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## Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Ruidsdale High School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## **2021-2022 School Plan for Student Achievement (SPSA)**

**School:** Rudsdale Continuation School  
**CDS Code:** 1612590130146  
**Principal:** Willie Thompson  
**Date of this revision:** 5/26/2021

The School 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 School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Rudsdale Continuation School

**Site Number:** 352

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                   |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input type="checkbox"/> After School Education & Safety Program (ASES)             | <input type="checkbox"/> 21st Century Community Learning Centers    |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |   |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** \_\_\_\_\_

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

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

**Signatures:**

Willie Thompson <i>Principal</i>	<i>Willie Thompson</i>	Signature	7/6/2021 Date
Jorge angel carrion <i>SSC Chairperson</i>	<i>Jorge angel carrion</i>	Signature	7/6/2021 Date
Gary Middleton <i>Network Superintendent</i>	<i>Gary Middleton</i>	Signature	7/1/2021 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	7/1/21 Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/18/2021	Measure N committee	Reflected on previous year's growth, needs and made adjustments. Created WBL and CTE goals for next year.
2/17/2021	Teacher meeting (PD/collaboration)	Discussed students' needs and possible targeted actions to meet them.
3/30/2021	Instructional Leadership Team meeting	Discussed priority goal and set it fo the next school year.
2/8/2021	All school staff meeting	Requested feedback and additions to SPSA since various teams will be working on goals and will contnue to share SPSA docs when completed
3/26/2021	SSC	shared rationale and overview of site plan

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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 California 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.
- **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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$27,880.00
Total Federal Funds Provided to the School from the LEA for CSI	\$102,900.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$716,528.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$25,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$33,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$680.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$274,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$1,700.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$102,900.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$277,798.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$130,780.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$585,748.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$716,528.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Rudsdale Continuation School

**School ID:** 352

#### School Description

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

The school serves those students from all over the Oakland community, but primarily serves those who live in the mid-to-eastern part of the city. That includes students from the district's nine comprehensive high schools and eight other alternative schools. As Rudsdale continue its transformation to a "Full service Community of Schools," and aligning with one of the district's goals, our primary focus is: to prepare students for success in college, career, and community; that means being caring, competent, fully-informed, and critical thinkers.

The program is designed to meet the graduation requirements as well as provide students opportunities to take elective, credit recovery, and/or support classes. Unlike traditional schools, Rudsdale's students must complete 190 credits in the appropriate coursework. Students, who may not be on the college track, will have an opportunity to qualify for an Internship and/or the Adult ED program, which will prepare them to transition to a community college and/or into the workplace. To maximize our effort and accommodate students who may be referred or sent to us involuntarily, our program is on a trimester system (12 week cycle), with three mandatory student and parents/guardian orientations. Students have the opportunity to earn five credits in each course taken in the 12 week cycle. Students come to Rudsdale having had chronic truancy and discipline issues and approximately 25% have been or still in the juvenile justice system. Virtually all of them enter below their grade level in academic skills and high school credits; and, the majority have been retained one or more grade levels in their academic career.

As of the second trimester of the current school year, the enrollment is 164 students, with 99% of this population students of color. 47% of student population are African American, 45% Latino, 3% Multiracial, 3% Asian, 1% Cambodian, and 1% Caucasian. 51,6% of the population are male, 48.4 female, 23.4% English Learners, 5.7% SPED, and 68% participate in the Free/Reduces Lunch Program. The description of the student demographics and the ethnic breakdown hardly begins to describe the school community, as one must consider the whole city of Oakland and the socio-economic realities. They are generally socially-economically disadvantaged and face challenges to their overall welfare that result from living in high crime-related neighborhoods of poverty. The majority's daily interactions include gang activities, crime, and substance dependency. As a result, Rudsdale continues to enroll a significant number of students who have high attrition and mobility rates, which has seriously impacted their attendance and consequently, their academic progress.

Due to a recent district mandate, the percentage of students who the aforementioned student profile describes, have increased significantly in all alternative schools in the district; they are also classified at lower grade levels (9th and 10th graders). Unfortunately, this trend or pattern has already begun to impact alternative programs in that we must and have begun to modify our programs, without adequate funding, to meet the needs of an increasing number of students who enroll needing additional social-emotional support. To compound the challenge we face, a significant percentage of students either come from single-parent homes or being raised by another adult other than a parent. Parents are encouraged to become active partners and participate in all school activities (i.e. Back-to-School Night, Open House, Field Trips, Student of the Month Award programs...etc.), are actively recruited to become members of: School Leadership Teams, SSC/SSA meetings, and regular parent meetings. However, getting them actively involve and engaged continues to be a challenge and a contributing factor that substantially impact student learning.

### **School Mission and Vision**

**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.

**Mission:** Oakland Unified School District's Rudsdale Continuation School is a voluntary program dedicated to providing educational options for students sixteen to eighteen years old who are at risk of not graduating from comprehensive high schools. Through a senior portfolio, that exemplifies Rudsdale's curriculum of written and oral communication, design thinking, research skills, critical analysis, and technology literacy, every student will complete the requirements toward a high school diploma. Students are also afforded opportunities to participate in career and college exploration.



**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	We have a very strong college and career team including WBLs, college advisors, our second year with our academic counselor. Even through the pandemic we have been able to create college and career virtual activities. our teachers have also integrated weekly college and career activities into their classes. All graduating students have a post high school plan.	We have invested money, putting in additional positions and partnering with East Bay Consortium, also money for field trips and activities. We have invested time, our college and career team meets biweekly to plan activities and share resources with students plus families.
<i>Focal Student Supports</i>	All of our graduating newcomers have a post high school plan. In January we invested in a transition specialist who will support our newcomers in their first year in community college to increase persistence.	Newcomers being new to our country and our education system, don't know much about post high school options. Therefore our investment in creating a college going culture and finding ways to increase their knowledge and access is really having an impact.
<i>Student/Family Supports</i>	Every 6 weeks we get new students. Each family gets an individualized orientation where we review our program, but also that students transcript and possible graduation date. We spend time understanding what brought the family to us and making sure we have the supports in place to help the student be successful this time around. Through the pandemic, we have been able to address the basic needs of our community giving away over 100,000 dollars of relief funds, a food pantry give away every Friday and partnering with First Five and other orgs to give families supplies like diapers.	With the many needs of our student population, our teachers extend their services to include case management, SEL support, and individualized needs assessments for each student. Our staff make phone calls home daily, we have strong COST teams and systems to get at the root causes of students struggles

<i>Staff Supports</i>	Knowing our student population comes with a lot of challenges, we invest in a lot of support for our staff. This year, we continued our investment in a full time ILT coach who is also coaching 3 of our new teachers. We have continued our partnership with Mills Lead by Learning inquiry work. We have been able to pay for various online trainings for specific staff members interests and needs. Both of our APs are in a year long Fellowship, Transformative Educational Leadership. We also prioritize our staff wellness to support with retention but also to model self-care and the grace we need to give to our students.	Rudsdale is a very established school with strong partnerships. We also have a number of grants that have helped us pay for things like staff dinners, conferences and travel. All of our leaders have been in the field for a long time which has helped us hire strong folks who see our committment and want to be a part of our team.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Being a continuation school, most of our students do not see themselves as college going material. We have to work hard to build back students confidence in their ability as well as help them have a sense of belonging. There are also significant financial challenges and skills gaps that we can't always address	All of our students come to us after being pushed out of comprehensive schools which creates even more stigma around their ability as students. Failing classes and moving schools creates even more learning gaps which we can't always completely address in our short time with our students. Also, this means our students are older and have to work. Many of them don't have the choice to study because particularly our newcomers have to work enough to pay their rent.
<i>Focal Student Supports</i>	Since most students come with various levels of academic gaps in their education, we continually have to balance different points of entry for students to engage in curriculum plus learning a new language.	All of our students have competing priorities, particularly our newcomers who have to support themselves, work full time, deal with MediCal, immigration, learning a new language and culture. School is not always the priority. We have to build students' confidence as well as their skills while also exposing them to greater opportunities. That is a lot to do in the short time we have with most of our students, so we continue to invest in additional classroom supports like our STIP sub.

<p><i>Student/Family Supports</i></p>	<p>Most of our families are not very involved since their children are older by the time we have them. The newcomer population consists of 65% unaccompanied minors who are here without family support. Those that do have family here, those families are also working full time and don't have the time to come to school events or meetings.</p>	<p>Most families are working and can not always participate in the many resources or activities at the school site. Since most of our students are 18 years or older, often the families feel like they have less control over their child's actions. The families are often dealing with a lot of their own trauma and difficulties since their child is usually coming to us having failed many classes, or having been expelled or in fights, there is often a sense of overwhelm and helplessness.</p>
<p><i>Staff Supports</i></p>	<p>There are some tenured staff that don't buy into our mission and vision for our students and don't buy into the services we have to provide to serve this population. For all staff because we are dealing with so many high needs students, it is a lot of work to create curriculum and address all the individualized needs. So supporting staff to balance their work and mental health is an ongoing challenge.</p>	<p>We are getting the most high needs students in the district. These are students who don't like school, who don't feel confident in their skills, who have huge learning gaps. Our students come to us with that attitude because they have experienced a lot of trauma, poverty, sickness, death and other huge issues that we are now tasked with supporting.</p>

**1C: 20-21 STUDENT GOALS & TARGETS**

**Goal 1: All students graduate college, career, and community ready.**

**School Goal for May 2024:** All graduating students have a post high school plan, that may include completing the FAFSA, community college application, and completing a career application.

**Instructional Focus Goal:** All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	39.3%	66.6%	TBD
On Track to Graduate: 9th Grade	All Students	n/a	18.2%	n/a	TBD
On Track to Graduate: 11th Grade	All Students	n/a	0.0%	n/a	TBD
A-G Completion	All Students	n/a	n/a	n/a	n/a
College/Career Readiness	All Students	n/a	n/a	n/a	n/a

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-200.9 (Spring 2019)	n/a	-185.9
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	n/a
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-73.6

IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	0.0% (Spring 2019)	n/a	TBD

**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for May 2024:** All teachers will create 6 week project based units that include complex texts and reading strategies in order for students to engage and access the rigorous academic content.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-218 (Spring 2019)	n/a	-198.0
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-199.1 (Spring 2019)	n/a	-179.1
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	27.2%	n/a	22.2%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-254.7 (Spring 2019)	n/a	-234.7
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-247.9 (Spring 2019)	n/a	-227.9

IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	English Learners	n/a	n/a	n/a	n/a
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	0.0%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

**Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

**School Goal for May 2024:** All students participate in our bi-annual exhibitions by presenting and/or attending in this celebration of student learning and growth

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	68.4%	n/a	73.4%
Suspensions	All Students	-2pp	1.6%	n/a	-0.4%
Suspensions	African-American Students	-2pp	2.6%	n/a	0.6%
Suspensions	Students with Disabilities	-2pp	6.7%	n/a	4.7%
Chronic Absence	All Students	-2pp	8.0%	n/a	6.0%
Chronic Absence	African-American Students	-2pp	91.7%	n/a	89.7%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

**Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

**School Goal for May 2024:** All staff will be trained in project based learning and continue building stronger, hands on, real-world projects in every unit.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	n/a
Teacher Retention	All Teachers	n/a	76.9% (Fall 2020)	n/a	TBD

### 1D: IDENTIFIED NEED

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

### 1E: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Unequal teacher pay across districts, with OUSD paying less. To mitigate this impact, we utilize internal networks for recruitment as well as district recruitment vehicles. We also identify candidates committed to serving Oakland, attempt to make up for the salary gaps by providing other opportunities or benefits (e.g. rapid movement on the pay scale, professional development opportunities, leadership opportunities, flexibility, etc).

### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Rudsdale Continuation School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready**

**Work Based Learning**

**Theory of Change:**

Incorporate industry partners into the everyday class. In the 2020-21 academic school year, we will ensure every student a) builds their breadth of knowledge of post-secondary options (i.e. immediate educational and/or employment opportunities after graduating) b) builds depth (knowledge, skills, and experience) in their most preferred option (Year 1) and c) connects to some form of support after graduation. (e.g. community college, community-based organization, industry partner, etc.) (Year 2 or 3)

**Related School Goal:**

Teachers become more well-versed in Project Based Learning pedagogy and technology and align curriculum and instruction with the school's mission and vision and focus on 21st Century Skills--Rudsdale's 4Cs: Communication, Collaboration, Critical Thinking, and Collaboration.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Obviously, Covid 19 made this a little more difficult, but we found ways to do this virtually. We implemented "workforce wednesdays" where advisory was committed to broadening understanding of post high school options, connecting students to resources and information, developing their interests and plans and connecting them with industry partners and internships based on their interests.

**What evidence do you see that your practices are effective?**

Every one of our graduating seniors has a post-high school plan that includes their career goals and the steps to get there. They were also all able to do at least two workbased learning experiences. This could be a college visit, an internship, speaking to a professional in their field, attend a college or career seminar, and much more. After each experience they have to write a reflection on what they learned and include that in their graduation senior portfolio.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We are proud of the progress we've made towards this goal. We plan to keep this mostly the same, but of course hoping that as Covid cases decrease that we will be able to more of these opportunities in person. That said, the virtual platform has made it possible students to access more varied experiences throughout the week as opposed to just on large monthly events, so we do plan to keep that going as well.



<b>20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap</b>		<b>Rigorous Academics and Career Technical Education</b>
<b>Theory of Change:</b>	Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and utilize reading strategies for/with students, then students will be more likely to access and engage texts of higher complexity because students have more content knowledge. Technology: If teachers administer the North Star Technology assessment, then teachers will be able to assess and support the development of student technology literacy because teachers will have useful data (baseline and formative) to drive curriculum instruction around technology.	
<b>Related School Goal:</b>	Increase student reading and writing proficiency -- more specifically, discipline specific reading and argumentative writing.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
With the challenges of getting our students onto zoom and trying to implement deep learning on this platform, we really struggled with how to engage them with complex text. We did continue developing our PBL learning incorporating our 4C skills into each learning target. We will continue to work on this, especially as we are able to have students in person. We did not do the North Start Technology assessment.		
<b>What evidence do you see that your practices are effective?</b>		
We weren't able to implement due to the pandemic		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
n/a		
<b>20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged</b>		<b>Comprehensive Student Supports</b>
<b>Theory of Change:</b>	If we celebrate learning with students and families through student exhibitions, final presentations, student video, and blogs, then students and families will be more engaged at Rudsdale and with academics.	
<b>Related School Goal:</b>	Teachers become more well-versed in Project Based Learning pedagogy and technology and align curriculum and instruction with the school's mission and vision and focus on 21st Century Skills--Rudsdale's 4Cs: Communication, Collaboration, Critical Thinking, and Collaboration.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
We were able to hold a wonderful exhibition even in the zoom, virtual format. Students felt proud to share their learning and their project outcomes with the community. All graduating seniors do a senior portfolio which includes slide, presentation and a website to show their growth and learning in the 4 Cs.		
<b>What evidence do you see that your practices are effective?</b>		
All of our teachers had a final project for every 6 week marking period unit. The senior project presentations demonstrate how much students are taking ownership over their growth and learning as well as reflecting on their high school experience and academic skills.		

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We will continue to work on this goal. We will continue to push curriculum to increase the rigor and creativity of the teachers projects and keep working with our students to improve their presentations.

<b>20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff</b>	<b>Professional Development: Narrow down goals to Focus on projects and Senior portfolio. Integrate the 4 Cs into projects and senior portfolio. And begin self and peer assessing projects and student work. Continue to migrate student portfolio to an online platform, Blogger.</b>
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<b>Theory of Change:</b>	If teaching staff build a shared understanding what of "Portfolio Worthy" projects that focus on the Rudsdale's 4Cs: collaboration, communication, critical thinking, and creativity, then students will have access to more engaging and rigorous curriculum that deepens students' competency in the 4Cs because as a school we will be more focused on common learning goals.
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<b>Related School Goal:</b>	Increase student reading and writing proficiency -- more specifically, discipline specific reading and argumentative writing. ----- Teachers become more well-versed in Project Based Learning pedagogy and technology and align curriculum and instruction with the school's mission and vision and focus on 21st Century Skills--Rudsdale's 4Cs: Communication, Collaboration, Critical Thinking, and Collaboration.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

n/a

**What evidence do you see that your practices are effective?**

n/a

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

n/a

<b>20-21 Conditions for English Language Learners Priority:</b>		<b>Rigorous Academics and Career Technical Education</b>
<b>Theory of Change:</b>	Complex Text and Reading Strategies: If teachers select/create Complex Text Sets, and utilize reading strategies for/with students then students will be more likely to access and engage texts of higher complexity because domain knowledge supports reading comprehension of complex texts. Technology: If teachers administer the North Star Technology assessment, then teachers will be able to assess and support the development of student technology literacy because teachers will have useful data (baseline and formative) to drive curriculum instruction around technology.	
<b>Related School Goal:</b>	Teachers become more well-versed in Project Based Learning pedagogy and technology and align curriculum and instruction with the school's mission and vision and focus on 21st Century Skills--Rudsdale's 4Cs: Communication, Collaboration, Critical Thinking, and Collaboration.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
See Focal Students priority.		
<b>What evidence do you see that your practices are effective?</b>		
See Focal Students priority.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
See Focal Students priority.		
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>		
<b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>		
n/a		

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Rudsdale Continuation School

**School ID:** 352

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

**Goal 1: All students graduate college, career, and community ready.**

**School Priority ("Big Rock"):**

**Work Based Learning**

**School Theory of Change:**

Incorporate industry partners into the everyday class. In the 2020-21 academic school year, we will ensure every student a) builds their breadth of knowledge of post-secondary options (i.e. immediate educational and/or employment opportunities after graduating) b) builds depth (knowledge, skills, and experience) in their most preferred option (Year 1) and c) connects to some form of support after graduation. (e.g. community college, community-based organization, industry partner, etc.) (Year 2 or 3)

**Related Goal(s):**

All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	6-Week Advisory Model	Survey students and assign classes	Wednesday class schedules		
1-2	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	Support planning	Industry partners present in classrooms supporting with unit content and career skill		
1-3	Advance Plan Themes	Support planning	Planning time and support schedule		
1-4	Mock Interviews	support integrating with events ie career symposium	student confidence answering interview questions		

**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority ("Big Rock"):</b>	<b>Rigorous Academics and Career Technical Education</b>				
<b>School Theory of Change:</b>	<b>Complex Text and Reading Strategies:</b> If teachers select/create Complex Text Sets and utilize reading strategies for/with students, then students will be more likely to access and engage texts of higher complexity because students have more content knowledge.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Plan complex text sets	Support planning	Variety of texts presented in the classroom		
2-2	Incorporate reading strategies	Review and practice teaching strategies in PD	PD schedule		

**Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority ("Big Rock"):</b>	<b>Comprehensive Student Supports</b>				
<b>School Theory of Change:</b>	If we celebrate learning with students and families through student exhibitions, final presentations, student video, and blogs, then students and families will be more engaged at Rudsdale and with academics.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Create high quality projects and instruction	Support planning and self/peer assessment	Rubric		
3-2	Incorporate practice, feedback, and reflection (e.g. WBL experiences)	Review and support teaching practices in PD	Unit Plans		
3-3	Advisory phone calls	Provide time weekly for parent contact	Advisory Phone Logs Parent presence & involvement in activities/presentations		
3-4	Summer Demonstration of Mastery	support planning and self/peer assessment	rubric, incorporation into senior portfolio		
3-5	Coaching students to present	support scheduling and practice	students scores on presentation rubric		

**Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority ("Big Rock"):</b>	<b>Professional Development</b>
<b>School Theory of Change:</b>	If teaching staff build a shared understanding what of "Portfolio Worthy" projects that focus on the Rudsdale's 4Cs: collaboration, communication, critical thinking, and creativity, then students will have access to more engaging and rigorous curriculum that deepens students' competency in the 4Cs because as a school we will be more focused on common learning goals.
<b>Related Goal(s):</b>	All staff will be trained in project based learning and continue building stronger, hands on, real-world projects in every unit.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Design projects with 4Cs skills	PD for 4Cs incorporation	High quality projects		
4-2	Consistent and visible communication of Senior Portfolio and 4Cs skills	model the consistent and visible communication	Students can express thier skills and progress in reflection		

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	<b>Rigorous Academics and Career Technical Education</b>
<b>School Theory of Change:</b>	<b>Complex Text and Reading Strategies:</b> If teachers select/create Complex Text Sets, and utilize reading strategies for/with students then students will be more likely to access and engage texts of higher complexity because domain knowledge supports reading comprehension of complex texts.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Plan complex text sets	Support planning	Variety of texts presented in the classroom		
5-2	Incorporate reading strategies	Review and practice teaching strategies in PD	PD schedule		
5-3	Consistent opportunities to practice	support planning	student fluency in ready and comprehension of text		
5-4	Mock Interviews	support scheduling and practice	student confidence answering interview questions		
5-5	Coaching students to present	support scheduling and practice	students scores on presentation rubric		

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP	\$39,173	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7569	STIP Teacher	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Support planning	352-1
School Office Supplies	\$7,860	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	352-2
Dues & Memberships	\$2,540	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	352-3
External Work Order Services	\$23,000	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	352-4
Extended Contracts	\$25,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Review and practice teaching strategies in PD	352-5
Classified Overtime	\$10,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide time weekly for parent contact	352-6
Supplies	\$50,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Create high quality projects and instruction	352-7
To be allocated in Fall 2021.	\$30,000	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	352-8
Travel And Conferences	\$30,000	LCFF Supplemental	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Review and practice teaching strategies in PD	352-9
Consultants	\$124,549	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Incorporate practice, feedback, and reflection (e.g. WBL experiences)	352-10



**PROPOSED 2021-22 SCHOOL SITE BUDGET**

**Site Number:** 352

**School:** Rudsdale Continuation School

Licensing Agreements	\$5,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Incorporate reading strategies	352-11
Specialist, Pathway Transitions	\$51,716	Measure N	2205	Classified Support Salaries	8229	Specialist, Pathway Transitions	0.50	Goal 1: All students graduate college, career, and community ready.	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	352-12
College/Career Pathways Coach	\$26,714	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach College/Career Pathways	0.17	Goal 1: All students graduate college, career, and community ready.	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	352-13
STIP	\$26,116	Title I: Basic	1105	Certificated Teachers' Salaries	7569	STIP Teacher	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Support planning	352-14
To be allocated in Fall 2021.	\$680	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	352-15
To be allocated in Fall 2021.	\$850	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	352-16
Testing	\$850	Title IV: Student Support & Academic Enrichment	5875	Testing	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Support planning and self/peer assessment	352-17



## **School-Parent Compact**

### **Rudsdale Continuation**

# **2020-21**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2020-21 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Communicate high expectations for all students
  - Endeavor to motivate students to learn
  - Communicate with families regularly
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Required yearly orientation
  - SSC establishment meeting
  - Ongoing Advisory family contact
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - Progress reports every three weeks for families and
  - Report cards every six weeks.
- 4) Provide parents reasonable access to staff.**
  - All staff available during Back to School Night
  - Contact information for all staff members (emails & phone) are shared with families during required orientation.

- Staff are always available to families via Talking Points
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- Invited to Back to School Night
- All meetings provide translation services
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- Provide families with their student's graduation evaluation checklist and progress
- Advisory teachers contact families at least once every other week to share information and resources as needed
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- Every Advisory teacher is required to make family contact bi-weekly
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
  - All meetings are provided with translation services
  - Mailings from the school are translated into the various languages

### **Teacher Responsibilities**

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Connect with Advisory students' families weekly or bi-weekly

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Encourage student to attend school everyday and complete weekly assignments
- Contact the school was there is a concern

### **Student Responsibilities**

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.

- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Rudsdale High School on January 29, 2021 and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before February 28, 2021.

*Willie Thompson*

**Signature of Principal**

**Date: January 29, 2021**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.***

### **Rudsdale Continuation**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Sharing information during required orientation, invitation to monthly SSC meetings, SST meetings & parent conferences

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Having families be part of our SSC meetings, inviting them to Measure N meetings, and school events

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Reviewing Title 1 related items during monthly SSC meetings

The school communicates to families about the school's Title I, Part A programs by:

- Inviting them to participate in Monthly SSC meetings
- Emailing and mailing information to families

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Sharing school data at the required orientation
- Monthly SSC meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Emailing, Mailing, and use of Robo Calls

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Inviting them at required orientation to participate and sign-up
- Emailing, Mailing, and use of Robocalls to invite families for opportunities

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Reviewing during required orientation
- Annual Title 1
- Monthly SSC

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Making family contact a requirement for all Advisory teachers
- SSC meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- All meetings are virtual

- Emails & Robocalls to remind families of meeting schedules

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Monthly SSC meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Monthly SSC meetings with provided translation

The school provides support for parent and family engagement activities requested by parents by:

- Providing a survey for families to share information and suggestions

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Providing the information at the required orientation
- Emails and mailings as information is updated

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was adopted by the Rudsdale High School on January 29, 2021 and will be in effect for the period August 10, 2020 through May 28, 2021.

**The school will distribute this policy to all parents on or before September 30, of the current school year.**

Willie Thompson

**Name of Principal**

*Willie Thompson*

**Signature of Principal**

**Date:** January 29, 2021

*Please attach the School-Parent Compact to this document.*





**Strategic Resource Planning (SRP)**

**4th Friday of every month  
2020-2021**

**SSC - Officers**

Chairperson:	Jorge (Angel) Carrion
Vice Chairperson:	
Secretary:	Alessandra Cabrera

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Willie Thompson	x					
Tara Austin		x				
Manuel Flores		x				
Ms. Jaime (Luis's mom)				x		<b>1st</b>
Ms. Cato (Jordan's grandmother)				x		<b>1st</b>
Alessandra Cabrera			x			
Jorge (Angel) Carrion					x	<b>2nd</b>
Ty'Lonn Turner					x	<b>1st</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)