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| Enactment Date | |



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Ruidsdale Continuation High School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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|---|---|--|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 05.16.2024

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

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

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| Alessandra Cabrera <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i> Annette Allen <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i> Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i> Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i> | <i>Alessandra Cabrera</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature <i>Annette Allen</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature <i>Vanessa Sifuentes</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 05.16.24 Date <hr style="border: 0; border-top: 1px solid black;"/> 05.16.24 Date <hr style="border: 0; border-top: 1px solid black;"/> 5.17.24 Date <hr style="border: 0; border-top: 1px solid black;"/> 5/17/24 Date |
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: Ruidsdale Continuation High School
CDS Code: 1612590130146
Principal: Alessandra Cabrera
Date of this revision: 05.16.24

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:

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| 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: 05.16.24
The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------|--|
| 1/26/2024 | SSC & SELLS | Review of SPSA, reflections, and suggestions |
| 1/29/2024 | All Staff Meeting | Review, feedback, and updates for next year |
| 2/2/2024 | Families | Needs and updates |
| 2/8/2024 | Measure N/H | Budget Review and Improvement plans |
| 2/22/2024 | SSC & SELLS | Progress on SPSA updates & changes |
| 4/11/2024 | SSC & SELLS | Review of SPSA sections & Budget - final adjustments made to LCAP 1 and CCSPP feedback |
| 5/16/2024 | SSC & SELLS | Final Review of SPSA & Budget - approval |
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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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$177,503.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$64,968.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$1,282,958.00 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation | State or Local Programs | Allocation |
|---|------------------|---|--------------------|
| Title I, Part A Schoolwide Program (Title I #3010) | \$0 | LCFF Discretionary (General Purpose Discretionary #0000) | \$28,800 |
| Title I, Part A Parent & Family Engagement (Title I #3010) | \$0 | LCFF Supplemental (LCFF Supplemental #0002) | \$236,925 |
| 21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124) | \$174,978 | LCFF Equity Multiplier | \$493,674 |
| Title IV, Part A Student Support & Academic Enrichment (Title IV #4127) | \$2,525 | After School Education & Safety (ASES) (ASES #6010) | \$0 |
| Comprehensive Support & Improvement (CSI) Grant (CSI #3182) | \$64,968 | California Community Schools Partnership Program (CCSPP #6332) | \$225,000 |
| | | Proposition 28 (Arts & Music in Schools) (#6770) | \$56,088 |
| | | Measure H (Measure H #9339) | \$0 |
| | | Measure G1 (Measure G1 #9332) | \$0 |
| SUBTOTAL OF FEDERAL FUNDING: | \$242,471 | | \$1,040,487 |

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| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$1,282,958.00 |
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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|---|------------------------------------|---------------------------------------|
| School Name: Rudsdale Continuation High School | | School ID: 352 |
| CDS Code: 1612590130146 | SSC Approval Date: 05.16.24 | Board Approval Date: 8/14/2024 |

School Mission and Vision

Mission: Rudsdale High School is a voluntary program dedicated to providing educational options for students 16 years of age and older who could benefit from an alternative high school experience. Students explore post-graduate opportunities through technology and health pathways. -English Language Development - Holistic Individualized Support - Cultivating Lifelong Learners - Post-Secondary Exploration

Vision: Rudsdale is a community of lifelong learners that provides students with a renewed educational experience that equips them with the linguistic, academic, social, and emotional tools to lead healthy, sustainable and fulfilling lives. Rudsdale students complete a graduation portfolio demonstrating their readiness for postsecondary success.

Purpose of this Plan

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

- Comprehensive Support & Improvement for the following groups: CSI Grad

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

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

As a small school, we have to incorporate We do not receive ELD allocation and can not serve all students with an added ELD course to support literacy and language development.

School Demographics, 2022-23

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 53.5% | 11.5% | 86.6% | 0.6% | 0.0% | 5.7% | 98.1% | 64.7% | 16.9% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 46.5% | 0.0% | 0.3% | 0.0% | 0.0% | 0.6% | 89.8% | 33.1% | 44.6% |

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By June 2025, students will demonstrate increased literacy and math proficiency as measured by 100% of students reaching their growth goals on i-Ready reading assessment.

Identified School Need: All of our students need literacy supports since they were not successful in their previous setting. Only 50% of students completed RI and need more targeted data to support skill building across academic courses.

English Language Arts Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | All Students | | not available until fall 2024 | not available until fall 2025 | n/a |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12) | All Students | 2.9% | not available until fall 2024 | not available until fall 2025 | 10.0% |

Mathematics/Science Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC Math Distance from Standard Met | All Students | | not available until fall 2024 | not available until fall 2025 | n/a |
| California Science Test (CAST) Standard Met or Exceeded | All Students | | not available until fall 2024 | not available until fall 2025 | n/a |

Graduation Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|----------------------------------|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| Four-Year Cohort Graduation Rate | All Students | 41.2% | not available until fall 2024 | not available until fall 2025 | 75.0% |
| On Track to Graduate: 9th Grade | All Students | n/a | not available until fall 2024 | not available until fall 2025 | n/a |
| On Track to Graduate: 11th Grade | All Students | 0.0% | not available until fall 2024 | not available until fall 2025 | 90.0% |

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|--------------------------|--------------|------|-------------------------------|-------------------------------|--------|
| A-G Completion | All Students | 4.5% | not available until fall 2024 | not available until fall 2025 | n/a |
| College/Career Readiness | All Students | 0.0% | not available until fall 2024 | not available until fall 2025 | 100.0% |

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| LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | | | | | |
| School Goal: | By June of 2025, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 10% as measured by the drop out and grad rate dashboard | | | | |
| Identified School Need: | 86% of our students are ELL learners, who need literacy support and academic interventions to stay on track for graduation | | | | |

Academic Measures & Targets for Focal Student Groups

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | Special Education Students | | not available until fall 2024 | not available until fall 2025 | n/a |
| SBAC ELA Distance from Standard Met | English Learners | | not available until fall 2024 | not available until fall 2025 | n/a |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12) | All Students | 8.9% | not available until fall 2024 | not available until fall 2025 | 5.0% |
| SBAC Math Distance from Standard Met | Special Education Students | | not available until fall 2024 | not available until fall 2025 | n/a |
| SBAC Math Distance from Standard Met | English Learners | | not available until fall 2024 | not available until fall 2025 | n/a |

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

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|-----------------------|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| ELL Reclassification | English Learners | 0.0% | not available until fall 2024 | not available until fall 2025 | 25.0% |
| LTEL Reclassification | Long-Term English Learners | 0.0% | not available until fall 2024 | not available until fall 2025 | 10.0% |

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

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| School Goal: | By June 2025, the percentage of students who feel they trust at least one adult on campus will increase by 10% as measured by the CA Healthy Kids Survey. |
| Identified School Need: | As students transition to Rudsdale at various points of the school year, they will need to establish community and identify supports available to them in order for them to be successful towards graduation and post-high school. |

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| Student Connectedness to School *2021-22 baseline data | All Students | 81.7% | not available until fall 2024 | not available until fall 2025 | 90.0% |
| Out-of-School Suspensions | All Students | 1.5% | not available until fall 2024 | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | African American Students | 4.1% | not available until fall 2024 | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | Special Education Students | 9.4% | not available until fall 2024 | not available until fall 2025 | 0.0% |
| Chronic Absenteeism | All Students | 99.3% | not available until fall 2024 | not available until fall 2025 | 50.0% |
| Chronic Absenteeism | African American Students | 97.4% | not available until fall 2024 | not available until fall 2025 | 50.0% |

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

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| School Goal: | By May 2025, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions. |
| Identified School Need: | All students that attend Rudsdale are off track due to literacy needs and chronic absence so teacher are required to participate and utilize the literacy staregies in their unit plans to address students' academic needs. |

| Measure | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--|--------------------|------------------|-------------------------------|-------------------------------|----------------|
| One-Year School Teacher Retention Rate | All Teachers | 76.5% | not available until fall 2024 | not available until fall 2025 | 85.0% |

| 1C: STRENGTHS & CHALLENGES | | |
|---------------------------------------|---|---|
| Goal Area: | School Goal: | Priority Strengths |
| LCAP Goal 1: | <i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by 100% of students reaching their growth goals on i-Ready reading assessment.</i> | <i>-This will continue on last year's progress utilizing academic discussions across both pathways. We have defined academic discussion within each pathway along with a bank of strategies to employ in lessons and units. In addition, the staff actively collaborates to share best practices, grow from mistakes, revise, and reflect around student talk strategies and interventions.</i> |
| LCAP Goal 2: | <i>By June of 2025, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 10% as measured by the drop out and grad rate dashboard</i> | <i>-All students have an individualized plan that is updated every marking period - Advisory teachers provide students mid-marking period progress reports</i> |
| LCAP Goal 3: | <i>By June 2025, the percentage of students who feel they trust at least one adult on campus will increase by 10% as measured by the CA Healthy Kids Survey.</i> | <i>-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 management, mental health, and legal consultation</i> |
| LCAP Goal 4: | <i>By May 2025, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions.</i> | <i>-Teachers are vested in professional development that focuses on literacy skills - PD Scope and Sequence is composed of a cycle of inquiry where teachers advance plan project-based learning units that include core skills, literacy scaffolds, academic discussion, and reflection</i> |
| Goal Area: | School Goal: | Priority Challenges |
| LCAP Goal 1: | <i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by 100% of students reaching their growth goals on i-Ready reading assessment.</i> | <i>-Need to collect data on the impact of academic discussion. -Utilize iReady data to target instruction -a wide range of need with newcomer, LTELs, and EO</i> |

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| <i>LCAP Goal 2:</i> | <i>By June of 2025, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 10% as measured by the drop out and grad rate dashboard</i> | <i>- Students have to work to meet their basic needs that impede them from attending school regularly to focus on their academics to graduate</i> |
| <i>LCAP Goal 3:</i> | <i>By June 2025, the percentage of students who feel they trust at least one adult on campus will increase by 10% as measured by the CA Healthy Kids Survey.</i> | <i>- Students are with the school a limited time and may not connect with staff if enrolled for only a marking period to graduate</i> |
| <i>LCAP Goal 4:</i> | <i>By May 2025, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions.</i> | <i>- Need to provide more unit planning time so staff can utilize their professional learning that will reflect the use literacy strategies and scaffolds in their daily lessons</i> |

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Rudsdale Continuation High School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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 school LCAP goals are aligned directly with student outcomes and strategies. Each staff is committed in supporting students graduate focusing on academic learning, post-high school planning along with providing SEL supports and resources. There were no major changes in staffing that impeded strategies or activities planned. Our academic focus shifted from complex texts to academic discussions so that we were more aligned with the district. This alignment supported resources from the Linked Learning and ELLMA offices to define academic discussion needs and literacy strategies that staff can practice and utilize in the classroom.

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

For our LCAP 1 goal, it is important that students have a post-high school plan when they graduate. In order to do that we made work-based learning experiences a graduation requirement so students have a clear idea of what possible careers they can begin after high school. In addition, providing students with more access to professionals in our biannual career symposium strengthens their interview skills along with their resume plus practice connecting and building their network. LCAP 2 - We were consistent in using the SRI as a data point to inform student reading levels and associate those scores with literacy interventions. In addition, we focused the first half of the school year on SIPPS for our Newcomer students to work on phonics. For the second half of the school year, we are piloting a graduation portfolio to increase English practice with a focus on growth reflections and consistent with LCAP 1 having a career plan and options post-high school. LCAP 3 - changing enrollment procedures to a one on one process was time consuming though students/families appreciate the individualized attention for their transition to Rudsdale. They are provided with the resources and specific staff members to help address their needs. Students/families can easily identify one and even more staff that can support them at Rudsdale. LCAP 4 - As a project-based school, we invest a majority of the professional development to support teachers to create unit plans. Engaging staff on retreats and weekly PD that provided planning time supported teachers to incorporate literacy strategies and core skills in their unit plans.

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.

LCAP 1 - consistency on one academic learning goal centered on academic discussion will support teacher planning and student practice as all teachers are effectively utilizing strategies in every classroom.

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? |
|-----------------------------|---|--|--|---|
| Teacher FTE - summer school | On Track to Graduate: 11th Grade | Monitor academic progress every six weeks and records data on the individual student's transcript evaluation | -The progress monitor is working though do not have set interventions to support students when behind in academic course work, students are aware but do not have a set plan of action to address getting back on track. - We will continue to provide summer intervention for credit recovery since students are able to get the extra support with smaller classroom sizes. | -We will continue progress monitoring though should be consistent in our intervention actions. We tried math study hall this year and made some progress. How can we create study hall sessions that are mandatory? -Credit recovery courses will still be available this summer for students to recoup their credits. |
| Teacher FTE - summer school | Reading Inventory (RI) Multiple Years Below Grade Level | SRI is given three times a school year | The progress monitor data is available to teachers. Intervention and support discussions are not consistent given the data availability. | Targeted literacy support is needed. Transitioning to Iready will help to provide lessons to target needs. |

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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|----------------|-----------------------------------|-------------------|-----|
| School: | Rudsdale Continuation High School | SCHOOL ID: | 352 |
|----------------|-----------------------------------|-------------------|-----|

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| 3: SCHOOL STRATEGIES & ACTIONS | Click here for guidance on SPSA practices |
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| LCAP Goal 1: All students graduate college, career, and community ready. |
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| School Goal: | By June 2025, students will demonstrate increased literacy and math proficiency as measured by 100% of students reaching their growth goals on i-Ready reading assessment. |
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| Identified Need: | All of our students need literacy supports since they were not successful in their previous setting. Only 50% of students completed RI and need more targeted data to support skill building across academic courses. |
|-------------------------|---|

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|--------------------------|--|---|
| 1-1 | Provide weekly collaboration time in PLCs and PD to internalize core curriculum in all core subjects and CTE aligned to standards, analyze student work, interims, performance assessment and reflect on instruction. | All Students | Academic | Tier 1 : Universal |
| 1-2 | Choose high leverage integrated ELD strategy focus: ALLAS strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives). | All Students | Academic | Tier 1 - Universal |
| 1-3 | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums | English Learner Students | Academic | Tier 1 - Universal |
| 1-4 | Incorporate structured student to student talk to support student productive struggle and checks for understanding in every unit project. | All Students | Academic | Tier 1 - Universal |

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

| School Goal: | | By June of 2025, we will have increased our Newcomer and Non-Newcomer ELL grad rates by 10% as measured by the drop out and grad rate dashboard | | |
|-------------------------|--|---|--|---|
| Identified Need: | | All students including ELL students need literacy skills in order to be successful complete graduation requirements | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 2-1 | Establish time for designated ELD in daily schedule for all ELL students | English Learner Students | Academic | Tier 1 : Universal |
| 2-2 | Provide foundational PD on ELD curriculum; observation & feedback on classroom practice | All Students | Academic | Tier 1 : Universal |
| 2-3 | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums | All Students | Academic | Tier 1 : Universal |
| 2-4 | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | All Students | Academic | Tier 1 : Universal |

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

School Goal: By June 2025, the percentage of students who feel they trust at least one adult on campus will increase by 5% as measured by the CA Healthy Kids Survey.

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

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|-----------------|--|---|
| 3-1 | Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | All Students | Academic | Tier 1 : Universal |
| 3-2 | Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | All Students | SEL / Mental Health | Tier 1 : Universal |
| 3-3 | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | All Students | Academic | Tier 1 - Universal |
| 3-4 | Provide various academic, social emotional, arts, music, and student identified classes to attain graduation requirements along with inspiration for post-secondary planning | All Students | SEL / Mental Health | Tier 2 - Supplemental |

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

| School Goal: | By May 2025, PD logs will reflect that 90% or more of school site teachers participated in Literacy strategies PD sessions. | | | |
|-------------------------|--|--------------------------|--|---|
| Identified Need: | Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building | | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 4-1 | Summer retreat for staff to engage in vision and mission work required to build out PD cycles that center on PBL that include literacy strategies. | All Students | Academic | Tier 1 : Universal |
| 4-2 | Teachers will be provided planning time to incorporate both literacy skills and pathway core skills in their unit design templates plus have the opportunity to attend conferences and professional development to support their growth. | All Students | Academic | Tier 1 - Universal |
| 4-3 | Choose high leverage integrated ELD strategy focus: ALLAS strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives). | English Learner Students | Academic | Tier 1 - Universal |
| 4-4 | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | All Students | Academic | Tier 2 - Supplemental |

| CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i> | | | | |
|--|--|---------------------------|--|---|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 5-1 | Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target. | African American Students | Academic | Tier 1 : Universal |
| 5-2 | Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact | African American Students | SEL / Mental Health | Tier 1 : Universal |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i> | | | | |
|---|--|--------------------------|--|---|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 6-1 | Provide PLC time at least once per month to analyze student language progress and plan next instructinoal moves. | English Learner Students | Academic | Tier 1 : Universal |
| 6-2 | Choose high leverage integrated ELD strategy focus: ALLAS strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives). | English Learner Students | Academic | Tier 1 - Universal |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--------------------|-------------|---------------------------------------|-----|----------------|-----|---|-----------------------------|---|----------------------|
| 5846 - Licensing Agreements | \$4,000 | LCFF Discretionary | 5846 | Licensing Agreements | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-1 |
| 4311 - Meeting Refreshments | \$7,300 | LCFF Discretionary | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | 352-2 |
| 5610 - Equip Maintenance & Repairs | \$7,500 | LCFF Discretionary | 5610 | Equip Maintenance Agreement | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-3 |
| 4310 - Materials and Supplies | \$10,000 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Provide staff with resources such as technology applications, books, FabLab supplies, professional development that supports student growth and continued learning for teachers | 352-4 |
| 2225 - Classsuppt Salaries Overtime | \$10,000 | LCFF Supplemental | 2225 | Classified Support Salaries: Overtime | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | 352-5 |

PROPOSED 2024-25 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 | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-------------------|-------------|--|------|--|------|---|-----------------------------|---|----------------------|
| TSA Classroom 11Mos | \$17,571 | 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. | | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums | 352-6 |
| TSA Classroom 11Mos | \$18,972 | 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. | | Provide weekly collaboration time in PLCs and PD to internalize core curriculum in all core subjects and CTE aligned to standards, analyze student work, interims, performance assessment and reflect on instruction. | 352-7 |
| TSA Classroom 11Mos | \$23,287 | 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. | | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums | 352-8 |
| 5200 - Travel And Conferences | \$25,000 | LCFF Supplemental | 5200 | Travel And Conferences | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-9 |
| 4310 - Materials and Supplies | \$42,094 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-10 |
| 5825 - Consultants | \$50,000 | LCFF Supplemental | 5825 | Consultants | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-11 |
| 4399 - Unallocated | \$50,000 | LCFF Supplemental | 5825 | Consultants | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-12 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|-----------------------------|------|--|------|--|-----------------------------|---|----------------------|
| Spec Career Path Transitions | \$44,611 | Comprehensive Support & Improvement (CSI) Grant | 2205 | Classified Support Salaries | 9597 | Specialist, Career Pathway Transitions | 0.45 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | 352-13 |
| 5825 - Consultants | \$25,000 | 21st Century Community Learning Centers (Title IV, Part B) | 5825 | Consultants | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Provide various academic, social emotional, arts, music, and student identified classes to attain graduation requirements along with inspiration for post-secondary planning | 352-14 |
| 5100 - Consultants | \$149,978 | 21st Century Community Learning Centers (Title IV, Part B) | 5100 | Subagreements For Services | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Provide various academic, social emotional, arts, music, and student identified classes to attain graduation requirements along with inspiration for post-secondary planning | 352-15 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|---|-----|----------------|-----|--|-----------------------------|--|----------------------|
| 4399 - Unallocated | \$2,525 | Title IV, Part A Student Support & Academic Enrichment | 4399 | Unallocated | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-16 |
| 5200 - Travel&conf | \$5,000 | Educator Effectiveness Grant | 5200 | Travel And Conferences | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Teachers will be provided planning time to incorporate both literacy skills and pathway core skills in their unit design templates plus have the opportunity to attend conferences and professional development to support their growth. | 352-17 |
| 1120 - Teachers Salaries Stipends | \$10,000 | Educator Effectiveness Grant | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums | 352-18 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|-----------------------------|------|--|------|--|-----------------------------|---|----------------------|
| Spec Career Path Transitions | \$54,524 | California Community Schools Partnership Program | 2205 | Classified Support Salaries | 9597 | Specialist, Career Pathway Transitions | 0.55 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | 352-19 |
| 5825 - Consultants | \$57,923 | California Community Schools Partnership Program | 5825 | Consultants | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Teachers will be provided planning time to incorporate both literacy skills and pathway core skills in their unit design templates plus have the opportunity to attend conferences and professional development to support their growth. | 352-20 |
| Liaison Family Parent Bil | \$112,553 | California Community Schools Partnership Program | 2405 | Clerical Salaries | 9598 | Family/Parent Liaison, Bilingual | 1 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | 352-21 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-----------------|-------------|---|-----|----------------|-----|--|-----------------------------|--|----------------------|
| 5880 - Transportation | \$5,992 | Measure N | 5880 | Transportation (Contracted) | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | 352-22 |
| 1120 - Teachers Salaries Stipends | \$10,000 | Measure N | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Teachers will be provided planning time to incorporate both literacy skills and pathway core skills in their unit design templates plus have the opportunity to attend conferences and professional development to support their growth. | 352-23 |
| 5825 - Consultants | \$30,000 | Measure N | 5825 | Consultants | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | 352-24 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-------------------------------------|-------------|-----------------------------|-----|----------------|-----|--|-----------------------------|--|----------------------|
| 5880 - Transportation | \$25,000 | Measure G, Visual & Performing Arts | 5880 | Transportation (Contracted) | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Provide various academic, social emotional, arts, music, and student identified classes to attain graduation requirements along with inspiration for post-secondary planning | 352-25 |
| 5825 - Consultants | \$3,091 | Measure H | 5825 | Consultants | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | 352-26 |
| 4310 - Materials and Supplies | \$7,409 | Measure H | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers | 352-27 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-----------------|-------------|--|------|--|-----|--|-----------------------------|--|----------------------|
| 1120 - Teachers Salaries Stipends | \$15,000 | Measure H | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Teachers will be provided planning time to incorporate both literacy skills and pathway core skills in their unit design templates plus have the opportunity to attend conferences and professional development to support their growth. | 352-28 |
| Coach College/Career Pathways | \$35,878 | Measure H | 2305 | Classified Supervisors' and Administrators' Salaries | 2803 | Coach, College/Career Pathways | 0.2 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | 352-29 |
| Spec Career Path Transitions | \$67,270 | Measure H | 2205 | Classified Support Salaries | 8229 | Specialist, Career Pathway Transitions | 0.5 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | 352-30 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|--|---------------|------------------------|-------------|-------------------------|-------|--|------|--|-----------------------------|--|----------------------|
| 5825 - Consultants | \$100,000 | Measure H | 5825 | Consultants | n/a | n/a | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Adjust Advisory classes along with College and Career resources to support both community building, pathway accessibility, and progress monitoring for academic courses, graduation, and post-secondary planning | 352-31 |
| Teacher, STIP (Substitute Teacher Incentive Program) | \$89,563 | LCFF Equity Multiplier | 1105 | TCHR STIP | 10362 | Teacher, STIP (Substitute Teacher Incentive Program) | 0001 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Academic Acceleration at Rudsdale Continuation | 352-32 |
| Teacher, STIP (Substitute Teacher Incentive Program) | \$89,563 | LCFF Equity Multiplier | 1105 | TCHR STIP | 10363 | Teacher, STIP (Substitute Teacher Incentive Program) | 0001 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Academic Acceleration at Rudsdale Continuation | 352-33 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|---|---------------|------------------------|-------------|-------------------------|-------|---|------|--|-----------------------------|--|----------------------|
| Specialist, Career Pathway Transitions | \$89,765 | LCFF Equity Multiplier | 2205 | SP PATH TRAN | 10365 | Specialist, Career Pathway Transitions | 0001 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | College & Career Supports at Rudsdale Continuation | 352-34 |
| Consultant contracts to support student needs | \$72,774 | LCFF Equity Multiplier | 5825 | | | Consultant contracts to support student needs | n/a | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | College & Career Supports at Rudsdale Continuation | 352-35 |
| Social Worker | \$133,524 | LCFF Equity Multiplier | 1205 | SOC WRKR | 10364 | Social Worker | 0001 | Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | | Social Emotional Supports at Rudsdale Continuation | 352-36 |



School-Parent/Family-Student Compact

Rudsdale Continuation

2023 - 2024

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 2023-2024 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
- Emails/Postings 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 will be adopted by the Rudsdale High School on September 28, 2023 and will be in effect for the period of August 7, 2023 to May 23, 2024.

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, 2023.

Alessandra Cabrera

Signature of Principal

Date: September 28, 2023



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 posting 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 postings 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 will be adopted by the Rudsdale High School on September 28, 2023 and will be in effect for the period August 7, 2023 through May 23, 2024.

The school will distribute this policy to all parents on or before October 31, 2023 of the current school year.

Alessandra Cabrera

Alessandra Cabrera

Name of Principal

Signature of Principal

Date: September 28, 2023

Please attach the School-Parent Compact to this document.



Rudsdale High School

School Site Council Membership Roster 2023-24

SSC - Officers

| | |
|--------------------------|--------------------|
| Chairperson: | Annette Allen |
| Vice Chairperson: | |
| Secretary: | Alessandra Cabrera |

SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Student (optional) | Term (1st or 2nd year term) |
|--------------------|-----------|-------------------|-------------|-------------------------|--------------------|-----------------------------|
| Alessandra Cabrera | x | | | | | |
| Jessica Wan | | x | | | | |
| Alfredo Gutierrez | | x | | | | |
| Abraham Faulk Rood | | x | | | | |
| Tom Skjervheim | | | x | | | |
| Crina [REDACTED] | | | | | x | |
| Joselyn [REDACTED] | | | | | x | |
| Andres [REDACTED] | | | | | x | |
| Quirino [REDACTED] | | | | | x | |
| Annette Allen | | | | x | | |
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|---|------------------|
| SSC Meeting Schedule: <small>(Day/Month/Time)</small> | in the cafeteria |
|---|------------------|

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups.
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. Secondary SSC's must have student member(s); and
5. 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)