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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School

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

2022-2023 School Plan for Student Achievement (SPSA)

School: Rudsdale Continuation High School
CDS Code: 1612590130146
Principal: Willie Thompson
Date of this revision: 5/23/20

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

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

Contact: Willie Thompson

Position: Principal

Address: 8251 Fontaine Street
Oakland, CA 94605

Telephone: 510-729-4303

Email: willie.thompson@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 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: _____

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

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

Signatures:

Alessandra Cabrera <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 (for Willie Thompson) <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 05.23.22 Date
Chave Moore <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 05/05/22 Date
Matin Abdel-Qawi <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 5/25/2022 Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 5/26/2022 Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/17/2022	SSC & SELLS combined	shared rationale and overview of site plan
2/14/2022	All staff meeting	Reviewed SPSA goals, priorities, strengths and changes and discussed in relation to upcoming WASC review.
1/11/2022	Budget Lock in	Budget training and review of our money.
1/24/2022	All Staff meeting	discussed new goals for this year, particularly around our WASC midyear.
3/14/2022	All Staff meeting	reviewed SPSA goals and made some adjustments and clarifications with all staff.
3/31/2022	SSC & SELLS combined	feedback and updates for Strategies & Actions

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 primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$25,010.00
Total Federal Funds Provided to the School from the LEA for CSI	\$53,250.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$555,158.15

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)	\$22,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$30,900.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$610.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$230,005.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$1,525.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$53,250.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$215,993.15	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$78,260.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$476,898.15	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$555,158.15
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 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 is part of the Oakland Unified School District, the fifth largest district in California, and one of the three continuation high schools in the district. The school was established in 2005 when Far West, another district school, opted to become an arts-focused small high school. From 2005 to August, 2012, the school was located at 1180 70th Avenue in East Oakland. Shortly before the start of the current school year, Rudsdale moved to the King Estates Complex of Schools in an area just off Highway 580. Included on the site are three other schools; Sojourner truth Independent Study Program, which includes The Electronic Learning Program (an on-line interactive program), and BayTech (a 6-12 charter school) that focuses curriculum by integrating technology (Blended Learning) and using a range of instructional strategies to actively engage students and improve their skills and knowledge.

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

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

School Mission and Vision

Vision: Every student will find a renewed educational experience and greater success in school as well as successfully complete a program that prepares them for a post-secondary pursuit of their choice.

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

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-200.9	n/a	<i>not available until Fall 2022</i>	-180.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	10%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-257.4	n/a	<i>not available until Fall 2022</i>	-237.4
CAST (Science) at or above Standard	All Students	0%	n/a	<i>not available until Fall 2022</i>	10%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	39%	43%	<i>not available until Fall 2022</i>	47%
On Track to Graduate: 9th Grade	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
On Track to Graduate: 11th Grade	All Students	0%	0%	<i>not available until Fall 2022</i>	50%
A-G Completion	All Students	2%	2%	<i>not available until Fall 2022</i>	n/a
College/Career Readiness <i>*2018-19 baseline</i>	All Students	1%	n/a	<i>not available until Fall 2022</i>	n/a

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-218	n/a	<i>not available until Fall 2022</i>	-198.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-229	n/a	<i>not available until Fall 2022</i>	-209.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	80%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-254.7	n/a	<i>not available until Fall 2022</i>	-234.7
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-305.8	n/a	<i>not available until Fall 2022</i>	-285.8

Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	0%	<i>not available until Fall 2022</i>	1%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	59%	79%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	4%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	African American Students	7%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	Special Education Students	7%	n/a	<i>not available until Fall 2022</i>	2%
Chronic Absenteeism	All Students	81%	80%	<i>not available until Fall 2022</i>	75%
Chronic Absenteeism	African American Students	92%	84%	<i>not available until Fall 2022</i>	75%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	We have an incredible college/career team. Both pathways have a College Career counselor and an academic counselor, we also have our partnership with EBC and this year Newcomer got a Transition Specialist. 100% of our graduates have clear post high school plans and are supported with those plans. We have been able to continue to grow our Career Symposium, we had a wonderful fall experience and will do another in the Spring. This year we are piloting a Mayan cultural panel to discuss post high school plans specifically in this community. This year all of our December grads who wanted to start college have persisted through the first month of classes which has never happened in the past!	1. We are now located on the same campus so our team can more easily work together, host events together, support students together. 2. We have enough counselors and staff to really meet each students' individual needs. 3. The LLO is splitting the cost of our transition specialist!

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>We have a whole pathway focused on our newcomers, the only one of its kind. Our newcomers feel safe and supported with us. We are able to receive students with very low literacy and help them learn to read and we receive students who completed high school in their country and we are able to get them fluent in English. Covid also helped us build our support network and all teachers are much closer to students and have a better sense of the depth of needs. Furthermore, we have a partnership that allows us to continue giving our students relief funds to help pay for rent, bills, food and other basic needs which allows them to be able to come to school. We have an incredibly dedicated staff that is committed to trying new strategies and observing each other and doing whatever it takes to better serve our students.</p>	<p>We have a great reputation and people want to work with us so we can easily get volunteers, partners, and highly talented teachers and other staff. In November we just lost our Instructional Coach, but she was instrumental in building our Reading Program and really helping us to better serve our students. Grantors really want to support Newcomers right now and that flex money is so needed to really help them.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>We are so lucky to have grant money that allows us to buy food, specialized supplies, last minute stuff that really supports students. We are able to do everything from throw great events with food, to buying T-shirts for the students to screenprint their logos on. We pass out food every wednesday with our partnership with the food bank and many families come up to the school for this. We have also given away clothes, baby supplies, jackets, umbrellas, backpacks. All of our staff has a deep knowledge of SEL and knows how to support our students.</p>	<p>Grantors like to fund Newcomers, covid pushed us to build a partnership with Alameda county food bank and community check cashing which has been game changing for us. We have very little staff turnover so the skills are continuing to grow.</p>

<i>LCAP Goal 4: Staff Supports</i>	Rudsdale Original has continued their partnership with Mills Teacher Scholars which has supported our staff in their curriculum development. This year we also partnered with PBL works which did an August teacher training, and meets one-one with each teacher monthly. This is definitely helping our teachers grow their projects. This year we got a CSM at RO and we continue to have our Safety Specialist at RN, both of them really support teachers with culture and climate.	We have been able to use our Measure N money to fund these extra instructional supports. Measure N has also funded our safety specialist. For the first time, the district gave us a CSM!
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Our biggest challenge is student attendance. We can't help them be CC ready if they aren't here. Add on the omicron this year really hit our attendance.	Omicron. Continuation students have myriad issues they are dealing with--working, often caretaking family, lots of mental health challenges.
<i>LCAP Goal 2: Focal Student Supports</i>	Our biggest challenge is attendance. Our newcomers are majority Unaccompanied Immigrant Youth so they have to support themselves both physically, financially and mentally. They also have doctors appointments, immigration appointments, court appointments. They come here with tons of trauma and needs. They also tend to have huge gaps in their education.	A history of imperialism in Central America has destabilized the area ruining the economy, the education system and creating an incredibly prejudiced environment for Indigenous folks in particular.
<i>LCAP Goal 3: Student/Family Supports</i>	Attendance. Also it is very hard to do parent engagement. Those who do have parents here, they are working a lot and often less involved because they kids are older.	Same as above, plus our families are really struggling, even more so with Covid.
<i>LCAP Goal 4: Staff Supports</i>	Teaching here is a big lift for new teachers, there is a large learning curve whether it is meeting student needs, adjusting to our 6 week schedule, creating your own projects. So whenever we get new teachers we have to invest a lot of time with them.	Teaching is already hard, there are additional challenges here and all teachers can use more support.

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, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Rudsdale Continuation High School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

We are proud of the work we have done this year especially considering that we closed our satellite campus and moved our newcomer program up the hill. We have tried to build community as one large school community, but there have been many challenges due to covid spikes. However, we have managed to increase our numbers at Newcomer, roll out a new reading program and throw a fantastic Exhibition event to show off student learning. Our partnership with PBL works has supported teachers to continue to build stronger projects and demonstrations of learning. The continued focus on reading at both schools has pushed teachers to include reading and find better ways to access complex texts. Our larger college and career team has definitely supported more CC events, internships and engagement. We had a very large and successful Health Fair, Career Symposium, Financial Literacy workshops and our first ever Mayan focused CC event in Mam to address the unique needs and challenges found in this community.

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

We are probably most successful with our WBL work and experiences. We are able to give every graduate an individualized support for post-high school plans including filling out financial aid, gaining experiences in fields of interest, applying to college and more. In the past, our Exhibitions have been very important for building the culture and climate of learning, but with the Omicron surge, those have been more difficult to hold safely. The work of including more complex text is definitely a long term goal. Our site PDs and PLCs and sharing of best practices are helpful, but there is more work to do. We will continue this focus.

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.

Now that we are on the same campus, we'd like to align our goals a bit more. Both pathways have a focus on reading, but it will look a little different on each campus. Both pathways have a focus on WBL/CC experiences and we will continue to host large events together and hold smaller events particularly appropriate to different demographics.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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STIP	On Track to Graduate: 11th Grade	Our stip sub covers classes whenever a teacher is out. This has been essential with Omicron and many staff getting exposed. When she isn't covering, she is running small reading groups, supporting with projects, helping in class and doing outreach.	Ideally, our STIP would be able to do more special projects, but we hve to be careful since she might start something and then get called in to sub. This year has just been a little hectic.	Having a stip sub is essential at our school. We have such a huge range of literacy skills that we must have extra adult support. We will always find a way to pay for a stip sub.
To be allocated in Fall 2021.	Student Connectedness to School	We have to entice staff and students and families to our meetings with snacks. It helps engage folks in extra work.	It is very hard to get our working families to school for these meetings, even with snacks.	It isn't very much money so it is difficult to find impactful ways to spend it.

2022-23 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	Master schedule and rate of student portfolio completion		Tier 1
1-2	Work closely with WBL to incorporate career exploration into unit planning (with Nepris as a option)	Support planning	Walkthroughs & portfolio completion		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	Calendar shows 2 career symposiums		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:

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?
2-1	Use SIPPS program in Study Skills	support learning, planning and implementing	observations		Tier 1
2-2	Continue trying new reading strategies	Review and practice reading strategies in PD	observations		Tier 1
2-3	Use Newsela to incorporate authentic, grade level texts in each unit	Observe and support teachers	observations		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	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1					
3-2	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
3-3	RO small Advisory including phone calls home.	Provide time weekly for parent contact	log of calls		Tier 2
3-4	Individual student orientations	continue building capacity of Americorps and other folks to support with orientation to make this possible	orientation log		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	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	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 agendas		Tier 1
4-2	RO: Consistent and visible communication of Senior Portfolio and 4Cs skills	model the consistent and visible communication	posters, ppts and other visible places with these skills		Tier 1
4-3	Putting student work up in the Hallway	Create spaces and times for teachers to put up work.	visible in 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	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	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 plans, work in hallways, completion rate		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	observations of circles and other SEL practices		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & 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	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Use SIPPS program in Study Skills	support learning, planning and implementing	observation, improvement on SIPPS assessment		Tier 1
6-2	Continue trying new reading strategies	Review and practice reading strategies in PD	observations, PD agendas		Tier 1

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Teacher on Special Assignment (TSA)	\$38,464	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4566	11-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	352-1
Assistant Principal, High School	\$87,701	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	1554	Assistant Principal, High School	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	352-2
Classified Overtime	\$2,500	General Purpose Discretionary	2225	Classified Support Salaries: Overtime		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	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.	352-3
Classified Stipends	\$2,500	General Purpose Discretionary	2220	Classified Support Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Professional Development	352-4
Contracts	\$27,712	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All Students	352-5

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Program Contract	\$148,015	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	352-6
Counselor	\$34,022	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	7376	Counselor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Individual student orientations	352-7
Licensing Agreements	\$5,000	General Purpose Discretionary	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Engaging projects and then 1-1 support for students to complete those projects	352-8
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,732	One-Time COVID Funding	1105	Certificated Teachers' Salaries	7569	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Rigorous Academics	352-9
Supplies	\$20,900	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Rigorous Academics and Career Technical Education	352-10
Teacher	\$76,127	LCFF Supplemental	1105	Certificated Teachers' Salaries	3368	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	All Students	352-11
Unallocated	\$1,525	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Use Newsela to incorporate authentic, grade level texts in each unit	352-12

PROPOSED 2022-23 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 SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	\$22,875	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Comprehensive Student Supports	352-13
Unallocated	\$610	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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)	352-14
Unallocated (was textbooks)	\$19,228	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Rigorous Academics	352-15



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Rudsdale Continuation

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

- Emailing, Mailing, and use of Robo Calls

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- All meetings are virtual

- Emails & Robocalls to remind families of meeting schedules

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

- Monthly SSC meetings

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

- Monthly SSC meetings with provided translation

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

- Providing a survey for families to share information and suggestions

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was adopted by the Rudsdale High School on October 21,, 2021 and will be in effect for the period August 9, 2021 through May 25, 2022.

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

Willie Thompson

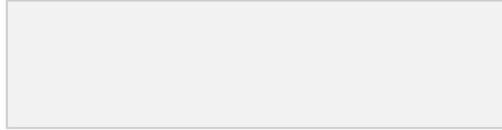
Name of Principal

Willie Thompson

Signature of Principal

Date: October 21,, 2021

Please attach the School-Parent Compact to this document.



School-Parent Compact

Rudsdale Continuation

2021-2022

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

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

School Responsibilities

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

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

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

Parent Responsibilities

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

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

Student Responsibilities

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

This Compact was adopted by the Rudsdale High School on October 21,, 2021 and will be in effect for the period of August 9, 2021 to May 25, 2022.

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 October 31, 2021.

Willie Thompson

Signature of Principal

Date: October 21, 2021



Strategic Resource Planning (SRP)

Rudsdale Continuation
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Chave Moore
Vice Chairperson:	
Secretary:	

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Willie Thompson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alessandra Cabrera	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sean Gleason	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Melody Noll	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Roxanna Lenton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Kareta Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Chave [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Demetrio [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Brian [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>					
Chris Mercado	<input type="checkbox"/>	<input checked="" 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)
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SSC Legal Requirements (EC Sections 65000-65001):

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

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