

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

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

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

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

School: Rudsdale Continuation School

School ID: 352

School Description

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

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

STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

| Instructions: | <p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none"> • Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p> | | |
|-----------------------------------|---|---|--|
| 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 formulize 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 | | |

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| 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 Math | 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. |
| AP Pass Rate/Dual Enrollment Pass Rate | Students dual enrollment pass rate has been inconsistent, starting with a baseline of none passing in the year of 2015-16, Fall 2016-17 33.2 %, and 22.3% Spring of 2016-17. Students' withdrawal rate continues to decline, with 100% withdrawing in 2015-16 to just 38.9% in Spring of 2016-17. | The challenge has been getting more students passing or taking the class more seriously and preparing to pass. | Continue to enroll students in dual enrollment classes and preparing them to pass |
| Pathway Participation/CTE Enrollment* | According to data, we are well on our way to ensuring that 100% of our students enroll in a pathway, with 86.2% of our students participating in our pathway | We want our students to be active rather than passive learners in pathway. That means being more intentional about the identity of school (pathway), curriculum, school-wide instructional strategy, and student outcomes. | We want our students to be active rather than passive learners in pathway. That means being more intentional about the identity of school (pathway), curriculum, school-wide instructional strategy, and student outcomes. |
| English Learner Progress | Our English learners have consistently average 44% growth on the Celdt for the last three years, starting 2014-15 and ending 2016-17. | An average of 32% have remained flat during that span, and an average of 22% have slid. | We will focus more on getting our students accustomed to taking tests and the importance of it, as well as making sure students are prepared to take it...the strategy will include focusing on student attendance. |
| Suspension Rate | 0% suspension rate in 2013-14, 0% in 2014-15, and under the district's 2% goal, starting in 2015-16. | We continue to struggle with students' attendance | Continue to provide students more SEL support |

1C: STUDENT PERFORMANCE GOALS & TARGETS

| | June 2021 Goal(s) | Related LCAP Goal | Target Student Group | 2016-17 Baseline | 2017-18 Target | 2018-19 Target | Related WASC Goal |
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| Graduation Rate | <p>1) Increase Graduation Rate: Increase the graduation rate by 5% each year, starting with a baseline of 54.3% from our 2015-16 data and have a graduation rate of 70% or more by June 2021.</p> <p>2) Decrease Dropout Rate: Decrease the dropout rate by 5% each year, starting with a baseline of 18.1% from our 2015-16 data and have a dropout rate of 5% or less by June 2021.</p> | Goal 1: Graduates are college and career ready | All Students | Graduation Rate: TBD Dropout Rate: TBD | Graduation Rate Target: 59.3% Dropout Rate Target: 13.1% | Graduation Rate Target: 64.3% Dropout Rate Target: 8.1% | Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement. |

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| On Track to Graduate (11th Grade) | Decrease No Mark/No Credit Percentage: Decrease the percentage of No Mark/No Credit each hexmester/marking period by 5% each year and have an average No Mark/No Credit percentage of 30% or below by June 2021. | Goal 2: Students are proficient in state academic standards | All Students | Actual MP1: 40.6% MP2: 41.7% MP3: 52.7% MP4: 47.6% MP5: 57.3% MP6: 38.9% Avg: 46.5% | Target MP1: 35.6% MP2: 36.7% MP3: 47.7% MP4: 42.6% MP5: 52.3% MP6: 33.9% Avg: 41.5% | Target MP1: 30.6% MP2: 31.7% MP3: 42.7% MP4: 37.6% MP5: 47.3% MP6: 28.9% Avg: 36.5% | Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement. |
| A-G Completion | NA | NA | NA | NA | NA | NA | NA |
| 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. |

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| 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. |
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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 | |
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| 1. SCHOOL LEADERSHIP AND VISION | Current Score | Justification | Areas of Growth |
| 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? | 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 Web-site 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 |
| Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver? | 3: Mostly | As we use data to drive collaborative decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme, we invariably foster the conditions that facilitates change... that is the best indicator of change leaders. | We want mprove 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 |
|---|---------------|---|---|
| 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? | 2: Somewhat | Due to the lack of a very clear pathway theme, we have been limited in creating comprehensivise 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 |
| Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals? | 3: Mostly | 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 |

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| Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission? | 3: Mostly | 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 |
| Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)? | 3: Mostly | Leadership is very clear in terms of leveraging systems and reources to maximize efforts, but due to lack of clarity o 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 |
| Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)? | 3: Mostly | Leadership is clear about implementation of policies and procedures that facilitates equity of access, 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 |
| Systems & Structures Goal for 2018-19: | Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready | | |

| 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 |
|--|---|--------------------------------------|---|------|-------------|-----|---|-----------------------------|
| Contiune the process of using various platforms such as e-mails, google docs, web-site, PDs, SSC meetings, leadership meetings, one conversations, robocol 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 |
| Contiune the process by creating a master schedule to carve out time to have discussions | 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% increase | 17.6% increase | 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% increase | 80%-5% increase | Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement. |

THEORY OF ACTION

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| 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. |
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| 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 witing 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 |

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|--|------------------|-------------------------------|-------------|------|--|--------------------|------------------------|
| 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?) |
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| 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 indentifying 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 en 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/OUUSD 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/OUUSD 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

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|---|---|
| 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 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 | | | | | | | |
| 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 | \$145,330.00 | 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 | \$23,727.84 | 5708 | | Building the Conditions | A1.1 Pathway Programs |
| Title I: Surplus to allocated in Fall 2018 | English Learners | Title I: Basic | \$36,532.00 | 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 | \$10,000.00 | 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 |

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|--|-------------------------|------------------------------|-------------|------|--|----------------------------|--|
| 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 | | | | | | |
|--|---|----------------------|------------------|----------------|----------------|--|
| <i>Identify three 2018-19 implementation goals related to Work-Based Learning.</i> | | | | | | |
| 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. |

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|---------------------------|--|-------------------------|-----|--------------|--------------|--|
| 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

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|---|--|---------------------------------|----------------------|-------------------------|--|--|
| 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 preparationa and training opportunities | Low-Performing Students | Grant | \$80,000.00 | | | Work-Based Learning | A1.1 Pathway Programs |

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|--|-------------------------|------------------------------|-------------|------|--|---------------------|------------------------|
| 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. |

THEORY OF ACTION

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|--|---|--|----------------------|--|-------------------------|--|
| 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. Rudsdade 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 <i>(SSC, Parent Team, Student Leadership)</i> | Leadership Team <i>(ITL)</i> | 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 | | | | | | | |

[illegible]

| | | | | | | | |
|--|------------------|-------------------------------|-------------|------|--|--------------------------------|------------------------|
| 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

| <i>Funding Source</i> | <i>Allocation</i> | <i>Total Expended</i> | <i>Total Remaining</i> | <i>Grant Funding Source</i> | <i>Allocation</i> | <i>Total Expended</i> | <i>Total Remaining</i> |
|--|---------------------|-----------------------|------------------------|--------------------------------|--------------------|-----------------------|------------------------|
| 21st Century | \$145,330.00 | \$145,330.00 | \$0.00 | Perkins | \$0.00 | \$0.00 | \$0.00 |
| After School Education & Safety (ASES) | \$0.00 | \$0.00 | \$0.00 | Atlantic Philanthropies | \$10,000.00 | \$0.00 | \$10,000.00 |
| General Purpose Discretionary | \$26,720.00 | \$26,720.00 | \$0.00 | California Partnership Academy | \$10,000.00 | \$0.00 | \$10,000.00 |
| LCFF Supplemental | \$106,880.00 | \$106,880.00 | \$0.00 | Intel | \$0.00 | \$0.00 | \$0.00 |
| LCFF Supplemental (Newcomers) | \$266,597.10 | \$261,097.10 | \$5,500.00 | TOTAL | \$20,000.00 | \$0.00 | \$20,000.00 |
| LCFF Concentration | \$0.00 | \$0.00 | \$0.00 | | | | |
| Title I: Basic | \$36,532.00 | \$36,532.00 | \$0.00 | | | | |
| Title I: Parent Participation | \$898.00 | \$898.00 | \$0.00 | | | | |
| Measure N | \$174,123.00 | \$145,350.84 | \$28,772.16 | | | | |
| Measure N (Newcomer Program) | \$50,575.00 | \$59,500.00 | -\$8,925.00 | | | | |
| TOTAL | \$757,080.10 | \$722,807.94 | \$34,272.16 | | | | |

| Strategic Action | Target Student Group | Funding Source | Cost | Object Code | UPC | Associated Linked Learning Pillar | Associated LCAP Action Area | Associated Pathway (if relevant) | Budget Action Number |
|---|-----------------------------|-------------------------------|-------------|--------------------|------------|--|---|---|-----------------------------|
| Continue the process of using various platforms such as e-mails, google docs, web-site, PDs, SSC meetings, leadership meetings, one conversations, robocool process, news letters...etc, to communicate vision to the extent that stakeholders begin taking ownership | All Students | | | | | Building the Conditions | A1.1 Pathway Programs | | |
| Continue the process by creating a master schedule to carve out time to have discussions | 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 | All Students | | | | | Building the Conditions | A1.1 Pathway Programs | | |
| 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 | | |

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|---|----------------------------|-------------------------------|--------------|------|--|-------------------------|---|--|--|
| 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 | | |
| 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 | \$145,330.00 | 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 | \$23,727.84 | 5708 | | Building the Conditions | A1.1 Pathway Programs | | |
| Title I: Surplus to allocated in Fall 2018 | English Learners | Title I: Basic | \$36,532.00 | 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 | \$10,000.00 | 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 | | |

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|--|------------------------|-------------------------------|-------------|------|--|--------------------------------|---|--|--|
| 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 | | |
| 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 | \$898.00 | 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 | | |

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|---|----------------------------|-------------------------------|-------------|------|--|--------------------------------|---|--|--|
| 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 | 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 | | |

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

| Date | Stakeholder Group | Engagement Description |
|------------|-------------------------------|--|
| 11/14/2017 | SSC & SELLS combined | Shared rationale and overview of site plan. |
| 12/12/2017 | Students grades 6-7-8 | Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices. |
| 12/19/2017 | Instructional Leadership Team | Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals. |
| 1/15/2018 | Faculty & SSC combined | Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review. |
| 2/6/2018 | 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:

| Date | Stakeholder Group | Engagement Description |
|------|-------------------|------------------------|
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| School WASC Goals | | | | | |
|--|--|------------------------------|--|------------------------------|---|
| Length of WASC Accreditation: | | Last WASC Self-Study: | | Next Full Self-Study: | |
| SCHOOL WASC GOALS | | | | | LCAP Goal Category |
| Improvements needed in systematic use of assessments and data to inform instruction. | | | | | Goal 2: Students are proficient in state academic standards |
| Continue to develop consistent use of school-wide instructional practices, especially literacy strategies that will improve student achievement. | | | | | Goal 3: Students are reading at or above grade level |
| Increase teachers' use of effective practice and instructional rigor in the classroom. | | | | | Goal 2: Students are proficient in state academic standards |
| Maintain effective teaching staff. | | | | | Goal 5: Students are engaged in school everyday |
| Continue to strengthening the Advisory Program so that it provides student personal learning plan development and individual learning student support. | | | | | Goal 5: Students are engaged in school everyday |
| Continue to increase and build on parent communication and involvement. | | | | | Goal 6: Parents and families are engaged in school activities |