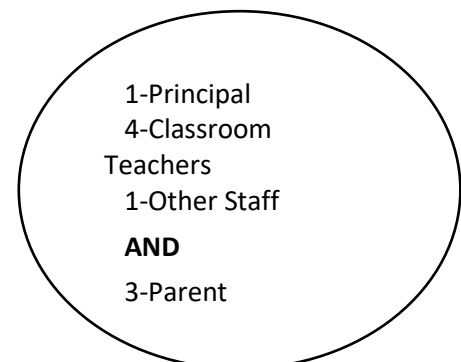
Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Willie Thompson		X				
Marji Shaw			X			
Abigail Pagan			X			
Jaime Gano			X			
Brad Skaggs			X			
Alessandra Cabrera				X		
Graciela Romero					X	
Gwendolyn Alexander					X	
Alicia Romero					X	
Karen Perez						X
Jorge Razo						X
Derick Alexander						X

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

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 an equal number of students and Parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.



Revised 8/22/2016