

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Rudsdale Continuation School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Rudsdale Continuation School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Rudsdale Continuation School

Site Number: 352

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

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

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

Date(s) plan was approved: 5/19/16

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

- Fliers in students' home languages Announcement at a public meeting Other (Notices and Media Announcements, etc.)

Signatures:

<u>Willie Thompson</u> Print name of School Principal	<u>Willie Thompson</u> Signature	<u>05/19/2016</u> Date
<u>Gwendolyn Alexander</u> Print name of SSC Chairperson	<u>Gwendolyn Alexander</u> Signature	<u>05/19/2016</u> Date
<u>Lucia Moritz</u> Print name of Network Superintendent	<u>Lucia Moritz</u> Signature	<u>5/27/2016</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-31-16</u> Date

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

School Site: Rudsdale Continuation School

Site Number: 352

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

EXAMPLES:

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

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
Weekly	ILT	Weekly engagements around school planning and Measure N
4/21/2016	SSC	Review 2016-17 draft SPSA
5/19/2016	SSC	Review and approve final 2016-17 SPSA

2016-2017 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$178,468.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$178,468.01	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$23,408.76	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$600.06	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$151,665.40	TBD
TOTAL:	\$175,674.22	\$0.00

ABOUT THIS SCHOOL

School Description

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

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

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.

School Demographics

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

	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.0%	1.6%	0.5%	1.0%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

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

Post-Secondary Readiness:

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

Climate and Culture:

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

Rigorous Academics:

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

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- n/a

Schoolwide Annual Goals

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

Schoolwide Annual Targets

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

School Theory of Action

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

SCHOOLWIDE STRATEGIES


Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Use the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices to support students reading and writing with evidence...	Writing across curriculum with evidence	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions

Culture & Climate Improvement Strategy:	Increase staff, modify master schedule and create new structures, processes/systems to scale up SEL (students and staff) competencies to meet students' socio-emotional and academic needs. Program and Budget Implications: Change Master schedule to reflect the shift in staff mindset and SEL Intervention Strategies...shifting from an intervention program that is punitive in nature to a program that focuses more on SEL support...such as a reduction in Teacher/Student Ratio, Case Management System and Restorative Justice protocols	Increase Attendance by 10-15% while continuing to reduce the Suspension rate below the District's 5% goal	Personalized Student Support	School Leadership & School Vision
Pathway Development/ Implementation Strategy:	Creating a Health and Tech Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	Increase the # of students who graduate by at least 10 %	Work-Based Learning	School Leadership & School Vision
New or Emerging Design Feature #1:	Implement ECCO and Get Focused Stay Focused Curriculum during Advisory	Increase student attendance by 10-15%	Work-Based Learning	Personalized Student Support
New or Emerging Design Feature #2:	Block Scheduling	Increase the # of students who graduate by at least 10 %	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #3:	Health & Technology Pathway	Increase the # of students who are participating in the Health & Technology Pathway	Work-Based Learning	Program of Study & Master Scheduling
Established Signature Element #1:	Advisory	Increase the # of students who graduate by at least 10 %	Personalized Student Support	Program of Study & Master Scheduling
Established Signature Element #2:	SEL	Increase student attendance by 10-15%	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions

SCHOOLWIDE PRACTICES

Select Key Practices:

- Hire 1.0 FTE Technology (CTE) Teacher - to support staff and students with technology needs, teaching courses to increase students' mastery of technology use such as typing, basic IT, graphic design, etc.

- Hire 1.0 FTE College and Career Mentor to develop, coordinate dual enrollment/concurrent enrollment, develop and coordinate work shadow, work mentorships, and career exploration visits in partnership with the Work Based Liaison and Linked Learning Specialist in addition to identifying and implementing acceleration strategies for GATE students. Family engagement activities that focus on College and Career readiness.
 - EastBay Agency for Children Mental Health Interns - provide mental health direct services for students and families.
 - Hire (2) 0.5 East Bay Consortium College Advisors - provide direct service to students for college and career planning (post-secondary plan, college applications, financial aid, scholarships)
 - Hire 1.0 FTE Work Based Learning Liaison to develop and coordinate student internships and student internship preparation, develop and coordinate work shadow, and career explorations visits in partnership with College and Career Mentor and Linked Learning Specialist (supplementing the CCPT2 grant funding for WBL)
 - Pay for student supplies, books, and fees for dual enrollment and concurrent enrollment courses
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Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$151,665.40	21st Century	To create more classes and/or electives	Creating a Health and Tech Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	5825	n/a	n/a	n/a	352-1	352
\$85,935.32	General Purpose Discretionary	To create more classes and reduce the teacher/ student ratio	Increase staff, modify master schedule and create new structures, processes/systems to scale up SEL (students and staff) competencies to meet students' socio-emotional and academic needs. Program and Budget Implications: Change Master schedule to reflect the shift in staff mindset and SEL Intervention Strategies...shifting from an intervention program that is punitive in nature to a program that focuses more on SEL support...such as a reduction in Teacher/Student Ratio, Case Management System and Restorative Justice protocols	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	352-2	352
\$52,766.18	General Purpose Discretionary	Additional SEL support/advocate	SEL	A2.2: Social Emotional Learning	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2430	0.6	352-3	352
\$39,766.51	General Purpose Discretionary	To purchase supplemental supplies/materials	Creating a Health and Tech Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	4310	n/a	n/a	n/a	352-4	352
\$15,120.00	Measure G (TGDS)	Create opportunities tor peer observations	Use the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices to support students reading and writing with evidence...	A2.6: Teacher Evaluation	4399	n/a	n/a	n/a	352-5	352
\$85,935.32	Measure N Parcel Tax	Hiring Staff to create Health & Technology Pathway	Increase staff, modify master schedule and create new structures, processes/systems to scale up SEL (students and staff) competencies to meet students' socio-emotional and academic needs. Program and Budget Implications: Change Master schedule to reflect the shift in staff mindset and SEL Intervention Strategies...shifting from an intervention program that is punitive in nature to a program that focuses more on SEL support...such as a reduction in Teacher/Student Ratio, Case Management System and Restorative Justice protocols	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	352-6	352
\$24,364.69	Measure N Parcel Tax	Supplementing WBL position	Creating a Health and Tech Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	5825	n/a	n/a	n/a	352-7	352
\$10,000.00	Measure N Parcel Tax	Purchase Get Focused Stay Focused curriculum for Advisory and supplies to support the course	Advisory	A1.1: Pathway Programs	4310	n/a	n/a	n/a	352-8	352
\$6,500.00	Measure N Parcel Tax	Support SEL activities with refreshments	SEL	A2.2: Social Emotional Learning	4311	n/a	n/a	n/a	352-9	352
\$10,000.00	Measure N Parcel Tax	Continue the research of best practices and visiting school models that would support our vision	Health & Technology Pathway	A1.1: Pathway Programs	5200	n/a	n/a	n/a	352-10	352
\$6,000.00	Measure N Parcel Tax	Reimbursement for staff who visit others sites for mileage and travel expense	Health & Technology Pathway	A1.1: Pathway Programs	5210	n/a	n/a	n/a	352-11	352
\$21,000.00	Program Investment	Add more PD time to learn and understand pathway design features	Health & Technology Pathway	A1.1: Pathway Programs	5825	n/a	n/a	n/a	352-12	352
\$8,408.76	Title I Basic	supplement the cost of purchasing more advisory materials	SEL	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	352-13	352
\$15,000.00	Title I Basic	Add more PD time to learn and understand pathway design features	Health & Technology Pathway	A1.1: Pathway Programs	5825	n/a	n/a	n/a	352-14	352
\$600.06	Title I Parent Participation	supplement the cost of purchasing more advisory materials	Health & Technology Pathway	A1.1: Pathway Programs	4311	n/a	n/a	n/a	352-15	352

[Rudsdale Continuation High] School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

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

Student signature

As a parent/guardian or family member I will:

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

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

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

Signed on this _____ day of _____, 20__.

Title I School Parental Involvement Policy 2015-2016

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

Will convene an annual Title I meeting to perform the following:

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

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

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

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

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

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

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

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

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

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

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

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

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

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

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

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

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

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

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

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

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

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

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

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

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

Accessibility

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

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

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

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Title 1 Meeting

This policy was adopted by the (name of school) Rudsdale School Site Council on (mm/dd/yy) and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 1/21/16. It will be made available to the local community on or before 1/22/16. The (*Name of school*) Rudsdale's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Principal's Signature

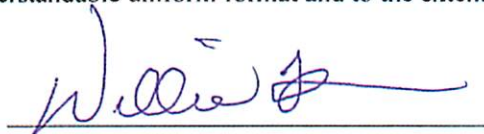
Date

Adoption

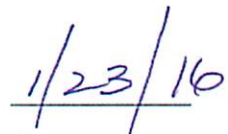
- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Title 1 Meeting

This policy was adopted by the (name of school) Rudsdale School Site Council on (mm/dd/yy) and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before 1/21/16. It will be made available to the local community on or before 1/22/16. The (Name of school) Rudsdale's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.



Principal's Signature



Date

School Site Council Membership Roster **High School**

School Name: Rudsdale High School School Year **2015-2016**

Chairperson : Ms. Alexander	
Secretary: Ms. Alessandra Cabrera	

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Ms. Alexander	1637 80 th Avenue, Oakland 94621				x	
Ms. Bordley	1933 83 rd Avenue, Oakland 94621				x	
Mr. Bryant	6124 Old Quarry Loop, Oakland 94605				x	
Esteban Rivera	9250 83 rd Avenue, Oakland, 94621					x
Derrick Alexander	1637 80 th Avenue, Oakland 94621					x
Alberto Arevalo	4043 Burckhalter, Oakland 94605					x
Willie Thompson	8251 Fontaine Street, Oakland, 94605	x				
Marji Shaw	8251 Fontaine Street, Oakland, 94605		x			
Abigail Pagan	8251 Fontaine Street, Oakland, 94605		x			
Dionne Embry	8251 Fontaine Street, Oakland, 94605		x			
Brad Skaggs	8251 Fontaine Street, Oakland, 94605		x			
Alessandra Cabrera	8251 Fontaine Street, Oakland, 94605			X		
Alternative						
Destinee Nickerson	6124 Old Quarry Loop, Oakland					x
Izahnay Ricks	1933 83 rd Avenue, Oakland 94621					x
Ms. Bryant	6124 Old Quarry Loop, Oakland				x	
Jessica Wan	8251 Fontaine Street, Oakland, 94605		x			

Meeting Schedule	
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SSC Legal Requirements:

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

Example High School Composition

