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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Rudsdale Continuation High School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Rudsdale Continuation High School.

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

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

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

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

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Rudsdale Continuation High School



2025-26 School Plan for Student Achievement (SPSA)

School: Rudsdale Continuation High School
CDS Code: 1612590130146
Principal: Carmelita Reyes
Date of this revision: 5/23/2025

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: Carmelita Reyes	Position: Principal
Address: 8251 Fontaine Street Oakland, CA 94605	Telephone: 510-729-4303 Email: carmelita.reyes@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Rudsdale Continuation High School Site Number: 352

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

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

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

Date(s) plan was approved: 5/23/2025

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

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

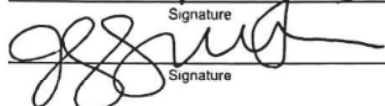
Signatures:

Carmelita Reyes
Principal


Signature

5/23/2025
Date

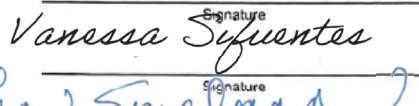
Jessica Wan
SSC Chairperson


Signature

5/23/2025
Date

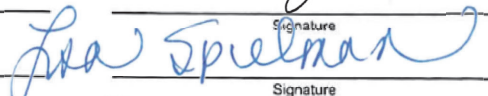
SELLS Representative (optional)

Vanessa Sifuentes
Network Superintendent


Signature

Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

5/30/25
Date

5/30/25
Date



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

2025-26 School Plan for Student Achievement (SPSA)

School: Rudsdale Continuation High School
CDS Code: 1612590130146
Principal: Carmelita Reyes
Date of this revision: 5/23/2025

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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Address: 8251 Fontaine Street Telephone: 510-729-4303
Oakland, CA 94605 Email: carmelita.reyes@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2025

The District Governing Board approved this revision of the SPSA on: 6/25/2025

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/13/2024	SSC	Establishment and identifying budget priorities for the school in times of declining resources
Fall 2024	Teachers, Students, Support Staff, SS	The WASC self-study process at Rudsdale involved a collaborative effort among various stakeholders, includ
11/22/2024	SELLS	Establishment, priorities, move responsibilities to SSC
11/22/2024	SSC	Pathway Changes, Budget Adjustments
2/11/2025	SSC	Midyear progress review, WASC findings, and budget approval for 2025-26
5/23/2025	SSC	SSC Assessment, Finalization

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

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

Early Literacy Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that 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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$608,354.96
Total Federal Funds Provided to the School from the LEA for CSI	\$308,700.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,589,757.97

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$120,600
Title I, Part A Parent & Family Engagement (#3010)	\$3,350
21st Century Community Learning Centers (Title IV, Part B #4124)	\$175,705
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$308,700
SUBTOTAL OF FEDERAL FUNDING:	\$608,355

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,589,757.97

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$35,800
LCFF Equity Multiplier (#7399)	\$441,301
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$425,000
Proposition 28 (Arts & Music in Schools #6770)	\$54,302
SUBTOTAL OF STATE & LOCAL FUNDING:	\$981,403

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School Name: Rudsdale Continuation High School****School ID: 352****CDS Code: 1612590130146****SSC Approval Date:****Board Approval Date:****School Mission and Vision**

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

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

Purpose of this Plan

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

- Comprehensive Support & Improvement

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

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

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, 2023-24

% 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 <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students		-212.8	not available until fall 2025	n/a
SBAC ELA Participation	All Students	n/a	21.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	2.9%	0.0%	not available until fall 2025	10.0%
Mathematics/Science Measures & Targets					
Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students		-284.6	not available until fall 2025	n/a
SBAC Math Participation	All Students	17.9%	17.9%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students		0.0%	not available until fall 2025	n/a
California Science Test (CAST) Participation	All Students	n/a	14.7%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target

Four-Five Year Cohort Graduation Rate	All Students	41.2%	74.2%	not available until fall 2025	75.0%
On Track to Graduate: 11th Grade	All Students	0.0%	3.3%	not available until fall 2025	90.0%
A-G Completion	All Students	4.5%	2.5%	not available until fall 2025	n/a
College/Career Readiness	All Students	0.0%	2.2%	not available until fall 2025	100.0%

LCAP Goal 2: Within three years, 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		-228.0	not available until fall 2025	n/a
SBAC ELA Distance from Standard Met	English Learners		-230.7	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 2025	5.0%
SBAC Math Distance from Standard Met	Special Education Students		-348.0	not available until fall 2025	n/a
SBAC Math Distance from Standard Met	English Learners		-288.7	not available until fall 2025	n/a

Reclassification Measures & Targets **Reference [Stages of ELD Data slides](#)*

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

LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	10.0%
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
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	All Students	81.7%	40.7%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.5%	2.2%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	4.1%	1.9%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	9.4%	5.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	99.3%	88.3%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	97.4%	85.7%	not available until fall 2025	50.0%

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 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 strategies 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%	75.9%	not available until fall 2025	85%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	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.	Fall 2025 represents the roll out of the district's new i-Ready literacy assessment. At the time this goal was written in Winter 2024, the school knew almost nothing about the new assessment. Since then, the administrators hired a new literacy specialist and attended the district's summer PD introducing i-Ready. In the fall, 63.2% of students participated in the initial round of testing and a needs assessment of students and classrooms was conducted. Based upon the results, in November two literacy classes were opened targeting students in the Technology pathway with the lowest reading scores. In the newcomer Health pathway, 3 new ELD classes were added to support the literacy needs of the newest newcomers and students with interrupted formal education.
LCAP Goal 2:	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	The school has largely carried out the strategies outlined to accomplish this goal - establishing time for designated ELD in daily schedules for the newest immigrants, providing observation & feedback on classroom practice, and providing PD/Planning time for teachers to unpack language demands and existing language supports in core curriculum.

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>The school identified 4 strategies for achieving this goal. Currently we are on track providing students with various academic, social emotional, arts, music, and student identified classes to attain graduation requirements along with inspiration for post-secondary planning. Similarly, we have implemented a system where students receive recognition or small rewards for consistent attendance. Adjusting advisory curriculum to support College and Career readiness, community building and progress monitoring is a work in progress.</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>Four strategies were identified in the SPSA to address literacy and professional development. During the summer retreat staff engaged in vision and mission work required to build out PD cycles that center on PBL that include literacy strategies. At the retreat and during weekly PD, teachers were provided planning time to incorporate language development, literacy, and pathway core skills in their lessons and units. The school has provided staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers. This fall we have largely met as a whole staff in order to get universal understanding of supportive literacy and language practices and participate in WASC reflective discussions.</i>
Goal Area:	School Goal:	Priority Challenges

LCAP Goal 1:	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.	In Winter 2025, the district office shared that 65% of students meeting growth goals was an ambitious goal based on a small cohort of middle school data, which suggests we need to revisit and revise our LCAP/SPSA goal for i-Ready. In addition, in a continuation school setting with only 3 academic classes (which may or may not be English depending upon the credit needs of the individual student), there is limited opportunity to use the iReady curriculum. Title I funds will provide comprehensive support to enhance student achievement and engagement through a variety of initiatives. Teacher stipends (1120) will be allocated for curriculum planning retreats, coaching sessions, and summer school instruction to support language development, credit recovery, pathway alignment, and project-based learning. Substitutes (1150) will enable teacher participation in conferences, classroom observations, graduation portfolio reviews, and curriculum planning. Transportation support, including 31-day A/C Transit bus passes (4310) and buses for experiential learning (5826), will ensure students have access to school, college visits, job training, and career exploration opportunities. Additionally, a contract with the East Bay Consortium (5825) will provide college advising services to seniors, assisting with 4-year college applications, financial aid processes, and community college matriculation. Finally, computer licenses (5846) will be purchased to support students in need of math and literacy intervention. These activities collectively aim to strengthen academic outcomes, expand access to resources, and prepare students for post-secondary success.
LCAP Goal 2:	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	We have yet to adequately 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. There is not an adequate system to address chronic absenteeism.

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>The school has made little progress in applying strategies to engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits, and workshops), establishing foundational relationships, and partnership for student learning outlined in strategy 3-1. Title I-Parent funds will provide critical support to enhance family engagement and strengthen connections between the school and the community. Stipends (2220) will be allocated to classified staff for overtime related to family engagement activities, including home visits and additional registration days during the summer. These efforts will allow for personalized 1:1 meetings with families of new students, ensuring a smooth transition and fostering a supportive environment. Additionally, postage costs (5910) will be covered for mailings aimed at engaging families of continuation school students, ensuring they stay informed and connected to school resources and opportunities. These initiatives are designed to build stronger relationships with families, promote involvement, and support student success.</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>With the exception of our Literacy TSA, staff members have not benefited from attending subject specific conferences or professional development. Teachers at Rudsdale have not had the ability to observe each other teach or receive professional coaching outside of BITSA.</i>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW					
School: Rudsdale Continuation High School			SPSA Year Reviewed: 2024-25		
			SPSA Link: 2024-25 SPSA		
2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA					
Instructions: Please complete any yellow cells below to provide information on the implementation of your current year's SPSA thus far.					
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.					
N/A - Rudsdale did not received Title I funds for the 24-25 School Year.					
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.					
N/A - Rudsdale did not received Title I funds for the 24-25 School Year.					
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.					
N/A - Rudsdale did not received Title I funds for the 24-25 School Year.					
2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION					
Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
N/A - Rudsdale did not received Title I funds for the 24-25 School Year.					

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School:		Rudsdale Continuation High School	SCHOOL ID:	352
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By June 2026, students will demonstrate increased literacy and math proficiency as measured by i-Ready reading and math assessment. Metric 1) 40% or more of students reaching their growth goals on i-Ready reading assessment Metric 2) 40% or more of students reaching their growth goals on i-Ready unit math assessment		
Identified Need:		All of our students need literacy and math supports since they were not successful in their previous setting. Most students do not have any current baseline math assessment data. 64.2 % of students participated in the iReady Reading assessment -- 54.2% of students read English at an elementary level, 8.6% read at a middle school level and 1.5% read at a high school level.		
#	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 address using complex texts, unpack language demands, and identify language supports in core curriculums	English Learner Students	Academic	Tier 1 - Universal
1-4	The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	All Students	Academic	Tier 1 - Universal
1-5	School will implement iReady math assement and revise curriculum as needed to address language and skill gaps of students	All Students	Academic	Tier 1 - Universal

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

School Goal:	Rudsdale students will have addressed their credit deficiencies, completed post secondary plans upon graduation, and participated in at least 2 WBL activities.
Identified Need:	Continuation school students arrive with large credit deficiencies compared to their peers at comprehensive schools. They need significant additional supports to graduate ready for a post secondary employment or educational spaces. Continuation students at Rudsdale are completing some but not all elements of their postsecondary plan and at rates far lower than at non-continuation schools. Only 13% of graduates in 2023-24 identified a postsecondary goal, submitted at least one postsecondary application (2 year, 4 year, (pre)apprenticeship/ pre-employment), and completed a financial aid application.

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

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

School Goal:		By the end of 2025-26 school year, we will decrease chronic absenteeism for all students as measured by the CA Dashbord Chronic Absenteeism from 88% (74.7% severely chonic and 13.6% chronic) to 70%.		
Identified Need:		In 2023-24, the chonic absenteeism rate was 88% at Rudsdale. We need to communicate regularly and develop stong connections with families and leverage those relationships to improve student attendance. We also need to increase student connectedness to staff, curriculum, leadership opportunities, and systems of support.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Invest in student supports (additional counselors, case managers, mental health professionals, family liason etc) and align their work to address absenteeism	All Students	Academic	Tier 1 : Universal
3-2	Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liason, COST team, and advisory teachers.	All Students	Academic	Tier 1 : Universal
3-3	Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	All Students	Academic	Tier 1 : Universal Tier 2: Supplemental
3-4	By focusing on relationship building with students starting with the 1-1 orientations and/or welcome circle for our new students every trimester, advisory, coordinating a calendar of events and services (Student Support Team Doc), using tools such as Sown to Grow, we can contribute to students feeling welcomed, safe, healthy and engaged which will in turn contribute to improved student attendance.	All Students	Academic	Tier 1 : Universal
3-5	Implement a system in which students access activities that increase connectedness to the school community and students receive recognition for consistent attendance. This could be through spirit weeks, recognition systems, assemblies, heritage month celebrations, field trips, clubs, art and music electives, internships, WBL, and leadership opportunies.	All Students	SEL / Mental Health	Tier 1 : Universal

3-6	Formalize and publicize student leadership opportunities through SSC, clubs, electives, and event committees, and when possible provide leadership/internship stipends based on completion of agreed upon activities/tasks.	All Students	Academic	Tier 1 : Universal
3-7	Create an on-site child care program to support parenting students.	Parenting Students	SEL / Mental Health	Tier 2 - Supplemental
3-8	Use data to identify trends in participation in opportunities, clubs, and services to identify gaps and target students for inviting kids into supportive spaces	All Students	SEL / Mental Health	Tier 1 : Universal

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

School Goal:		By May 2026, 90% or more of school site teachers participated in Literacy strategies PD sessions; 80% of our classroom teachers will have been observed using our Rudsdale classroom walkthrough tool, recieved individualized coaching, and feedback on unit designs (with a focus on literacy, language support and PBL pathway alignment).		
Identified Need:		All students that attend Rudsdale are off track due to low literacy, ELL needs, trauma, and chronic absences. Teachers need to adapt their practices and curriculum to address these needs.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	PD retreats for staff to engage in vision and mission work required to build out PD cycles that center on PBL that include literacy strategies.	All Students	Academic	Tier 1 : Universal
4-2	Teachers will be provided planning time to incorporate both literacy skills and pathway core skills in their unit design templates plus have the opportunity to attend conferences, observe peers, and professional development to support their growth.	All Students	Academic	Tier 1 - Universal
4-3	Choose high leverage integrated ELD strategy focus: ALLAS strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
4-4	Provide the school and staff with resources such as technology applications, books, FabLab supplies, support services, professional development that supports student growth and continued learning for teachers	All Students	Academic	Tier 2 - Supplemental
4-5	Invest in coaching to support implementation of classroom walkthrough tool, unit planning that incorporates language development and literacy, peer observations, and data collection.	English Learner Students	Academic	Tier 1 - Universal
4-6	Invest in RJ training for staff to better lead and engage in healing/tier 2 conversations with students and among staff.	All Students	Academic	Tier 2 - Supplemental

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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			<u>Stages and Actions for ELD Implementation</u>	
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PLC time to analyze student language progress and plan next 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
6-3	Coaching and implementation of walkthroughs to progress monitor classroom implementation of language and literacy supports.	English Learner Students	Academic	Tier 1 - Universal
6-4	Provide additional assistance to newcomers and SIFE students with push in/pull out support	English Learner Students	Academic	Tier 2 - Supplemental
6-5	Establish time for designated ELD in daily schedule for our newest ELL newcomers and SIFE students	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 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
Contracts to support after school, weekend and holiday learning and SEL programming	\$150,705	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-1
Contracts to support after school, weekend and holiday learning and SEL programming	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-2
Teacher to support arts programming and the fabrication lab	\$37,336 [1]	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 02	Teacher, Structured English Immersion	0.3			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-3
Extended contracts for teachers to support arts programming after school or during summer school.	\$6,966 [2]	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-4
supplies, materials and equipment for the fabrication lab and arts programming	\$10,000	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			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	352-5

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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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Support for teacher stipends for professional learning, curriculum planning, coaching during the school year and summer, and summer school	\$79,806	Association for Continuing Higher Education	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	352-6
Supplies to support professional learning, career pathway, dual enrollment, job training and college programming	\$11,000	Association for Continuing Higher Education	4310	School Office Supplies	n/a	n/a	n/a			The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	352-7
Food to support professional learning, career pathway, dual enrollment, job training and college programming	\$11,000	Association for Continuing Higher Education	4311	Meeting Refreshments	n/a	n/a	n/a			The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	352-8
To support professional learning, career pathway, dual enrollment, job training and college programming	\$80,194	Association for Continuing Higher Education	4399	Unallocated	n/a	n/a	n/a			The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	352-9
Computers to support professional learning, career pathway, dual enrollment, job training and college programming	\$50,000	Association for Continuing Higher Education	4420	Computer < \$5,000	n/a	n/a	n/a			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

PROPOSED 2025-26 SCHOOL SITE BUDGET**Site Number:** 352**School:** Rudsdale Continuation High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Furniture to support professional learning, career pathway, dual enrollment, job training and college programming	\$20,000	Association for Continuing Higher Education	4432	Furniture < \$5,000	n/a	n/a	n/a			The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	352-11
Support professional learning of staff through travel and conferences	\$20,000	Association for Continuing Higher Education	5200	Travel And Conferences	n/a	n/a	n/a			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.	352-12
Facilities rentals to support professional learning, career pathway, dual enrollment, job training and college programming	\$13,000	Association for Continuing Higher Education	5624	Rentals: Facility	n/a	n/a	n/a			The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	352-13
Consulting contracts to support professional learning, career pathway, dual enrollment, job training and college programming	\$150,000	Association for Continuing Higher Education	5825	Consultants	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-14

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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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Provide ET/OT to classified staff to provide family engagement activities during the summer, after hours, and weekends	\$6,000	California Community Schools Partnership Program	2250	Classified Support Salaries: Substitutes	n/a	n/a	n/a			Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	352-15
CSM will lead community school programming, COST and Attendance meetings in support of the physical and SEL needs of Rudsdale's newcomer and continuation school students	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 16	11-Month Community School Manager	0.25			Implement a system in which students access activities that increase connectedness to the school community and students receive recognition for consistent attendance. This could be through spirit weeks, recognition systems, assemblies, heritage month celebrations, field trips, clubs, art and music electives, internships, WBL, and leadership opportunities.	352-16
EBAC (\$125,505.86): will provide mental health services to students referred to COST who require 1:1 or group therapy. Soccer Without Borders (50,000) will provide newcomer and continuation school students with opportunities to play soccer and create positive school community through deliberate social inclusion and youth development programming.	\$175,506	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-17

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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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Family Liason will lead school team to increase connections with families through phone calls, conferences, home visits and workshops	\$60,646	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	9598	Family/Parent Liaison, Bilingual	0.5			Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	352-18
Case Manager: supports attendance and wellness initiatives by conducting homevisits, contacting family and case management. Supports staff the wellness center and increases linakges to services available for students.	\$74,950	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	New Position 14	Case Manager	0.6			Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liason, COST team, and advisory teachers.	352-19

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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
BACR: Case management and program supervision for high needs students with disciplinary issues and justice involved youth	\$64,404	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	352-20
Teacher will support student to succeed in dual enrollment programming	\$12,445	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	New Position 12	Teacher, Structured English Immersion	0.1			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-21
TSA will support students to explore career pathways and apply for college and job training programs, enroll in dual enrollment programs, and access financial aid.	\$31,105	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 18	11-Month Teacher on Special Assignment (TSA)	0.2			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-22
Will support college and career and dual enrollment access	\$15,471	College & Career Access Pathways Grant	4399	Unallocated	n/a	n/a	n/a			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-23
Teacher to provide newcomer support through advisory	\$12,445	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New Position 11	Teacher, Structured English Immersion	0.1			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).	352-24

PROPOSED 2025-26 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
TSA will support students to explore career pathways and apply for college and job training programs, enroll in dual enrollment programs, and access financial aid.	\$113,168	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 18	11-Month Teacher on Special Assignment (TSA)	0.8			Refine and consistently utilize the post secondary planning data collection system to progress monitor on a monthly basis students' completion of 3 elements needed to complete post-secondary planning (career goal, college or training application, and a financial aid application).	352-25
Support newcomer and SIFE students in the class to improve language development and content mastery. In addition the assistant will support newcomers outside the classroom through activities such as food bank, medical sign ups, and communicating with parents.	\$23,125	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	9214	Assistant, Newcomer Learning Lab	0.4			Provide additional assistance to newcomers and SIFE students with push in/pull out support	352-26
Provide additional materials and supplies to support newcomer and continuation school classrooms	\$6,445	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a			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
Contracts to support students' mental health, experiential learning, internships, food bank, student data management, supplies for pathway aligned projects in the fab lab and case management and academic interventions.	\$118,393	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-28
Provide transportation to students during experiential learning activities outside the classroom	\$27,124	Comprehensive Support & Improvement (CSI) Grant	5826	External Work Order Services	n/a	n/a	n/a			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-29
Provide admissions to students during experiential learning activities outside the classroom	\$8,000	Comprehensive Support & Improvement (CSI) Grant	5829	Admission Fees	n/a	n/a	n/a			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-30

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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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Contract to support afterschool and summer programs for continuation school students	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-31
Passanger van to transport students to experiential learning, college and career opportunities	\$85,557	Golden State Pathways Program	6460	Vehicle Purchase >= \$5,000	n/a	n/a	n/a			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-32
Provide a social worker to contiuation school students who can support students with RJ, trauma, mental health, food insecurity, medical care, and housing	\$134,773	LCFF Equity Multiplier	1205	Certificated Pupil Support Salaries	10364	Social Worker	1.0			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-33
Provide additional counseling support for continuation school and newcomer students who need idividualized graduation plans and monitoring	\$137,325	LCFF Equity Multiplier	1205	Certificated Pupil Support Salaries	New Position 15	Counselor	1.0			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-34
Career Specialist will support students to explore career pathways by enrolling students in field trip opportunities, internships, job training programs, and dual enrollment programs focused on job readiness.	\$66,506	LCFF Equity Multiplier	2205	Classified Support Salaries	8229	Specialist, Career Pathway Transitions	0.5			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-35
Career Specialist will support students to explore career pathways by enrolling students in field trip opportunities, internships, job training programs, and dual enrollment programs focused on job readiness.	\$66,506	LCFF Equity Multiplier	2205	Classified Support Salaries	8229	Specialist, Career Pathway Transitions	0.5			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-36

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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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Support newcomer and SIFE students in the class to improve language development and content mastery. In addition the assistant will support newcomers outside the classroom through activities such as food bank, medi-cal sign ups, and communicating with parents.	\$34,688	LCFF Equity Multiplier	2205	Classified Support Salaries	9214	Assistant, Newcomer Learning Lab	0.6			Provide additional assistance to newcomers and SIFE students with push in/pull out support	352-37
To be used to support academic and SEL needs of newcomer and continuation school students	\$1,503	LCFF Equity Multiplier	4399	Unallocated	n/a	n/a	n/a			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).	352-38
Provide supplies and materials to support classrooms, graduation, and community building events	\$10,800	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			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	352-39
Provide food for professional development and community building events	\$6,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a			The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	352-40
Provide food and rental space for community building and academic events	\$19,000	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a			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	352-41

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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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
<p>Teacher Salaries Stipends: Extended contracts to support additional programming during summer school for credit recovery and academic enrichment. The teacher will support 25 students in need of credit recovery during June (outside of the 10-month contractual teacher year). The teacher will be paid at their Per Diem hourly rate for approximately 16 days (at an average salary and benefits of \$447 per day).</p>	\$7,256	Measure H Carryover	4399	Unallocated	n/a	n/a	n/a			Invest in summer school and other credit recovery programs	352-42
<p>Teachers Salaries: Hire a Teacher as a Pathway Lead at .20 FTE for pathway curriculum integration. The pathway lead will work with all teachers to integrate our new pathway across the school-wide curriculum. This curriculum integration will allow students to personalize their education based on their career interests and unique learning needs. The pathway Lead's support will include leading professional development sessions, coaching individual teachers, and supporting the signature pathway courses available to all students. The Pathway lead will also work to ensure the school-wide pathway curriculum is up to date and relevant to today's Design, Visual Arts, and Media industry standards. This expenditure supports all students, is in alignment with Strategic Goal #2 (continuation), and will support the whole school as we move forward as a single pathway. PCN 11127 - Jessica Wan (Salary & Benefits Costs)</p>	\$24,891	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 10	Teacher, Structured English Immersion	0.2			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-43

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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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Supervisor & Administrative Salaries: Hire a College & Career Pathway Coach at .1 FTE. The Pathway Coach will support with pathway development, provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach. PCN 2803 - Lauren Hulburd (Salary & Benefit Costs)	\$20,359	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.1			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-44
Materials and supplies to support pathway-aligned projects, the fabrication lab, video production space, pathway electives, and pathway/college/career events	\$36,753	Measure H: College & Career Readiness for All	4310	School Office Supplies	n/a	n/a	n/a			Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	352-45
Contract with Bay Area Community Resources (BACR) to hire an Intensive Pathway Case Manager (IPCM), through June 30, 2026 The Intensive Pathway Case Manager will continue supporting students in both (newcomer and continuation) programs on a daily basis. The IPCM will provide 1:1 support for our most at risk students by providing regular academic, wellbeing, safety and attendance check-ins to address barriers and increase student success. The IPCM will provide additional support to students on probation, such as attending court hearings and monitoring probation requirements. The IPCM will collaborate with the Safety and COST teams to improve our overall culture and climate and maintain a safe environment for everyone. This person impacts 50-60 students throughout the whole year. (Admin fees included)	\$114,101	Measure H: College & Career Readiness for All	5825	Consultants	n/a	n/a	n/a			Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	352-46

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Stipends to support classified overtime related to family engagement - home visits, additional registration days for families to have 1:1 meetings in the summer for new students	\$2,850	Title I, Part A Parent & Family Engagement	2250	Classified Support Salaries: Substitutes	n/a	n/a	n/a		Chronic Absenteeism	Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	
5910: Postage for mailings for family engagement for continuation school students	\$500	Title I, Part A Parent & Family Engagement	5910	Postage	n/a	n/a	n/a		Chronic Absenteeism	Engage parents and establish foundational relationships and partnership for student learning through regular communications, initial 1:1s for new students, and parent-teacher conferences for all students. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Establish clear expectations for advisors and support staff communication with parents (phone calls, SSTs, progress reports, and conferences). Align academic and PD calendar to support this work. Conduct home visits and SSTs as 2nd tier interventions.	

PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Stipends: Teacher curriculum planning retreat and coaching sessions to support language development, credit recovery, pathway alignment and project based learning.	\$40,200	Title I, Part A Schoolwide Program	1120						Staff Satisfaction with Professional Development	The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	
Teacher Stipends: for Summer school teachers to support credit recovery and language development	\$8,000	Title I, Part A Schoolwide Program	1120						A-G Completion	Invest in summer school and other credit recovery programs	
Substitutes to support teacher participation in conferences, classroom observations, graduation portfolio and curriculum planning.	\$10,000	Title I, Part A Schoolwide Program	1150						Staff Satisfaction with Professional Development	The school will develop a comprehensive PD plan that includes coaching (with emphasis on literacy, language development and pathway aligned projects), implementation of classroom walk through tool, unit planning, and peer observations.	
31 day A/C Transit bus passes to support students in need access school.	\$20,400	Title I, Part A Schoolwide Program	5820						Chronic Absenteeism	Create and implement an outreach plan to address chronic absenteeism that includes COST outreach, home visits, personalized communication with parents by office staff, a Family Liason, COST team, and advisory teachers.	
Contract East Bay Consortium to provide senior students in need with college advising services. Staff provide seniors with 4-year admission applications and decisions, financial aid applications, verification and award letters, community college application and matriculation steps.	\$25,000	Title I, Part A Schoolwide Program	5825						College/Career Readiness	Invest in staffing (additional teachers, counselors, case managers, mental health counselors, TSAs etc) that will address credit recovery, support students to get on track, monitor student progress, and support students to have strong post secondary plans.	
Busses to support students access experiential learning, college, job training and career exploration.	\$13,000	Title I, Part A Schoolwide Program	5826						College/Career Readiness	Provide students with opportunities for off campus experiential learning, work based learning, internships, exploration of careers, training programs and college.	

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 352

School: Rudsdale Continuation High School

[illegible]

[1] This isn't the total ammount listed in budget development = \$29,784

[2] This is not what is listed in budget dev = \$14,517



Strategic Resource Planning (SRP)

Rudsdale Continuation SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Carlos
Vice Chairperson:	Nanacy Lai
Secretary:	Carmelita Reyes

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Carmelita Reyes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jessica Wan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Alfredo Gutierrez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Abraham Faulk-Rood	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Nancy Lai	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Graciela Vasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Elkin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Carlos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Marilyn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Bernice Villagomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:

(Day/Month/Time)

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.

