

Board Office Use: Legislative File Info.	
File ID Number	23-1655
Introduction Date	8/9/23
Enactment Number	23-1436
Enactment Date	8/9/2023 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Ruidsdale Continuation High School
CDS Code: 1612590130146
Principal: Alessandra Cabrera
Date of this revision: 05.18.23

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: Alessandra Cabrera	Position: Principal
Address: 8251 Fontaine Street Oakland, CA 94605	Telephone: 510-729-4303 Email: alessandra.cabrera@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 05.18.23

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Rudsdale Continuation High 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 | <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"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: May 18, 2023

6. 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:

Alessandra Cabrera

Principal

Henry Sales
SSC Chairperson

Vanessa Sifuentes

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

[Signature]
Signature

[Signature]
Signature

[Signature]
Signature

[Signature]
Signature

5.18.23
Date

5/18/23
Date

5/18/23
Date

6/1/2023
Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
01.19.23	SSC & SELLS	Shared rationale & overview of site plan plus eviued previous year's plan to inform any changes for next year's
01.23.23	Faculty and Staff	Reviewed and shared and asked for feedback and any changes for next year
02.16.23	SSC & SELLS	Reviewed Goals for next year
03.16.23	SSC & SELLS	Review updated Strategies & Actions
04.20.23	SSC & SELLS	Feedback on CCSPP & Budget

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 Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$223,775.00
Total Federal Funds Provided to the School from the LEA for CSI	\$115,118.61
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$844,022.67

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$46,125	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$36,000	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,230	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$273,180	TBD
21st Century Community Learning Centers (Title IV #4124)	\$173,345	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$3,075	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$115,119	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$195,949	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$338,894	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$505,129	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$844,023
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Rudsdale Continuation High School

School ID: 352

School Description

Rudsdale Continuation High School has been established since 2005. Rudsdale High School is one of three continuation high school that serves students from all over the Oakland community, but primarily serves those students who live in the mid-to-eastern part of Oakland. The school is designed to meet the needs of students who are in danger of not graduating from high school. The school offers students the support to ensure that their individual needs are met while preparing them for post-secondary success.

School Mission and Vision

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.

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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
63.4%	36.6%	58.2%	31.0%	29.6%	2.4%	88.3%	7.0%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
19.3%	0.9%	75.6%	1.9%	0.0%	0.5%	0.0%	0.9%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: All students have a postsecondary plan along with a work-based learning experience.

English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-200.9	n/a	-277.1	<i>not available until Fall 2023</i>	-180.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	5.4%	<i>not available until Fall 2023</i>	10.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-257.4	n/a	-247.4	<i>not available until Fall 2023</i>	-237.4
CAST (Science) at or above Standard	All Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	10.0%
Graduation Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	39.3%	42.5%	35.4%	<i>not available until Fall 2023</i>	47%
On Track to Graduate: 9th Grade	All Students	n/a	n/a	13.5%	<i>not available until Fall 2023</i>	n/a
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	50%
A-G Completion	All Students	1.5%	1.5%	1.0%	<i>not available until Fall 2023</i>	n/a
College/Career Readiness <i>*2018-19 baseline</i>	All Students	0.5%	n/a	n/a	<i>not available until Fall 2023</i>	n/a

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

School Goal for Targeted Supports for All students will show measurable growth in the corresponding reading Focal Student Groups: assessments plus skill development through unit projects.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-218	n/a	n/a	<i>not available until Fall 2023</i>	-198.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-229	n/a	n/a	<i>not available until Fall 2023</i>	-209.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	33.3%	<i>not available until Fall 2023</i>	80.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-254.7	n/a	n/a	<i>not available until Fall 2023</i>	-234.7
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-305.8	n/a	n/a	<i>not available until Fall 2023</i>	-285.8

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	1.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	5.0%

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

School Goal for Student & Family Engagement: Every student/family can identify at least one staff member who supports their academic and SEL needs.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	58.9%	78.8%	81.7%	<i>not available until Fall 2023</i>	80.0%
Out-of-School Suspensions	All Students	3.7%	n/a	1.1%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	6.9%	n/a	1.1%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	Special Education Students	7.4%	n/a	1.1%	<i>not available until Fall 2023</i>	2.0%
Chronic Absenteeism	All Students	80.5%	79.9%	96.6%	<i>not available until Fall 2023</i>	75.0%
Chronic Absenteeism	African American Students	91.7%	83.9%	95.0%	<i>not available until Fall 2023</i>	75.0%

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

School Goal for High-Quality Staff: Every teacher engages students in culturally responsive and relevant units that culimnate in creative projects.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	81.8%	76.9%	61.5%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	<ul style="list-style-type: none"> -Students have an individualized plan towards graduation -Connect w/Advisor, counselor, and other college and career staff to build out post-secondary plan -Multiple opportunities provided for WBL experiences every marking period 	<ul style="list-style-type: none"> -Transcript Evaluation and tracking progress, -College and Career Team and Partnerships - WBL expereinces are a graduation requirement
<i>LCAP Goal 2: Focal Student Group Supports</i>	<ul style="list-style-type: none"> -As a project based site, we focus on discreet skills students practice and master -committed to SIPPS and SRI for progress monitoring data 	<ul style="list-style-type: none"> -clear about teaching the 4Cs within each project -utilize BDA strategies for reading instruction to support the understanding of complex texts
<i>LCAP Goal 3: Student & Family Engagement</i>	<ul style="list-style-type: none"> -Each student has an Advisor and other staff that support both SEL and academics -We provide wrap around supports on campus such as after-school program, food distribution, case mangement, mental health, and legal consultation 	<ul style="list-style-type: none"> -conduct mandatory individual orientations with all families to share resources and support -students meet school leaders, counselor, and support staff before they even start school
<i>LCAP Goal 4: Staff Supports</i>	<ul style="list-style-type: none"> -Staff work collaboratively with site specific professional development for project based unit planning and feedback -urilize district support for literacy and academic coaching for support and growth 	<ul style="list-style-type: none"> -staff helped build and refine resources for unit planning -staff give feedback for profesional development and how they would like to be supported
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	<ul style="list-style-type: none"> -limited time with students as they enter the country or transition from other high schools 	<ul style="list-style-type: none"> -student stay at their previous schools as long as they can before transitioning to our site
<i>LCAP Goal 2: Focal Student Group Supports</i>	<ul style="list-style-type: none"> -students come in with a wide range ok skillls and abilities in academics and SEL and difficult to target all levels all the time 	<ul style="list-style-type: none"> -depending on attendance in previous schools and life circumstances that gaps in learning has occurred
<i>LCAP Goal 3: Student & Family Engagement</i>	<ul style="list-style-type: none"> -families are not available to come to site or have resouces to support students on a daily basis 	<ul style="list-style-type: none"> -families need to work to provide for their families to survive and thrive

<i>LCAP Goal 4: Staff Supports</i>	-more time for staff development and collaboration	-we have to balance other meetings to support students
------------------------------------	--	--

1D: IDENTIFIED NEED

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

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

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Rudsdale Continuation High School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

The goals for rigorous academics and professional development work in tandem. A majority of the teachers are focusing on reading and using text to support their unit projects.

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

Teachers are implementing reading strategies along with a writing practice to enhance comprehension and skill development. For the WB

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.

1) More professional development and coach support for teachers based on their identified needs 2) continue college and career partnerships, resources and support which will be outline in Section 3 of SPSA

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Unallocated	On Track to Graduate: 11th Grade	Summer School provided - June 2023	Principal has observed that students who have more credits to recover can attend a site based program instead of traditional program. Principal has observed that this type of setting for summer school leads to success. Traditional school program are not as successful with our student population.	The funding will be used to provide summer school (June 2023).

Unallocated	Student Connectedness to School	Student/Family Workshops - May - June 2023	The principal has observed that many families need support navigating various Apps platforms to advocate and support their student success and we host monthly events to educate families to access Apps and resources. Title I Parent Funds will help to support parents and families.	Continue providing Family Tech and Resource workshops. Activities are projected to occur May - June 2023.
-------------	---------------------------------------	---	---	---

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Rudsdale Continuation High School

School ID: 352

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Work Based Learning

School Theory of Change:

If every graduating student receives a 1-1 post high school planning meeting in addition, to our College and Career events every Marking Period, including our Career symposium, Financial aid workshops and incorporating industry partners into the everyday class, then all students will graduate college, career and community ready.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	RO: 6-Week Advisory Model which includes college and career activities	Admin assign classes based on expected graduation date	Advisory Scope and Sequence for 23-24		Tier 1
1-2	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	Support planning	The schedule of Career Exploration Opportunities along with Guest Speakers coming to the site		Tier 1
1-3	Mock interviews in Career Symposium and in some class units	continue to grow our career symposium, support teachers to incorporate into units	Career Symposium Fall and Spring events	All students have a postsecondary plan along with a work-based learning experience.	Tier 1

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

School Priority:	Rigorous Academics and Career Technical Education
School Theory of Change:	If we continue to focus on reading instruction in class, including the following: using authentic, complex texts that push new and more proficient readers alike; incorporating reading into instruction each day; and giving students different ways to respond to the text, then our students will demonstrate accelerated growth, and in particular our Newcomer students will see growth in their English proficiency.

Students to be served by these actions:	<i>All Students</i>
--	---------------------

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Balancing complex texts and reading incorporated in every class schedule while moving the project forward	Having reading strategies be a priority for all units and unit planning incorporation	Unit Plan submission that is inclusive of complex texts and reading strategies associated	All students will show measurable growth in the corresponding reading assessments plus skill development through unit projects.	Tier 1
2-2	Collaborate with colleagues for reading material to support learning skills	Provide collaborative PLC time to discuss reading material and resources	PLC agenda and notes		Tier 1
2-3	Participate in PD associated with task analysis planning incorporating exemplar, language and literacy demands and instruction	Collaborate with OUSD Literacy team to provide and support PD for staff	Scope and Sequence of PD plan for the year		Tier 1
2-4	Teaching students how to utilize reading strategies and practicing these skills with every unit	Support with lesson and unit planning to incorporate reading strategies and skill acquisition	Unit Plan submission that is inclusive of complex texts and reading strategies associated		Tier 1

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

School Priority:	Comprehensive Student Supports
School Theory of Change:	If we focus on relationship building starting from a 1-1 orientation with every family, small classes, and celebrating learning through our biannual exhibitions as well as other celebrations for students, then students and families will continue to feel welcomed, safe, healthy and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Individual student orientations	Continue building relationships with families, providing resources and staff who will be a support for students during these meetings	Every marking period Orientation Calendar	Every student/family can identify at least one staff member who supports their academic and SEL needs.	Tier 1
3-2	RO small Advisory including phone calls home.	Provide time weekly for parent contact	Rudsdale Tracker	Every student/family can identify at least one staff member who supports their academic and SEL needs.	Tier 2
3-3	Regular student celebrations--Harvest Feast, Mayan Cultural Events, STOMP awards, Black History Month Celebration, Health Fair, Dia de Los Muertos Altar, Staff vs. Students sports (to name a few)	continue funding and coordinating these events, and building staff capacity to do more events!	Calendar of Events		Tier 1

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

School Priority:	Professional Development				
School Theory of Change:	If both pathways continue to hold site based PD and all teachers participate where teachers and experts continue to grow and push each other in PBL, RJ practices, SEL competencies, reading strategies, and the 4 Cs for RO (Creativity, Collaboration, Communication and Critical Thinking) then they will be high quality, stable and reflective of Oakland's rich diversity				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	RO: Design projects with 4Cs skills through PD and PLCs	PD for 4Cs incorporation, time for PLCs, support and feedback on projects	PD Scope & Squence	Every teacher engages students in culturally responsive and relevant units that culimnate in creative projects.	Tier 1
4-2	RO: Consistent and visible communication of Senior Portfolio and 4Cs skills	model the consistent and visible communication	Senior Graduation Status shared publicly in the hallway along with notes on student evaluations		Tier 1
4-3	Putting student work up in the Hallway	Create spaces and times for teachers to put up work.	Visible projects line hallways		Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Rigorous Academics
School Theory of Change:	If we are intentional about providing relevant curriculum and projects that center the experiences and contributions of our Black community, then we will see increased engagement and academic success.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Engaging projects and then 1-1 support for students to complete those projects	Support planning and self/peer assessment	Unit Plan Submissions and Reflections		Tier 1
5-2	Regular student celebrations--Harvest Feast, Mayan Cultural Events, STOMP awards, Black History Month Celebration, Health Fair, Dia de Los Muertos Altar, Staff vs. Students sports (to name a few)	continue funding and coordinating these events, and building staff capacity to do more events!	Calendar of Events		Tier 1
5-3	Strong focus on relationship building in every class, including RJ practices.	Send any teachers new to RJ to the trainings, do circles with them or partner folks	RJ Training Schedules and Attendance		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:	Rigorous Academics and Career Technical Education
School Theory of Change:	If we continue to focus on reading instruction in class, including the following: using authentic, complex texts that push new and more proficient readers alike; incorporating reading into instruction each day; and giving students different ways to respond to the text, then our Newcomer students will demonstrate accelerated growth, in particular in their English proficiency.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Use SIPPS program in Study Skills	support learning, planning and implementing	SIPPS data		Tier 1
6-2	Continue trying new reading strategies	Review and practice reading strategies in PD	Unit Plan Submissions		Tier 1

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
BACR Contract over \$25K	\$148,345	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Strong focus on relationship building in every class, including RJ practices.	352-1
BACR Contract \$25K	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 11th Grade	continue building capacity of Americorps and other folks to support with orientation to make this possible	352-2
Teacher stipends	\$9,500	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	RO: Design projects with 4Cs skills through PD and PLCs	352-3
Specialist, Career Pathway Transitions	\$23,782	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Specialist, Career Pathway Transitions	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	352-4
Family/Parent Liaison, Bilingual	\$105,114	California Community Schools Partnership Program	2405	Clerical Salaries	New	Family/Parent Liaison, Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide time weekly for parent contact	352-5
To be allocated in Fall 2023.	\$71,104	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	352-6
Contract for professional development	\$43,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	PD for 4Cs incorporation, time for PLCs, support and feedback on projects	352-7
Contract for mental health services	\$72,500	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Strong focus on relationship building in every class, including RJ practices.	352-8
Counselor	\$19,989	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	7376	Counselor	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	support learning, planning and implementing	352-9

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 352

School: Ruidsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Specialist, Career Pathway Transitions	\$95,130	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	New	Specialist, Career Pathway Transitions	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	352-10
Professional development	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	Balancing complex texts and reading incorporated in every class schedule while moving the project forward	352-11
STIP Teacher	\$87,289	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7569	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Engaging projects and then 1-1 support for students to complete those projects	352-12
Specialist, Career Pathway Transitions	\$64,192	K-12 Strong Workforce Program	2205	Classified Support Salaries	8229	Specialist, Career Pathway Transitions	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	continue to grow our career symposium, support teachers to incorporate into units	352-13
Supplies	\$16,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	support learning, planning and implementing	352-14
Copier contract	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	RO: Consistent and visible communication of Senior Portfolio and 4Cs skills	352-15
Contracts	\$10,000	LCFF Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	continue funding and coordinating these events, and building staff capacity to do more events!	352-16
STIP Teacher	\$75,888	LCFF Supplemental	1105	Certificated Teachers' Salaries	9255	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Engaging projects and then 1-1 support for students to complete those projects	352-17
11-Month Classroom Teacher on Special Assignment (TSA)	\$18,475	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2467	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Provide collaborative PLC time to discuss reading material and resources	352-18

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$22,019	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4566	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Review and practice reading strategies in PD	352-19
11-Month Classroom Teacher on Special Assignment (TSA)	\$23,785	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4571	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Having reading strategies be a priority for all units and unit planning incorportaion	352-20
10-Month Teacher on Special Assignment (TSA)	\$43,356	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7348	10-Month Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Having reading strategies be a priority for all units and unit planning incorportaion	352-21
11-Month Classroom Teacher on Special Assignment (TSA)	\$74,316	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	PD for 4Cs incorporation, time for PLCs, support and feedback on projects	352-22
Supplemental supplies for student supports	\$15,340	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	support learning, planning and implementing	352-23
Teacher stipends	\$10,000	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Support planning and self/peer assessment	352-24
Specialist, Career Pathway Transitions	\$64,192	Measure N	2205	Classified Support Salaries	8229	Specialist, Career Pathway Transitions	0.50	Goal 1: All students graduate college, career, and community ready.	A-G Completion	RO: 6-Week Advisory Model which includes college and career activities	352-25
Classified overtime	\$11,306	Measure N	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Admin assign classes based on expected graduation date	352-26
Coach, College/Career Pathways	\$23,408	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.13	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	352-27

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
consultant contracts	\$98,152	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	RO: Design projects with 4Cs skills through PD and PLCs	352-28
To be allocated in Fall 2023.	\$1,230	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Comprehensive Student Support	352-29
To be allocated in Fall 2023.	\$46,125	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Comprehensive Student Support	352-30
To be allocated in Fall 2023.	\$3,075	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Comprehensive Student Support	352-31



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Rudsdale Continuation

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

- Emailing, ParentSquare posting, and use of Robo Calls

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- All meetings can be virtual and in-person

- ParentSquare posting & Robocalls to remind families of meeting schedules

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

- Monthly SSC meetings

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

- Monthly SSC meetings with provided translation

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

- Providing a survey for families to share information and suggestions

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was adopted by the Rudsdale High School on October 21, 2022 and will be in effect for the period August 9, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before November 30, 2022 of the current school year.

Alessandra Cabrera

Alessandra Cabrera

Name of Principal

Signature of Principal

Date: November 17, 2022



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Rudsdale Continuation

2022-2023

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 2022-23 school year.

School Responsibilities

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

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

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

- Invited to Back to School Night
- All meetings provide translation services

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

- Provide families with their student's graduation evaluation checklist and progress
- Advisory teachers contact families at least once every other week to share information and resources as needed

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

- Every Advisory teacher is required to make family contact bi-weekly at minimum

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

- All meetings are provided with translation services
- Mailings from the school are translated into the various languages

Teacher Responsibilities

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

Parent Responsibilities

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

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

Student Responsibilities

- Get to school on time every day.
- Do my assignments every day and complete my PBL projects
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Rudsdale High School on November 16th and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 November 30, 2022.

Alessandra Cabrera

Signature of Principal

Date: November 17, 2022



Strategic Resource Planning (SRP)

Rudsdale Continuation
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Henry Sales Hernandez
Vice Chairperson:	
Secretary:	Alessandra Cabrera

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Alessandra Cabrera	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Christopher Mercado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Sean Gleason	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Natalie Lizardo-Sarellano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Henry Sales Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Alba Alba Maria Cisneros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Luis Steven Jimenez Cisneros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Kelmer Estrada Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Hector Loya Alvarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Briah Knighten	<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"/>	
Small School - 139 Students	<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)	Last Thursday of the Month, at 8:30am, Room 131
--	---

SSC Legal Requirements (EC Sections 65000-65001):

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

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