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| Enactment Date                           | 8/26/2020 If |



# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High 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** 2020-2021 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Rudsdale Continuation School  
**CDS Code:** 1612590130146  
**Principal:** Willie Thompson  
**Date of this revision:** 5/12/2020

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: 5/12/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

**2020-2021 School Plan for Student Achievement Recommendations and 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 checked="" 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"/> School Improvement Grant (SIG)                     |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)        |

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 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:** 5/12/20

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

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

**Signatures:**

|                                       |           |         |
|---------------------------------------|-----------|---------|
| <i>Willie Thompson</i>                | Signature | 6/10/20 |
| Principal                             |           | Date    |
| <i>Noel Puninger</i>                  | Signature | 6/14/20 |
| SSC Chairperson                       |           | Date    |
| <i>Lucia Moritz</i>                   | Signature | 6/29/20 |
| Network Superintendent                |           | Date    |
| Lisa Spielman                         | Signature | 6/25/20 |
| Director, Strategic Resource Planning |           | Date    |

*Jody London*  
 \_\_\_\_\_  
 8/27/2020  
 Jody London  
 President, Board of Education

*Kyla Johnson-Trammell*  
 \_\_\_\_\_  
 8/27/2020  
 Kyla Johnson-Trammell  
 Secretary, Board of Education

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

|                           |                              |                   |     |
|---------------------------|------------------------------|-------------------|-----|
| <b>School:</b>            | Rudsdale Continuation School | <b>School ID:</b> | 352 |
| <b>School Description</b> |                              |                   |     |

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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

| <b>Focus Area</b><br>(Rudsdale Continuation) | <b>Priority Strengths and Root Causes</b><br>(Rudsdale Continuation)   |  |
|--|--|--|
| <i>College/Career Readiness</i>              | Partnerships with college advisors to learn more about specific college and career options; strengthen partnerships with Peralta community colleges (mobile and out reach at the school site); more students are completing FASFA; added a counselor |  |
| <i>Focal Student Supports</i>                | Partnership with EBAC, La Familia, TUPE, Transitions Specialist (Shamont); Expanded Learning program; Student Concern Meeting; Student Climate and Culture Leadership Team; Senior meetings  |  |
| <i>Student/Family Supports</i>               | FASFA Night; Back to School; Whole School Orientation; Student Showcases; Advisory Phone Calls and Student Success Team; Student Climate and Culture Leadership Team; School Site Council; Ongoing communication over the phone                      |  |
| <i>Staff Supports</i>                        | Glover Center Partnership; Mills Teacher Scholars; Teaching Well Partnership, Coaching   |  |
| <b>Focus Area</b><br>(Rudsdale Continuation) | <b>Challenges</b><br>(Rudsdale Continuation)   | <b>Root Causes of Strengths</b><br>(Rudsdale Continuation) |
| <i>College/Career Readiness</i>              | Attendance; connecting chronically absent students with college and career preparatory opportunities   |  |
| <i>Focal Student Supports</i>                | Attendance; connecting chronically absent students with college and career preparatory opportunities   |  |
| <i>Student/Family Supports</i>               | Family Engagement; conflicting work and school survey; difficult to schedule in-person meetings due to transportation needs and conflicting work schedules of parents/guardians  |  |
| <i>Staff Supports</i>                        | Time; Unclear focus and prioritization; like a PD buffet; onboarded lots of new staff; highly differentiated staff needs   |  |

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

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

| <b>School Goal for May 2023:</b>  |                       | Increase student reading and writing proficiency -- more specifically, discipline specific reading and argumentative writing. |                       |                     |                     |
|---|-----------------------|---|-----------------------|---------------------|---------------------|
| <b>Instructional Focus Goal:</b>  |                       | <i>All students graduate college-, career-, and community-ready.</i>  |                       |                     |                     |
| Measure   | Target Student Group  | District Growth Targets   | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
| Graduation Rate   | All Students          | TBD   | 62.60%                | n/a                 | 66.60%              |
| On Track to Graduate: 9th Grade   | All Students          | TBD   | n/a                   | n/a                 | n/a                 |
| On Track to Graduate: 11th Grade  | All Students          | TBD   | n/a                   | n/a                 | n/a                 |
| A-G Completion  | All Students          | TBD   | n/a                   | n/a                 | n/a                 |
| <a href="#">College/Career Readiness</a>  | All Students          | TBD   | n/a                   | n/a                 | n/a                 |
| <b>Instructional Focus Goal:</b>  |                       | <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>                                |                       |                     |                     |
| Measure   | Target Student Group  | District Growth Targets   | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
| SBAC ELA  | All Grade 11 Students | +15 points DF3  | -200.9                | n/a                 | -170.9              |
| Reading Inventory (SRI) Growth of One Year or More  | All Students          | +5pp  | 5.30%                 | n/a                 | 15.30%              |
| <b>Instructional Focus Goal:</b>  |                       | <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>                             |                       |                     |                     |
| SBAC Math   | All Grade 11 Students | +15 points DF3  | -257.4                | n/a                 | -227.4              |
| CAST (Science)  | All Grade 11 Students | TBD   | 0.0%                  | n/a                 | n/a                 |
| <b>Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b><br>(Rudsdale Continuation Data + Rudsdale Newcomer Data) |                       |   |                       |                     |                     |
| <b>School Goal for May 2023:</b>  |                       | Increase student reading and writing proficiency -- more specifically, discipline specific reading and argumentative writing. |                       |                     |                     |
| <b>Instructional Focus Goal:</b>  |                       | <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>                                |                       |                     |                     |

| Measure  | Target Student Group       | District Growth Targets   | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|--|----------------------------|---|-----------------------|---------------------|---------------------|
| SBAC ELA   | Students with Disabilities | +20 points DF3  | -218                  | n/a                 | -178                |
| SBAC ELA   | African-American Students  | +20 points DF3  | -229                  | n/a                 | -189                |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Students               | -5pp  | 27.20%                | n/a                 | 17.20%              |
| <b>Instructional Focus Goal:</b>                         |                            | <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>                   |                       |                     |                     |
| SBAC Math  | Students with Disabilities | +20 points DF3  | -254.7                | n/a                 | -214.7              |
| SBAC Math  | African-American Students  | +20 points DF3  | -305.8                | n/a                 | -265.8              |
| <b>Instructional Focus Goal:</b>                         |                            | <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i> |                       |                     |                     |
| ELL Reclassification                                     | English Learners           | Reclassify 16%  | 0.00%                 | n/a                 | TBD                 |
| LTEL Reclassification                                    | Long-Term English Learners | Reclassify 25%  | 0.00%                 | n/a                 | TBD                 |

**Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**  
(Rudsdale Continuation Data)

| <b>School Goal for May 2023:</b> |                            | Decrease chronic absences.   |                       |                     |                     |
|----------------------------------|----------------------------|--|-----------------------|---------------------|---------------------|
| <b>Instructional Focus Goal:</b> |                            | <i>All students build relationships to feel connected and engaged in learning.</i> |                       |                     |                     |
| Measure                          | Target Student Group       | District Growth Targets  | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
| Connectedness                    | All Students               | +5pp   | 68%                   | n/a                 | 78%                 |
| Suspensions                      | All Students               | -2pp   | 2%                    | n/a                 | Below 2%            |
| Suspensions                      | African-American Students  | -2pp   | 3%                    | n/a                 | Below 2%            |
| Suspensions                      | Students with Disabilities | -2pp   | 7%                    | n/a                 | 3%                  |
| Chronic Absence                  | All Students               | -2pp   | 91%                   | n/a                 | 87%                 |

|                 |                           |      |     |     |     |
|-----------------|---------------------------|------|-----|-----|-----|
| Chronic Absence | African-American Students | -2pp | 96% | n/a | 92% |
|-----------------|---------------------------|------|-----|-----|-----|

**Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:**

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.

**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.

| <b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>   |  |
|---|--|
| <b>School:</b> Rudsdale Continuation School   | <b>SPSA Year Reviewed:</b> 2019-20   |
| <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>  |  |
| <b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>  |  |
| <b>2019-20 Enabling Conditions</b>  |  |
| <b>Related School Goals:</b>  | <i>Use data to drive decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme</i>   |
| <b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>   |  |
| Use of student tracker to monitor student progress.   |  |
| <b>What evidence do you see that your strategic actions are effective?</b>  |  |
| Positive growth in California Healthy Kids Survey data.   |  |
| <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>  |  |
| Focus on increased attendance and decreased chronic absences (Draft LCAP Goal 3)  |  |
| <b>2019-20 Language &amp; Literacy Focal Area</b>   |  |
| <b>Theory of Change:</b>  | If we continue the process of using writing rubric to get a baseline of students writing and analyzing as a staff to calibrate around high-quality writing coupled with teacher training on best reading and writing practices, we will begin to see significant improvement in students reading and writing skills.   |
| <b>Related School Goals:</b>  | <b>Improve School-wide Grade-level Reading Proficiency</b> or % of students reading close to, at or above grade level by 5% each year. Students will gain at least 20 points on Fall and Spring SRI Administration.<br><b>Improve Individual Student Writing Proficiency:</b> Improve each student's writing sample score according to the LDC writing rubric by 1 point each trimester.<br>Increase EL reclassification by at least 5% every year |
| <b>Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>   |  |
| In contrast to the 2018-19 school year, when we focused on writing with evidence, this year we pivoted and focused more on before, during, and after reading strategies (e.g. anticipation guide, prediction set, coding the text, annotation, Save the Last Word, etc.). |  |
| <b>What evidence do you see that your strategic actions are effective?</b>  |  |
| Students spent more time interacting with text actively; SRI scores? Teachers using more non-fiction texts  |  |
| <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>  |  |
| Comparing students that have the same entry date to monitor progress (e.g. Fall 2020, Spring 2021); continue focus on reading; Complex Text Sets  |  |
| <b>2019-20 Rigorous Academics &amp; Career Technical Education (CTE) Focal Area</b>   |  |

|  |   |
|--|---|
| <b>Theory of Change:</b>   | <b>Rudsdale Continuation:</b> If every teacher has high quality portfolio worthy projects in their classes that include reflection about intentional skills and learning, then students will be more engaged in their classes and contribute to more robust senior portfolios that demonstrate student readiness for life after high school. (If teachers put together portfolio worthy projects, students will complete project and learn the necessary skills for hs and post hs)   |
| <b>Related School Goals:</b>   | <b>Rudsdale Continuation:</b><br>Increase Math SBAC DF3 by at least 5% every year<br>Every teacher has high quality portfolio worthy projects for each class that include CTE standards for career ready practice and learning with integration of technology to support the pathway.<br>All new students take Exploring Computer Science (1 course of the CTE sequence).<br><b>Senior Portfolio--ask for students to do a deeper reflection of transferable skills that will prepare them for college and career(Slide 16)</b><br>Decrease the amount of No Marks each trimester by 5% |
| <b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>  |   |
| <b>"Portfolio Worthy" Projects:</b> Teacher learning curve was pretty steep, especially with a large percentage of new teachers being onboarded this year. As such, teachers were at different stages of development with regards to implementing project based learning. <b>Exploring Computer Science:</b> All students took Exploring Computer Science. <b>Revision of Reflective Component of the Portfolio:</b> In contrast to years prior, where students produced a reflection slide with their reflections, reflective components were integrated into more throughout the slides. |   |
| <b>What evidence do you see that your strategic actions are effective?</b>   |   |
| <b>"Portfolio Worthy" Projects:</b> Most or all teachers implemented projects in their class, but overall quality was uneven based on our PBL rubric. Teachers all incorporated some form of technology into their student projects. <b>Exploring Computer Science:</b> All students took Exploring Computer Science. <b>Revision of Reflective Component of the Portfolio:</b> In contrast to years prior, where students produced a reflection slide with their reflections, reflective components were integrated into more throughout the slides.                                      |   |
| <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>   |   |
| 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>2019-20 Work-Based Learning Focal Area</b>  |   |
| <b>Theory of Change:</b>   | <b>Rudsdale Continuation:</b> If we develop industry partnerships and utilize advisory as a strong support for student career and college readiness, then students will graduate with distinct college and career opportunities that will prepare them for post-secondary success (Making more strong industry partnerships will help prepare students for college and career opportunities).   |
| <b>Related School Goals:</b>   | <b>Rudsdale Continuation:</b><br>Students get job shadow or internship experience with industry partner<br>Every student has participated in at least two WBL experiences for graduation requirement<br>All students are prepared for and participate in Rudsdale Career Symposium with Resume & Cover Letter written in Advisory.  |
| <b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>  |   |

Students get job shadow or internship experience with industry partner: Not all; Every student has participated in at least two WBL experiences for graduation requirement: Yes!

All students are prepared for and participate in Rudsdale Career Symposium with Resume & Cover Letter written in Advisory. Yes (Resume and Cover Letter)

**What evidence do you see that your strategic actions are effective?**

Students get job shadow or internship experience with industry partner: Not all; Every student has participated in at least two WBL experiences for graduation requirement: Yes!

All students are prepared for and participate in Rudsdale Career Symposium with Resume & Cover Letter written in Advisory. Yes (Resume and Cover Letter)

**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.**

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)

**2019-20 Comprehensive Student Supports (CSS) Focal Area**

|                              |   |
|------------------------------|---|
| <b>Theory of Change:</b>     | <b>Rudsdale Continuation:</b> If we use our college, career, and community readiness advisory curriculum and create a more comprehensive support system that all teachers engage with and implement, then all students will be proactive with their future and feel empowered to take initiative to live high-quality after graduation. (Advisory)  |
| <b>Related School Goals:</b> | <b>Rudsdale Continuation:</b><br>Increase implementation of Restorative Justice (RJ) practices and clarity of policies and procedure<br>College visits offered every marking period, Financial Aid completion (Financial Aid Night), Advisors support in post high school plans, and college application process (partnership with East Bay Consortium).<br>Advisors intentionally support and engage student advisees to be the drivers of their own education plan toward graduation and through to post secondary opportunities. |

**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Restorative Justice (RJ): decreased implementation of formal RJ practices this year as lots of new teachers this year; College visits offered every marking period, Financial Aid completion (Financial Aid Night), Advisors support in post high school plans, and college application process (partnership with East Bay Consortium) - Yes! Advisors intentionally support and engage student advisees to be the drivers of their own education plan toward graduation and through to post secondary opportunities: 3 week rotation

**What evidence do you see that your strategic actions are effective?**

Increase in completion of FASFA and college applications; College Advisors actively followed up with students during Senior Portfolio class and Advisory

**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.**

Rotating Advisory Model; Student Ranking/Choice for Advisory workshop

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

No

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Rudsdale Continuation School

**School ID:** 352

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** *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 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.

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

*All Students*

| #   | TEACHING ACTIONS   | LEADERSHIP ACTIONS                                  | EVIDENCE OF IMPLEMENTATION  | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
|-----|--|---|---|--|
| 1-1 | 3-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                                      |  |

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

**School Priority:** **Rigorous Academics and Career Technical Education**

| <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>Technology:</b> 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>Students to be served by these actions:</b> | <i>All Students</i>  |   |  |  |
| #  | TEACHING ACTIONS   | LEADERSHIP ACTIONS                            | EVIDENCE OF IMPLEMENTATION                       | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
| 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                                      |  |
| 2-3  | Administer North Star Assessment   | Compile data                                  | Strategies for students to increase tech fluency |  |

| <b>Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b> |   |   |                            |  |
|---|---|---|----------------------------|--|
| <b>School Priority:</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 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>Students to be served by these actions:</b>  | <i>All Students</i>   |   |                            |  |
| #   | TEACHING ACTIONS  | LEADERSHIP ACTIONS                        | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
| 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<br>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   |  |

**Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.**

Professional Development

|  |   |
|--|---|
| <b>School Priority:</b>                        | 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>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 School Goal:</b>                    | Increase student reading and writing proficiency -- more specifically, discipline specific reading and argumentative writing.<br>-----<br>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>Students to be served by these actions:</b> | <i>All Students</i>   |

| #   | TEACHING ACTIONS  | LEADERSHIP ACTIONS                             | EVIDENCE OF IMPLEMENTATION                                   | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
|-----|---|--|--|--|
| 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:</b>                        | Rigorous Academics and Career Technical Education   |   |  |  |
|--|---|---|--|--|
| <b>School Theory of Change:</b>                | <p><b>Complex Text and Reading Strategies:</b> If teachers select/create <i>Complex Text Sets</i>, 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.</p> <p><b>Technology:</b> 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.</p> |   |  |  |
| <b>Related Goal(s):</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>Students to be served by these actions:</b> | <i>English Language Learners</i>  |   |  |  |
| #  | TEACHING ACTIONS  | LEADERSHIP ACTIONS                            | EVIDENCE OF IMPLEMENTATION                         | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
| 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 2020-21 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 |
|--|---------------|---|-------------|---------------------------------------|------|----------------|------|--|---|----------------------|
| To fund Rudsdale After-school program  | \$122,752     | 21st Century Community Learning Centers         | 5825        | Consultants                           | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.     | N/A   | 352-1                |
| Provide additional academic and socio-emotional support to students who are off track and deficit in credits | \$59,005      | Comprehensive Support & Improvement (CSI) Grant | 1105        | Certificated Teachers' Salaries       | 7011 | STIP Teacher   | 1.00 | Draft LCAP Goal 1: All students graduate college, career, and community ready.     | Coaching students to present                            | 352-2                |
| Provide additional academic and socio-emotional support to students who are off track and deficit in credits | \$45,148      | Comprehensive Support & Improvement (CSI) Grant | 1105        | Certificated Teachers' Salaries       | 7569 | STIP Teacher   | 0.60 | Draft LCAP Goal 1: All students graduate college, career, and community ready.     | Coaching students to present                            | 352-3                |
| TBD  | \$1,222       | Comprehensive Support & Improvement (CSI) Grant | 4399        | Unallocated                           | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.     | N/A   | 352-4                |
| Student computer supplies  | \$32,400      | General Purpose Discretionary                   | 4310        | School Office Supplies                | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.     | Build out school pathway and Distance Learning Platform | 352-5                |
| Attendance Specialist overtime to provide additional support to tracking student attendance                  | \$13,849      | LCFF Supplemental                               | 2225        | Classified Support Salaries: Overtime | n/a  | n/a            | n/a  | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Provide time weekly for parent contact                  | 352-6                |
| Student supplies to support academic growth  | \$53,000      | LCFF Supplemental                               | 4310        | School Office Supplies                | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.     | Create high quality projects and instruction            | 352-7                |
| Student computer supplies  | \$4,500       | LCFF Supplemental                               | 4315        | Computer Supplies                     | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.     | Create high quality projects and instruction            | 352-8                |

|  |          |                   |      |   |     |     |     |  |  |        |
|--|----------|-------------------|------|---|-----|-----|-----|--|--|--------|
| Build out school pathway   | \$44,191 | LCFF Supplemental | 4399 | Unallocated                               | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Create high quality projects and instruction | 352-9  |
| Teacher travel and conference expenses focused on the development of technology pathway                    | \$10,000 | LCFF Supplemental | 5200 | Travel And Conferences                    | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Design projects with 4Cs skills              | 352-10 |
| School safety and positive school climate  | \$32,000 | LCFF Supplemental | 5704 | Centrally-Funded School Security Officer  | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Coaching students to present                 | 352-11 |
| Teacher travel and conference expenses focused on the development of technology pathway                    | \$88,310 | LCFF Supplemental | 5825 | Consultants                               | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Coaching students to present                 | 352-12 |
| Non-contracted services  | \$10,000 | LCFF Supplemental | 5826 | External Work Order Services              | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Support planning                             | 352-13 |
| Planning Time for teachers to integrate, collaborate, and training for incorporation of technology pathway | \$30,216 | Measure N         | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Design projects with 4Cs skills              | 352-14 |
| Attendance Specialist stipend to provide additional support to tracking student attendance                 | \$3,871  | Measure N         | 2220 | Classified Support Salaries: Stipends     | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Provide time weekly for parent contact       | 352-15 |
| Student supplies to support academic growth  | \$10,013 | Measure N         | 4310 | School Office Supplies                    | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Consistent opportunities to practice         | 352-16 |
| Chromebooks to support students' Distance Learning   | \$10,000 | Measure N         | 4420 | Computer < \$5,000                        | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Create high quality projects and instruction | 352-17 |

|  |           |   |      |                                 |      |              |      |  |  |        |
|--|-----------|---|------|---------------------------------|------|--------------|------|--|--|--------|
| Teacher travel and conference expenses focused on the development of technology pathway                      | \$10,000  | Measure N                                       | 5200 | Travel And Conferences          | n/a  | n/a          | n/a  | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Create high quality projects and instruction | 352-18 |
| Hire academic, social, and emotional mentors and advocates   | \$176,020 | Measure N                                       | 5825 | Consultants                     | n/a  | n/a          | n/a  | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Coaching students to present                 | 352-19 |
| Non-contracted services  | \$11,500  | Measure N                                       | 5826 | External Work Order Services    | n/a  | n/a          | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Support planning                             | 352-20 |
| Provide additional academic and socio-emotional support to students who are off track and deficit in credits | \$35,099  | Title I: Basic                                  | 1105 | Certificated Teachers' Salaries | 7569 | STIP Teacher | 0.40 | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Incorporate reading strategies               | 352-21 |
| Provide additional academic and socio-emotional support to students who are off track and deficit in credits | \$16,054  | Title I: Basic                                  | 4399 | Unallocated                     | n/a  | n/a          | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Create high quality projects and instruction | 352-22 |
| SSC  | \$840     | Title I: Parent Participation                   | 4399 | Unallocated                     | n/a  | n/a          | n/a  | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Provide time weekly for parent contact       | 352-23 |
| TBD  | \$2,625   | Title IV: Student Support & Academic Enrichment | 4399 | Unallocated                     | n/a  | n/a          | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Incorporate reading strategies               | 352-24 |



## **Title I School Parental Involvement Policy 2019-2020**

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

### **Involvement of Parents in the Title I Program**

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

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

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



## Building Parent Capacity for Involvement

(Name of school) Rudsdale High School

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California’s academic content standards
  2. The State of California’s student academic achievement standards
  3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child’s progress  
(In the box below, briefly describe or bullet how this happens at your school.)

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

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

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

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

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



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

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

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

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

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

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

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

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

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

### Accessibility

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

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

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



## Adoption

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

This policy was adopted by the Rudsdale High School School Site Council on Feb. 11, 2020 and will be in effect for the 2019-2020 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Rudsdale High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

\_\_\_\_\_  
(Principal's Signature)

\_\_\_\_\_  
(Date)

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

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

---

Student signature

**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

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

---

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

---

Teacher signature

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

Signed on this 11 day of Feb., 2020.

A handwritten signature in blue ink, appearing to read "William J.", written over the signature line.

# School Site Council Membership Roster **High School**

**School Name:** Rudsdale High School **School Year** **2019-2020**

|  |  |
|--|--|
| <b>Chairperson: Mr. Dominguez</b>        |  |
| <b>Secretary: Ms. Alessandra Cabrera</b> |  |

Check Appropriate Representation

| Members' Names            | Principal | Classroom Teacher | Other Staff | Parent/Community | Student |
|---------------------------|-----------|-------------------|-------------|------------------|---------|
| Mr. Dominguez             |           |                   |             | x                |         |
| Ms. Ramirez               |           |                   |             | x                |         |
| Jorge (Angel) Carrion     |           |                   |             |                  | x       |
| Diana Cobian              |           |                   |             |                  | x       |
| Willie Thompson           | x         |                   |             |                  |         |
| Robert Daves              |           | x                 |             |                  |         |
| Tara Austin               |           | x                 |             |                  |         |
| Alessandra Cabrera        |           |                   | x           |                  |         |
| <b>Alternative</b>        |           |                   |             |                  |         |
| Roxanna Lenton            |           | x                 |             |                  |         |
| Jessica Wan               |           | x                 |             |                  |         |
| Jaqueline Contreras-Rojas |           |                   |             |                  | x       |
| Joseph Hummingbird        |           |                   |             |                  | x       |

|                         |                              |
|-------------------------|------------------------------|
| <b>Meeting Schedule</b> | <b>2nd Tuesday @ 8:30 am</b> |
|-------------------------|------------------------------|

**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.

**1-Principal**  
**2-Classroom Teachers**  
**1-Other Staff**

**2-Parent /Community and 2 High School Students**