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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Rudsdale Continuation High School **Site Number:** 352

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

- Title I Schoolwide Program
 Comprehensive Support & Improvement (CSI) Grant
 Additional Targeted Support & Improvement
 Title I Targeted Assistance Program
 Local Control Funding Formula Equity Multiplier
 Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 2/6/2026

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Carmelita Reyes <i>Principal</i>	<i>Carmelita Reyes</i> Signature	5/7/2026 Date
Natalie Lizardo <i>SSC Chairperson</i>	<i>Natalie Lizardo-Sarellano</i> Signature	5/7/26 Date
<i>SELLS Representative (optional)</i>	Signature	Date
Vanessa Sifuentes <i>Network Superintendent</i>	<i>Vanessa Sifuentes</i> Signature	04/24/2026 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	4/17/26 Date

2026-27 SPSA ENGAGEMENT TIMELINE

School Site: Rudsdale Continuation High School **Site Number:** 352

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/6/2025	SSC	Discussed proposed expenditures and priorities
1/28/2026		Discussed proposed expenditures and priorities
1/22/2026	Faculty	Discussed proposed expenditures and priorities
1/26/2026		Reflected on instructional practices and supports
1/27/2026	ILT	Reflected on progress and challenges
2/2/2026	Admin Team	Reflected on progress and challenges
2/6/2026	SSC	Discussed proposed expenditures and priorities
		Reviewed SPSA goals and strategies

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$472,425.65
Total Federal Funds Provided to the School from the LEA for CSI	\$316,380.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,160,703.83

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$153,616
Title I Parent & Family Engagement Resource 3010	\$2,430
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$316,380
SUBTOTAL OF FEDERAL FUNDING:	\$472,426

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,160,703.83

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$28,500
LCFF Equity Multiplier Resource 7399	\$400,071
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$0
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$191,226
Proposition 28 (Arts & Music in Schools) Resource 6770	\$68,481
SUBTOTAL OF STATE & LOCAL FUNDING:	\$688,278

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Rudsdale Continuation High School		School ID: 352
CDS Code: 1612590130146	SSC Approval Date: 2/6/2026	Board Approval Date:

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

OUSD is violating board policy on funding latecomer immigrants and continuation school students, thereby undermining funding of the school. Similarly, continuation school students are not receiving the full funding of Measure H and are penalized for low rates of attendance. However, at comprehensive schools with poor attendance, no such penalty exists. This results the districts' neediest students receiving inequitable funding.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.1%	9.3%	85.6%	1.5%	0.9%	5.7%	99.7%	75.4%	22.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
52.0%	1.5%	0.6%	0.0%	0.0%	1.2%	99.7%	40.2%	42.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027, students will demonstrate increased literacy proficiency as measured by 30% of students reaching their growth goals on i-Ready reading assessment and student time on reading tasks will increase from 5% to 10% of classtime. Students who read at the elementary level will receive push-in or pull-out support focused on literacy intervention.
Identified School Need:	Nearly all of our students need literacy supports since they were not successful in their previous setting. Until 2025-26, no such support classes existed at Rudsdale. We have experimented but need to solidify a more universal approach for intervention as well as increase reading across the curriculum.

English Language Arts Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students		-212.8	-216.0	n/a	n/a
SBAC ELA Participation	All Students	NULL	21.0%	37.0%	95.0%	50%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	2.9%	0.0%	6.0%	52.8%	30%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students		-284.6	-229.2	n/a	n/a
SBAC Math Participation	All Students	17.9%	17.9%	34.6%	95.0%	50.0%
California Science Test (CAST) Standard Met or Exceeded	All Students		0.0%	3.2%	11.7%	10.0%
California Science Test (CAST) Participation	All Students	NULL	14.7%	43.2%	95.0%	50.0%

Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	41.2%	74.2%	51.8%	75.0%	60.0%
On Track to Graduate: 9th Grade	All Students	n/a		8.3%	n/a	n/a
On Track to Graduate: 11th Grade	All Students	0.0%	3.3%	2.6%	90.0%	n/a
A-G Completion	All Students	4.5%	2.5%	1.7%	n/a	10.0%
College/Career Readiness	All Students	0.0%	2.2%	1.1%	100.0%	50.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	By June of 2027, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 8% as measured by the drop out and grad rate dashboard
Identified School Need:	75% of our students are ELL learners, who need literacy support and academic interventions to stay on track for graduation

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students		-228.0	-219.0	n/a	n/a
SBAC ELA Distance from Standard Met	English Learners		-230.7	-223.6	n/a	n/a
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	8.9%		24.8%	70.4%	n/a
SBAC Math Distance from Standard Met	Special Education Students		-348.0	-281.5	n/a	n/a
SBAC Math Distance from Standard Met	English Learners		-288.7	-218.0	n/a	n/a

Reclassification Measures & Targets						
*Reference ELL Progress Data						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	0.0%	0.0%	0.6%	25.0%	5.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	1.9%	10.0%	5.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal: By June 2027, the percentage of students who feel they trust at least one adult on campus will increase by 10% as measured by the CA Healthy Kids Survey.

Identified School Need: As students transition to Rudsdale at various points of the school year, they will need to establish community and identify supports available to them in order for them to be successful towards graduation and post-high school.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	81.7%	40.7%	55.6%	90.0%	60.0%
Out-of-School Suspensions	All Students	1.5%	2.2%	4.2%	0.0%	4.0%
Out-of-School Suspensions	African American Students	4.1%	1.9%	14.8%	0.0%	10.0%
Out-of-School Suspensions	Special Education Students	9.4%	5.0%	0.0%	0.0%	4.0%
Chronic Absenteeism	All Students	99.3%	88.3%	90.0%	50.0%	78.0%
Chronic Absenteeism	African American Students	97.4%	85.7%	90.0%	50.0%	78.0%

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

School Goal: By May 2027, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions and have unit plans with language and content objectives, exemplars, and multi-media projects.

Identified School Need: All students that attend Rudsdale are off track due to literacy needs and chronic absence so teacher are required to participate and utilize the literacy staregies in their unit plans to address students' academic needs.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	76.5%	75.9%	77.6%	85.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By June 2027, students will demonstrate increased literacy proficiency as measured by 30% of students reaching their growth goals on i-Ready reading assessment and student time on reading tasks will increase from 5% to 10% of classtime. Students who read at the elementary level will receive push-in or pull-out support focused on literacy intervention.	We implemented a new reading class in 2025-26 primarily focused on long term ELLs and transitioning newcomers. We also implemented ELD classes to N0, N1 and SIFE students that is focused on literacy development.
<i>LCAP Goal 2:</i>	By June of 2027, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 8% as measured by the drop out and grad rate dashboard	Prior to covid 2018-19, the 4 year cohort graduation rate at Rudsdale was 38.9%. Coming out of covid, rates fell to 35.4% in 2022 and then rose to 40.9% in 2023. In 2024, overall grad rates rose dramatically due growth in newcomer graduation rates for students who entered the program in 2020-21 directly from abroad and there were few internal OUSD newcomer referrals for newcomers off track at the comprehensive school. The grad rate in 2024 was 66.1%. Subsequently, referrals to Rudsdale returned to more normal patterns. New students had graduation plans that demonstrated they were more severely off track for an “on-time” 4 year graduation than the year prior. 2025 was more reflective of typical graduation patterns. In 2025, Rudsdale’s grad rate was 48.2% and 26.3% of students remained enrolled for an additional year of school. This grad rate is above all the prior graduation data with the exception of 2023. Four of our 134 graduates completed all their A to G requirements
<i>LCAP Goal 3:</i>	By June 2027, the percentage of students who feel they trust at least one adult on campus will increase by 10% as measured by the CA Healthy Kids Survey.	The school identified 4 strategies for achieving this goal. Currently we are on track providing students with various academic, social emotional, arts, music, and student identified classes to attain graduation requirements along with inspiration for post-secondary planning. Similarly, we have implemented a system where students receive recognition or small rewards for consistent attendance. Adjusting advisory curriculum to support College and Career readiness, community building and progress monitoring is a work in progress. We have also implemented two leadership classes and an afterschool internship program to increase students' connectedness to Rudsdale. Students' ratings of connectedness to school increased last year and we anticipate further progress in this area.

<i>LCAP Goal 4:</i>	By May 2027, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions and have unit plans with language and content objectives, exemplars, and multi-media projects.	Several strategies were identified in 2025-26 to address literacy and professional development. During the summer retreat, staff engaged in curriculum planning that centered on PBL, language development, and identifying strong texts for each unit. PLCs continued throughout the year to examine unit design and student work in these areas. All teachers received coaching to monitor and improve practice. We also conducted 3 rounds of student shadowing observations for every teacher to determine how student experience is impacted by a teacher's planning.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By June 2027, students will demonstrate increased literacy proficiency as measured by 30% of students reaching their growth goals on i-Ready reading assessment and student time on reading tasks will increase from 5% to 10% of classtime. Students who read at the elementary level will receive push-in or pull-out support focused on literacy intervention.	This is an unrealistic target based upon our student population, attendance pattern, and shorter school day. We hope that in 2026-27 we will have 30% of students meeting their goal. Student shadowing data from Dec 2025 and Jan 2026 revealed that only 5% of a Rudsdale student's academic day was spent reading. This is insufficient practice to improve reading outcomes.
<i>LCAP Goal 2:</i>	By June of 2027, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 8% as measured by the drop out and grad rate dashboard	At Rudsdale, attendance is the strongest predictor of course passage and graduation. Despite a significant increase in our effort to get a handle on chronic absenteeism through expansion of the attendance team, training our staff on conducting home visits and extensive outreach, absenteeism remains a huge problem that we need to continue to address. Rudsdale will allocate 26/27 Title I funding to support graduation rates and credit recovery through specialized roles and contracts. This includes 0.5 FTE for an Attendance Specialist to support case management of chronically absent students and a contract with East Bay Consortium to provide college advising services. Additionally, funds are allocated for teacher stipends for curriculum planning retreats and coaching sessions, as well as buses for experiential learning and career exploration. While up to these amounts have been approved, the actual amount of FTE may differ. Any remaining 26/27 Title I Student funds will be voted on to support further academic interventions.

<i>LCAP Goal 3:</i>	By June 2027, the percentage of students who feel they trust at least one adult on campus will increase by 10% as measured by the CA Healthy Kids Survey.	We are still working on how to collectively and consistently respond when students use abusive language towards other students and adults. The staff is working with SFCESS to develop a school wide vision, adult practices and curriculum to address these issues. 26/27 Title I Parent Education funding will support LCAP Goal 3 at Rudsdale by enhancing school-home partnerships. These funds are allocated for classified overtime stipends to facilitate family engagement, including home visits, registration support, and 1:1 family meetings. Any remaining 26/27 Title I Parent ED funds will be used toward further supporting these family engagement and school culture goals.
<i>LCAP Goal 4:</i>	By May 2027, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions and have unit plans with language and content objectives, exemplars, and multi-media projects.	Three rounds of classroom student shadowing observations revealed that students were spending very little time on task reading - only 5% of the school day. This is insufficient opportunity to grow students' reading skills. This data has prompted out leadership and PD teams to identify teaching and monitoring implementation of reading strategies as a key driver of our PD for 2026-27.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Rudsdale Continuation High School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Classified staff worked additional days in the summer to conduct 1:1 meetings with families to review graduation plans, identify student needs, and orient families to the school. In addition we have used classified staff ET/OT to support family participation in student events, graduation conferences, and to conduct home visits.

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

Our three large successes this year related to increasing family connectedness revolve around expanding registration days to provided families with 1:1 time to meet with school staff, holding graduation conferences for a week in the fall for all families, and training support staff on conducting home visits. We are still in the early stages of implementing home visits across job classifications but we have conducted more than 100 this year. We have had less success having parents attended school celebrations or exhibitions of student learning. Communicating effectively with families continues to be a challenge the school is working on.

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

We want to create a schedule for more classified staff to engage in home visits in 2026-27.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Classified Stipends ET/OT</p>	<p>Student Connectedness to School</p>	<p>Classified staff worked additional days in the summer to conduct 1:1 meetings with families to review graduation plans, identify student needs, and orient families to the school. In addition we have used classified staff ET/OT to support family participation in student events, graduation conferences, and to conduct home visits.</p>	<p>Our three large successes this year related to increasing family connectedness revolve around expanding registration days to provided families with 1:1 time to meet with school staff, holding graduation conferences for a week in the fall for all families, and training support staff on conducting home visits. We are still in the early stages of implementing home visits across job classifications but we have conducted more than 100 this year. We have had less success having parents attended school celebrations or exhibitions of student learning.</p>	<p>Continue: Yes, we have made progress and more needs to be done.</p>
<p>Postage</p>	<p>Student Connectedness to School</p>	<p>To send additional mailing to families related to absenteeism, school celebrations etc.</p>	<p>There is no fullproof means of communication across our students. Many families, change addresses/cell phone numbers, ignore robo calls, or don't navigate well on parent's square. Therefore we need to use all means available to us including social media.</p>	<p>Continue: We need to continue using multiple sources of communication.</p>

Teacher stipends	College/Career Readiness	Teacher curriculum planning retreat and coaching sessions to support language development, credit recovery, pathway alignment and project based learning.	Teachers were able to realign curriculum to new Multi-Media pathway and integrate language supports.	Continue: Investment in teacher learning and unit design is critical for student improvement.
Teacher stipends	On Track to Graduate: 11th Grade	for Summer school teachers, counselors and social workers to support credit recovery, language development and social emotional well being.	Summer school has not yet occurred ... indicators of success is credit recovery completed for students off track to graduate	Continue: Investment in credit recovery is critical to addressing students who are off track to graduate.
Substitutes	College/Career Readiness	support teacher participation in conferences, classroom observations, graduation portfolio and curriculum planning.	All teachers participated in classroom observations and student shadowing.	Continue: Investment in teacher learning and unit design is critical for student improvement.
Student bus passes	On Track to Graduate: 11th Grade	provided transportation to low income students with attendance problems	Funds not used and reallocated	discontinued
Contract East Bay Consortium	College/Career Readiness	Contract East Bay Consortium to provide senior students in need with college advising services. Staff provide seniors with 4-year admission applications and decisions, financial aid applications, verification and award letters, community college application and matriculation steps.	Data us not yet complete but is tracked by our district's linked learning team.	Continue: Investment is effective in providing needed 1:1 support to complete college applications and FAFSA.

Transportation	College/Career Readiness	Busses to support students access experiential learning, college, job training and career exploration.	We were able to provide transportation to students wanting to explore colleges and career based learning	Continue: Investment is effective in providing work based learning and college access.
Computer Licenses	Reading Inventory (RI) Growth of One Year or More	purchase reading and math licenses for students who are below grade level	Funds not needed and reallocated	discontinued

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Rudsdale Continuation High School	SCHOOL ID:	219
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2027, students will demonstrate increased literacy proficiency as measured by 30% of students reaching their growth goals on i-Ready reading assessment and student time on reading tasks will increase from 5% to 10% of classtime. Students who read at the elementary level will receive push-in or pull-out support focused on literacy intervention.
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Identified Need:	Nearly all of our students need literacy supports since they were not successful in their previous setting. Until 2025-26, no such support classes existed at Rudsdale. We have experimented but need to solidify a more universal approach for intervention as well as increase reading across the curriculum.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum in all core subjects and CTE aligned to standards, analyze student work, interims, performance assessment and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-2	Choose high leverage integrated ELD strategy focus: ALLAS strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	All Students	Academic	Tier 1 - Universal
1-3	Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	English Learner Students	Academic	Tier 1 - Universal
1-4	The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	All Students	Academic	Tier 1 - Universal
1-5	School will implement iReady math assessment and revise curriculum as needed to address language and skill gaps of students	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By June of 2027, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 8% as measured by the drop out and grad rate dashboard		
Identified Need:		75% of our students are ELL learners, who need literacy support and academic interventions to stay on track for graduation		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Refine and consistently utilize the post secondary planning data collection system to progress monitor on a monthly basis students' completion of 3 elements needed to complete post-secondary planning (career goal, college or training application, and a financial aid application).	All Students	Academic	Tier 1 : Universal
2-2	Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	All Students	Academic	Tier 1 : Universal
2-3	Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	All Students	Academic	Tier 1 : Universal
2-4	Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning	All Students	Academic	Tier 1 : Universal
2-5	Invest in summer school and other credit recovery programs	All Students	Academic	Tier 1 : Universal

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:		By June 2027, the percentage of students who feel they trust at least one adult on campus will increase by 10% as measured by the CA Healthy Kids Survey.		
Identified Need:		As students transition to Rudsdale at various points of the school year, they will need to establish community and identify supports available to them in order for them to be successful towards graduation and post-high school.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Invest in student supports (additional counselors, case managers, mental health professionals, family liaison etc) and align their work to address absenteeism	All Students	Academic	Tier 1 : Universal

3-2	Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liaison, COST team, and advisory teachers.	All Students	Academic	Tier 1 : Universal
3-3	Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	All Students	Academic	Tier 1 : Universal Tier 2: Supplemental
3-4	By focusing on relationship building with students starting with the 1-1 orientations and/or welcome circle for our new students every trimester, advisory, coordinating a calendar of events and services (Student Support Team Doc), using tools such as Sown to Grow, we can contribute to students feeling welcomed, safe, healthy and engaged which will in turn contribute to improved student attendance.	All Students	Academic	Tier 1 : Universal
3-5	Implement a system in which students access activities that increase connectedness to the school community and students receive recognition for consistent attendance. This could be through spirit weeks, recognition systems, assemblies, heritage month celebrations, field trips, clubs, art and music electives, internships, WBL, and leadership opportunities.	All Students	SEL / Mental Health	Tier 1 : Universal
3-6	Formalize and publicize student leadership opportunities through SSC, clubs, electives, and event committees, and when possible provide leadership/internship stipends based on completion of agreed upon activities/tasks.	All Students	Academic	Tier 1 : Universal
3-7	Create an on-site child care program to support parenting students.	Parenting Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal: By May 2027, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions and have unit plans with language and content objectives, exemplars, and multi-media projects.

Identified Need: All students that attend Rudsdale are off track due to literacy needs and chronic absence so teacher are required to participate and utilize the literacy strategies in their unit plans to address students' academic needs.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	PD retreats for staff to engage in vision and mission work required to build out PD cycles that center on PBL that include literacy strategies.	All Students	Academic	Tier 1 : Universal
4-2	Teachers will be provided planning time to incorporate both literacy skills and pathway core skills in their unit design templates plus have the opportunity to attend conferences, observe peers, and professional development to support their growth.	All Students	Academic	Tier 1 - Universal
4-3	Choose high leverage integrated ELD strategy focus: ALLAS strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
4-4	Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers	All Students	Academic	Tier 2 - Supplemental
4-5	Invest in coaching to support implementation of classroom walkthrough tool, unit planning that incorporates language development and literacy, peer observations, and data collection.	English Learner Students	Academic	Tier 1 - Universal
4-6	Invest in RJ training for staff to better lead and engage in healing/tier 2 conversations with students and among staff.	All Students	Academic	Tier 2 - Supplemental

CONDITIONS FOR BLACK STUDENTS				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American Students	Academic	Tier 1 : Universal
5-2	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American Students	SEL / Mental Health	Tier 1 : Universal
5-3	Build a learning and support plan around the use of anti-black slurs and build cultural competence to address disproportionate disengagement and physical altercations for Black students.	African American Students	SEL / Mental Health	Tier 1 : Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PLC time to analyze student language progress and plan next instructional moves.	English Learner Students	Academic	Tier 1 : Universal
6-2	Choose high leverage integrated ELD strategy focus: ALLAS strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
6-3	Coaching and implementation of walkthroughs to progress monitor classroom implementation of language and literacy supports.	English Learner Students	Academic	Tier 1 - Universal
6-4	Provide additional assistance to newcomers and SIFE students with push in/pull out support	English Learner Students	Academic	Tier 2 - Supplemental
6-5	Establish time for designated ELD in daily schedule for our newest ELL newcomers and SIFE students	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Additional Art Sections	\$19,395	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	11119	Teacher Structured Eng Immersn	0.20			Invest in summer school and other credit recovery programs	352-1
Additional Art Sections	\$30,733	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	11120	Teacher Structured Eng Immersn	0.30			Invest in summer school and other credit recovery programs	352-2
Supporting after school and summer arts	\$4,657	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			Invest in summer school and other credit recovery programs	352-3
Art supplies for Art program	\$13,696	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers	352-4
Supports teacher coaching and PD	\$54,742	Association for Continuing Higher Education	1119	Certificated Teachers on Special Assignment Salaries	11195	TSA 11Mon 12Pay	0.40			Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	352-5
Supports teacher coaching and PD	\$14,501	Association for Continuing Higher Education	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	352-6
Supporting students to attend school, graduate, and access college and career opportunities	\$64,383	Association for Continuing Higher Education	2405	Clerical Salaries	9598	Liaison Family Parent Bil	0.50			Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liaison, COST team, and advisory teachers.	352-7
Supplies to support students to attend school, graduate, and access college and career opportunities	\$26,548	Association for Continuing Higher Education	4310	School Office Supplies			0.00			Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers	352-8
Support professional learning, conferences, and professional meetings for adults, events for dual enrollment, college and career	\$11,000	Association for Continuing Higher Education	4311	Meeting Refreshments			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-9
Computers	\$15,000	Association for Continuing Higher Education	4420	Computer < \$5,000			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-10

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Furniture	\$4,000	Association for Continuing Higher Education	4432	Furniture < \$5,000			0.00			Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers	352-11
Travel and Conferences	\$30,000	Association for Continuing Higher Education	5200	Travel And Conferences			0.00			PD retreats for staff to engage in vision and mission work required to build out PD cycles that center on PBL that include literacy strategies.	352-12
Rentals for PD	\$15,000	Association for Continuing Higher Education	5624	Rentals: Facility			0.00			PD retreats for staff to engage in vision and mission work required to build out PD cycles that center on PBL that include literacy strategies.	352-13
To make changes to support dual enrollment, college and career and PD	\$10,000	Association for Continuing Higher Education	5720	Maintenance Work Orders			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-14
Contacts to support college and career readiness, PD, dual enrollment and leadership development	\$107,832	Association for Continuing Higher Education	5825	Consultants			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-15
Supporting college and career field trips	\$7,500	Association for Continuing Higher Education	5826	External Work Order Services			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-16
Supporting college and career field trips	\$8,000	Association for Continuing Higher Education	5829	Admission Fees			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-17
Postage for family engagement	\$500	Association for Continuing Higher Education	5910	Postage			0.00			Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liaison, COST team, and advisory teachers.	352-18

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Supporting students to attend school, graduate, and access college and career opportunities	\$64,383	California Community Schools Partnership Program	2405	Clerical Salaries	9598	Liaison Family Parent Bil	0.50			Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	352-19
Consulting contract with BACR for specialized services to address violence interruption, probation support, and legal services	\$58,842	California Community Schools Partnership Program	5825	Consultants			0.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-20
Consulting contracts: Soccer Without Borders (50,000) will provide students with opportunities to play soccer and create positive school community through deliberate social inclusion and youth development programming. BACR (\$19,700): Violence prevention support services and programming for high needs students with disciplinary issues and justice involved youth	\$68,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-21
TSA to support college and career readiness and dual enrollment	\$44,043	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	11190	TSA 11Mon 12Pay	0.30			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-22
TBD	\$1,675	College & Career Access Pathways Grant	4399	Unallocated			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-23
Interprogram Support/costs	\$2,985	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-24

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Additional sections for credit recovery and intervention	\$91,416	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	11187	Teacher Structured Eng Immersn	1.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-25
Support for teacher stipends for professional learning, curriculum planning, coaching during the school year and summer, and summer school	\$18,353	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	352-26
Support english language learners and newcomers to access academic programming	\$25,443	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	9214	Asst Newcomer Learning Lab	0.40			Provide additional assistance to newcomers and SIFE students with push in/pull out support	352-27
Consulting contracts to support mental health services, food bank, and college and career readiness	\$181,168	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants			0.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-28
TSA to support college and career readiness and dual enrollment	\$79,760	Golden State Pathways Program	1105	Certificated Teachers' Salaries	11127	Teacher Structured Eng Immersn	0.55			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-29
Transportation for college and career experiences and work based learning	\$5,797	Golden State Pathways Program	5826	External Work Order Services			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-30
Provide social emotional supports and case management for tier 2 and tier 3 students	\$104,899	LCFF Equity Multiplier	1205	Certificated Pupil Support Salaries	10364	Social Worker	1.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-31
Provide additional academic counseling support for high needs continuation school students	\$156,211	LCFF Equity Multiplier	1205	Certificated Pupil Support Salaries	11184	Counselor	1.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-32

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Support english language learners and newcomers to access academic programming	\$38,165	LCFF Equity Multiplier	2205	Classified Support Salaries	9214	Asst Newcomer Learning Lab	0.60			Provide additional assistance to newcomers and SIFE students with push in/pull out support	352-33
Provide social emotional supports and case management for tier 2 and tier 3 students	\$100,796	LCFF Equity Multiplier Carryover	1205	Certificated Pupil Support Salaries		Social Worker	0.75			Provide additional assistance to newcomers and SIFE students with push in/pull out support	352-34
Provide ET/OT to classified staff to provide family engagement activities during the summer, after hours, and weekends	\$2,127	LCFF Supplemental	2225	Classified Support Salaries: Overtime			0.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-35
School Office Supplies	\$11,373	LCFF Supplemental	4310	School Office Supplies			0.00			Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liaison, COST team, and advisory teachers.	352-36
Meeting refreshments and student celebrations	\$15,000	LCFF Supplemental	4311	Meeting Refreshments			0.00			Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers	352-37
Literacy Coach to support students with low reading skills and provide teachers with PD and coaching to improve practice	\$82,113	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11195	TSA 11Mon 12Pay	0.60			Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers	352-38
Community School Manager to coordinate services to meet students' social emotional needs	\$136,572	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8811	Program Mgr Community School	0.75			Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	352-39
TSA to support college and career readiness and dual enrollment	\$22,021	Measure H Carryover	1119	Certificated Teachers on Special Assignment Salaries	11190	TSA 11Mon 12Pay	0.15			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-40

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contracts for teachers to participate in curriculum coaching and extra planning time to collaborate and integrate the design, visual arts and media standards into the core curriculum. This expenditure will impact the whole school as it will increase coherence of our new pathway.	\$51,314	Measure H Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-41
Teacher will provide multiple CTE sections for our design pathway	\$48,488	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	11119	Teacher Structured Eng Immersn	0.50			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-42
Pathway Coach to provide PD and coaching to improve practice and integrate multimedia/design into all pathway classrooms	\$36,255	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	11127	Teacher Structured Eng Immersn	0.25			Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	352-43
Contract: BACR will provide targeted, trauma-informed legal advocacy and violence-prevention services for justice-involved, newcomer, unaccompanied, and undocumented students	\$86,458	Measure H: College & Career Readiness for All	5825	Consultants			0.00			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-44
Provide ET/OT to classified staff to provide family engagement activities during the summer, after hours, and weekends	\$2,430	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	352-45
Teacher Stipends: Teacher curriculum planning retreat and coaching sessions to support language development, credit recovery, pathway alignment and project based learning. Stipends for summer school teachers, counselors, or social workers to support credit recovery and language development	\$36,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		Student Connectedness to School	Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liaison, COST team, and advisory teachers.	352-46
Provide attendance support and case management to families for continuation school students with chronic absences to support to graduation	\$43,198	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9596	Attendance Specialist Bil	0.50		College/Career Readiness	Provide PD/Planning time for teachers to address using complex texts, unpack language demands, and identify language supports in core curriculums	352-47

[1] Options are:

- All Students
- African American Students
- English Learners
- Latino/a Students
- IEP/Special Education Students
- Low Income Students
- Multiracial Students
- Students with Disabilities
- Students performing below grade level
- Students with low attendance

[2] Options are:

- Academic
- Behavioral
- SEL/Mental Health

[3] Options are:

- Tier 1 - Universal
- Tier 2 - Supplemental
- Tier 3 - Intensified



Title I, Part A School Parent and Family Engagement Policy

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

Rudsdale High School

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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

- 1:1 graduation conferences with families
- Increasing the frequency of Parent Square announcements by the College and Career Office, Wellness, and Community School teams

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

- 1:1 graduation conferences with families.

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

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

- Share meeting schedules, outcomes and policies via Parent Square

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

- Via Parent Square

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

- Website, 1:1 conferences

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

- Parent Square

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

- Website and parent square invitation

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

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

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

- 1:1 conferences, family liaison

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

- Professional development meetings

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

- Inviting them to participate in SSC, Title 1 and other meetings

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

- Posting agendas and invitations

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

- Translating invitations and agendas into home language, bilingual family liaison

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

- Providing support with the family liaison

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

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

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

- Student/family intakes, 1:1 conferences, family liaison communications

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

ADOPTION

This policy was jointly developed and adopted by the Rudsdale High School on Oct 6, 2025 and will be in effect for the period August 11, 2025 through May 29, 2026.

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

Carmelita Reyes	<i>Carmelita Reyes</i>	10/6/25
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



School-Parent Compact 2025-26

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

This School-Parent Compact is in effect for the 2025-26 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Curriculum will be scaffolded for the varied needs of continuation school students - Sped, newcomer, and those with low literacy skills

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Rudsdale will provide 1:1 graduation conferencing with every family at least once a year

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Progress reports will be available at least every 6 weeks; we will work to get parents weekly grade updates in Aeries through registration

- 4) Provide parents reasonable access to staff.**

All families will have access to their student's advisor who can help them navigate issues in the school.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Rudsdale will invite families to participate in College and Career events

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Parent Responsibilities

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

- Volunteer in my child’s classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child’s extracurricular time. *[required]*
- Monitor my child’s academic progress and attendance

Teacher Responsibilities

I agree to support my students’ learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide timely information on academic progress and grades

Student Responsibilities

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

- Get to school on time every day and contact the school when I’m absent.
- Ask for help when I need it.
- Respect my school, classmates, staff, and community members

This Compact was adopted by Rudsdale High School on Oct 6, 2025, and will be in effect for the period of August 11, 2025, to May 31, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30 of this current school year.

Carmelita Reyes

Carmelita Reyes

10/6/25

Principal’s Name

Principal’s Signature

Date



Rudsdale Continuation SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Natalie Lizardo
Vice Chairperson:	Yasmine Arreola
Secretary:	Carmelita Reyes

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Carmelita Reyes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jessica Wan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Teresa Cohen	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Natalie Lizardo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Nancy Lai	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Manuela Tzaj Tzuquin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Merab Ibarra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Yasmine Arreola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Makala London	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Taleija	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	TBD but typically last Friday of the Month at 9:15 am
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SSC Legal Requirements (EC Sections 65000-65001):

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

