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**Measure N - College & Career
Readiness - Commission**

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Board Office Use: Legislative File Info.	
File ID Number	25-0813
Introduction Date	4/15/2025
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Rudsdale Continuation & Newcomer

Action Requested and Recommendation

Presentation to and discussion by Measures N and H Commission of Rudsdale Continuation & Newcomer Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of \$196,104.34 and a strategic carryover plan and budget of \$7,256.46, in a total amount not to exceed \$203,360.80.

Background (*Why do we need these services?
Why have you selected this vendor?*)

N/A

Competitively Bid Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N and H

- Attachments**
1. 25-26 Proposed EIP
 2. Program of study
 3. Work Based learning plan
 4. Master Schedule

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$196,104.34	\$196,104.34	\$0.00

*[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (239), multiplied by the percentage of Oakland residents in 2024-25 (96.5%), multiplied by the per pupil amount of \$850.*

School: Rudsdale Continuation

Site #: 352

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
352-1	<p>Consultant Contracts: 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)</p>	\$114,100.64	5825	Consultant Contracts			
352-2	<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>	\$30,185.01	1105	Teacher Salaries	TCHR STR ENG	.20 FTE	

352-3	<p>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)</p>	\$20,359.46	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	
352-4	<p>Materials and Supplies: Materials and supplies to support pathway-aligned projects, the fabrication lab, video production space, pathway electives, and pathway/college/career events.</p>	\$31,459.23	4310	Materials and Supplies			

School Name:	Rudsdale Continuation School	Site #:	352
Pathway Name(s):	Design, Visual, and Media Arts		
School Description			
School Mission and Vision			
School Demographics			
2023-2024 Total Enrollment Grades 9-12		305	
Special Populations	% Male	% Female	% Oakland Residents
	52.5%	47.2%	96.1%
			% LCFF
			98.1%
			% English Learners
			73.4%
			% LTEL
			19.0%
			% Current Newcomers
			43.6%
			% SPED
			8.9%
			% SPED Severe
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian
	10.2%		0.7%
			% Hispanic/Latino
			88.2%
			% Filipino
			% Pacific Islander
			% White
			0.3%
			% Multiple Ethnicity
			0.7%
			% Not Reported
Focal Student Population	Which student population will you focus on in order to reduce disparities?		
	African American		

SCHOOL PERFORMANCE GOALS AND INDICATORS
 Please refer to this [Data Dictionary](#) for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	35.4%	40.9%	40.0%	66.1%	TBD	40.0%			40.0%
Graduation Rate: Non-Cohort (Continuation)*	39.3%	50.0%		66.8%	12.7%				
Four-Year Cohort Dropout Rate	31.4%	22.2%	26.0%	10.4%	TBD	26.0%			26.0%
A-G Completion Rate (12th Grade Graduates)	1.8%	3.8%		5.9%	TBD				
Course Completion Rate (Continuation)*	58.5%	64.4%		57.4%	60.9%				
On Track to Graduate - 9th Graders	13.5%	26.2%		TBD	18.2%				
9th Graders meeting A-G requirements	13.5%	23.8%		TBD	66.7%				
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.6%	5.6%	24.4%	5.3%	4.6%	26.9%			31.9%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	1.0%	3.1%	3.5%	8.9%	5.6%	7.5%			11.0%
Percentage of 10th-12th grade students in Linked Learning pathways	15.0%	73.3%	100.0%	100.0%	100.0%	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%		0.0%	0.0%				
CTE Participation (Continuation)*	17.9%	22.0%		7.0%	0.0%				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	13.6%	16.5%	37.5%	TBD	TBD	47.5%			52.5%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	1.8%	TBD		TBD	TBD				
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	41.2%	34.8%	50.0%	76.9%	TBD	55.0%			60.0%
Graduation Rate: Non-Cohort (Continuation)*	27.0%	32.4%		62.8%	22.7%				
Four-Year Cohort Dropout Rate	35.3%	13.0%	30.0%	0.0%	TBD	25.0%			20.0%
A-G Completion - 12th Grade (12th Grade Graduates)	0.0%	0.0%		0.0%	TBD				
Course Completion Rate (Continuation)*	50.6%	50.4%		55.2%	58.5%				
On Track to Graduate - 9th Graders	TBD	TBD		TBD	TBD				
9th Graders meeting A-G requirements	TBD	TBD		TBD	TBD				

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.2%	2.4%	30.0%	9.6%	8.1%	45.0%		60.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	2.0%	0.0%	3.5%	5.8%	0.0%	7.5%		6.0%
Percentage of 10th-12th grade students in Linked Learning pathways	31.7%	83.8%	100.0%	100.0%	100.0%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%		0.0%	0.0%			
CTE Participation (Continuation)*	22.2%	6.1%		17.2%	0.0%			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	25.0%	18.2%	40.0%	TBD	TBD	55.0%		70.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD		TBD	TBD			

ROOT CAUSE ANALYSIS
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator	Strengths	Challenges
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 47-50). Then select ONE of the indicators from lines 51-54 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i>	The graduation rate has improved significantly from 21-22 (35.4%) to 23-24 (66%).	We have several students this year who are aging out of our program without completion. The school needs to better counsel older students with age in mind to ensure graduation.
A-G Completion - 12th Grade	Rudsdale changed it's master schedule in 24-25 to offer A to G aligned physical science.	Rudsdale does not offer all classes necessary to graduate A to G if a student has not passed foreign language in their comprehensive school. The OUSD continuation school graduation requirements do not require language credits. Prior to 2024-25 Rudsdale Continuation was not offering A to G aligned physical science.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>	N/A Students at Rudsdale are by definition off track and enter the school at age 16 or above.	
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i>	Over the past 2 years the site made investments in college/career transition specialists to support students to complete applications.	This is a lagging indicator. In Feb 2025, we still lack enrollment data for 2023-24 which makes progress monitoring difficult. The school also does not do a good job maintaining the district's post secondary plan tracker which would allow us to better monitor progress in real time.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	The addition of COPED dual enrollment programming for working students has allowed the school to better support and give credit to this vulnerable group of students.	Funding to support internships was limited in the 2024-25 budget.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	The school has grown this percentage over 3 years. The school expanded dual enrollment to include tech pathway aligned courses in winter 2025.	Prior to the winter of 2025, all dual enrollment classes focused on newcomer students. The school needs to offer classes and support enrollment to ensure equitable participation across gender, race, language status, and sped status.
Percentage of 10th-12th grade students in Linked Learning pathways	All students are enrolled in the pathway.	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		The school lacks a credentialed CTE teacher.

PATHWAY QUALITY ASSESSMENT		
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth
		Next Steps <i>Will any of these categories be a priority for your new pathway goals? If yes, which ones?</i>

<p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>75% of Tech pathway teachers have well developed pathway aligned projects. The fab lab is a well utilized resource for the pathway and creates enthusiasm among students.</p>	<p>The health pathway was not well developed and as students transitioned out of newcomer programming they were not able to continue in their pathway. This caused us to reevaluate pathway design. We are leaving a 2 pathway model to focus on one - building upon the strengths of our PBL units in Tech and creating a new united pathway.</p>	<p>We are excited about having 1 united pathway. We are designing PD and curriculum coaching to support teachers in this transition as they design new unit plans with Media and Language (Academic and EL) in mind.</p>
<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>All students have opportunities for WBLs. Each student is required to complete at least 1 WBL for their portfolio and encourage to complete 2 or more. We have multiple College Exploration options offered every trimester for all students as well. We have hosted multiple industry professionals as guest speakers on campus as well as our Career Symposium. Students also have also participated in internships on and off campus.</p>	<p>Establishing a better tracking system and process for student participation in WBLs so that it is accurately recorded in the district database.</p>	<p>We are hiring a TSA for college and career to oversee WBL opportunities and experiences.</p>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Rudsdale has a strong COST team which offers a wide range of supports for students: legal, medical, mental health, probation case management etc.</p>	<p>Rudsdale has under invested in academic counseling.</p>	<p>As Baytech leaves our campus we would like to build out 2 spaces as student supports: a college/career center and a wellness center. In addition, we will invest in a additional academic counselor and TSA to support College and Career based work.</p>

2025-2026: YEAR THREE

<p>Pathway Strategic Goals</p>	
<p>Pathway Quality Strategic 3 Year Goals for 2023-2024 and 2024-2025</p>	<p>Check-in on your previous Goals: -To what extent is the pathway on track for accomplishing these goals this year? -What has supported or hindered progress towards your goal this year?</p>
<p>By 2026 we will create and utilize a WBL reflection form and 100% of student will complete it after any type of WBL activity.</p>	<p>We are on track to accomplish this goal by 2026. We have a form and generated a QR code to make the form more easily accessible for students to complete right after their WBL experience. Staff turnover was a hindrance to distributing the form to all students as they completed WBL experiences. However, we viewed data as a staff which supported us to make the WBL form more visible and establish a better process to report data in AERIES.</p>
<p>By 2026 we will have the CTE Health Pathway coach work with our English teachers to create 6 units around health.</p>	<p>There is no longer a Health CTE coach in OUSD and we have changed our Pathway to Design, Visual Arts, Media Arts. As such, we have coaching support from our TSA, Pathway Coach and central office with our new Pathway. We are making progress in supporting newcomer teachers with pathway aligned projects with new systems including planning time, coaching and professional development for the whole school. Changing our Pathway has forced a shift with this specific goal that has</p>
<p>By 2026, we will have an established dual enrollment program between Rudsdale High School and the Peralta Community College system. Course offerings will focus on English as a second language and career readiness courses along with courses that satisfy A-G requirements at the high school level.</p>	<p>We are on-track to accomplish this goal by 2026. We have hosted 2 successful Dual Enrollment classes on campus that focus on English as a second language and career readiness in Spring 2024: English for Customer Service; and in Fall 2024: English for Job Search. Additionally, we have added a Spring 2025 Dual Enrollment course: Adobe Photoshop Basics which all students at Rudsdale have the opportunity to take. There is an excitement among staff and teachers with the new Pathway shift which has led to shifts in master scheduling and adults encouraging more students to enroll in Dual Enrollment courses. We still experience challenges with attendance in order to maintain minimum consistent enrollment for these classes.</p>
<p>By 2026 we will have established partnerships with the Peralta colleges to provide a minimum of 3 career exploration visits to the Peralta colleges of student's interests. In addition, 100% of participating students will complete a reflection and feedback form to continue building on these types of experiences.</p>	<p>We are currently on track to meet this goal as we have 3 career/college exploration visits scheduled with the Peralta colleges this year. Specifically, we are continuing our scheduled trip to the Laney Fablab for the third year in a row to align with our Pathway. We have a strong partnership with the Linked Learning Office, Laney College's Fab Lab and Peralta College CTE programs that have supported scheduling these trips on an annual basis.</p>
<p>By 2026 we will have a minimum of 2 Fab Lab centered projects in each academic core course per academic year. 100% of teachers will have a system in place to support their use of the Fab Lab.</p>	<p>We are on track to accomplish this goal by 2026. Currently, in the Tech pathway, 5/8 teachers completed Fab Lab design-centered projects To date, we have had 2 technology tutorial sessions with staff to improve teacher familiarity with design platforms. There are 2 more scheduled before the end of the school year where teachers can familiarize themselves with the machines and their functions. Since changing the school Pathway to Design, Visual Arts, Media Arts there is a growing excitement among all teachers (newcomer teachers included) to learn and develop skills using the various design platforms, and machines, to incorporate final products into their unit projects. As we shift, we are still working to engage some</p>
<p>By 2026, the number of students attending the Peralta colleges will increase by 5 to 10% with targeted transition support.</p>	<p>We are on track to accomplish this goal by 2026. There have been multiple college and CTE trips planned and executed. To date, 2 college and financial aid workshops have been held to support students with their application process and FAFSA checklists. A hindrance has been staff turnover, which has led to a redistribution of responsibilities and stalled some of the momentum for classroom visits, and other CTE or WBL</p>
<p>Pathway Strategic Actions Reflection</p>	
<p>2024-2025 Strategic Actions</p>	<p>Reflection on 2024-2025 Strategic Actions <i>For the Strategic Actions you set for your previous Pathways:</i> -Are you on track to accomplish the strategic actions you set to accomplish this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track to accomplish the actions this school year, what might be the reason(s) why?</p>

24-25 Strategic Actions for Goal #1 (Newcomer)	Students will participate in at least 2 WBL experiences.	The graduation portfolio includes participation in at least 2 WBLs and is now implemented across both continuation and newcomer programs. Therefore we are on track to meet these actions as completing this graduation portfolio is required for graduation. However, due to staff turnover and developing systems, our data in Aries does not reflect this. So, although we have students completing the WBL reflection form, it may not always make it to the data dashboard. We plan to have systems in place for next year to meet the actions we are currently falling short of.
	100% of WBL experiences will be uploaded to Aeries to accurately reflect WBL participation school-wide	The graduation portfolio includes participation in at least 2 WBLs and is now implemented across both continuation and newcomer programs. Therefore we are on track to meet these actions as completing this graduation portfolio is required for graduation. However, due to staff turnover and developing systems, our data in Aries does not reflect this. So, although we have students completing the WBL reflection form, it may not always make it to the data dashboard. We plan to have systems in place for next year to meet the actions we are currently falling short of.
	100% of students will complete the WBL reflection form after any type of WBL activity	The graduation portfolio includes participation in at least 2 WBLs and is now implemented across both continuation and newcomer programs. Therefore we are on track to meet these actions as completing this graduation portfolio is required for graduation. However, due to staff turnover and developing systems, our data in Aries does not reflect this. So, although we have students completing the WBL reflection form, it may not always make it to the data dashboard. We plan to have systems in place for next year to meet the actions we are currently falling short of.
24-25 Strategic Actions for Goal #2 (Newcomer)	By the end of 2024, all three English teachers will have at least one health pathway unit	We are on track to accomplishing the actions for this related goal. Each English teacher has a pathway-related project for at least 2 of 3 trimesters. Given the pathway change to Design, Visual Arts, Media Arts, we have added support to include specific time during Professional Development for consultancy protocols and peer feedback on units. We also have a TSA working 1-on-1 with teachers to support unit development and revision.
	By the end of 2025, most English teachers will have two health pathway units	We are on track to accomplishing the actions for this related goal. Each English teacher has a pathway-related project for at least 2 of 3 trimesters. Given the pathway change to Design, Visual Arts, Media Arts, we have added support to include specific time during Professional Development for consultancy protocols and peer feedback on units. We also have a TSA working 1-on-1 with teachers to support unit development and revision.
	By the end of 2026 all three English teachers will have two health pathway units	We are on track to accomplishing the actions for this related goal. Each English teacher has a pathway-related project for at least 2 of 3 trimesters. Given the pathway change to Design, Visual Arts, Media Arts, we have added support to include specific time during Professional Development for consultancy protocols and peer feedback on units. We also have a TSA working 1-on-1 with teachers to support unit development and revision.
24-25 Strategic Actions for Goal #3 (Newcomer)	We will identify additional course options to offer in Spring 2025	We are on track to meeting these actions for this related goal. We have identified dual enrollment courses for our entire school population in alignment with language acquisition and the pathway. In addition, we are offering dual enrollment during the school day. We also continue to have a strong relationship with Laney College where our CTS (College Transition Specialist), in partnership with Laney staff, support our newcomer students as they enroll in college classes.
	We will partner with Laney college to provide a bridge program and support as Newcomer students transition to community College	We are on track to meeting these actions for this related goal. We have identified dual enrollment courses for our entire school population in alignment with language acquisition and the pathway. In addition, we are offering dual enrollment during the school day. We also continue to have a strong relationship with Laney College where our CTS (College Transition Specialist), in partnership with Laney staff, support our newcomer students as they enroll in college classes.
	We will continue to provide college courses during the school day to increase student access and participation We will identify additional course options to offer in Spring 2025	We are on track to meeting these actions for this related goal. We have identified dual enrollment courses for our entire school population in alignment with language acquisition and the pathway. In addition, we are offering dual enrollment during the school day. We also continue to have a strong relationship with Laney College where our CTS (College Transition Specialist), in partnership with Laney staff, support our newcomer students as they enroll in college classes.
24-25 Strategic Actions for Goal #1 (Continuation)	Establish survey to gauge students interest in tech industry careers or career exploration opportunities that will be administered during signature technology pathway class.	We are currently on track towards meeting our actions related to the interest survey. Our Pathway lead has created a survey and administered it to students during advisory. In addition, all students are encouraged to complete the OUSD graduation survey.
	We will expand upon the job shadowing by connecting with partners during Peralta college visits to coordinate job shadowing opportunities.	We have not created a job shadowing program. Thus, we are not on track to meet this specific action. We will pivot from this action as the availability of Peralta departments varies and hinders progress toward moving this action forward.
	100% of WBL experiences will be uploaded to Aeries to accurately reflect WBL participation school-wide	We are not on track to have all WBL experiences uploaded to Aeries and have found difficulty in doing so due to staffing and shifting responsibilities. We will designate a staff member next year to ensure this action is met.
24-25 Strategic Actions for Goal #2 (Continuation)	Provide professional development for teachers to gain experience and skills in implementing tech-based programs and software in their unit plans	We are on track for accomplishing the actions for this goal. There have been 2 specific tutorial workshops for staff to integrate design skills using Adobe Express and Adobe Illustrator. Staff has been surveyed for their preferences on learning new skills in design which is informing the Professional Development schedule for these targeted workshops.
	CTE Teacher will provide in class support for teachers to accomplish Fablab centered projects	The TSA/Pathway Lead is supporting with project planning and design integration that aligns with the new pathway: Design, Visual Arts, Media Arts.
	School wide system will be put in place to support in project development in the shift to trimester schedule	We are scheduling peer observations in the Spring and have continued with our practice using consultancy protocols for feedback on unit project plans.
24-25 Strategic Actions for Goal #3 (Continuation)	College and career team will conduct classroom visits to support students complete applications for Peralta colleges	We are making progress toward our goal of providing targeted outreach to our Fall and Spring graduating cohorts. In Fall 2024, we provided three college recruitment workshops where students received individualized support in completing their financial aid and college applications. We visited one community college campus and two skilled trades exploration visits. In Spring 2025, we have two Cash for College workshops co-hosted with East Bay Consortium and two college visits where students will explore CTE programs. We have two additional college enrollment and registration weeks in late Spring.
	Summer Melt Program will support students enrolling in Peralta colleges by attending summer bridge program targeted at students coming from high school	We are making progress toward our goal of providing targeted outreach to our Fall and Spring graduating cohorts. In Fall 2024, we provided three college recruitment workshops where students received individualized support in completing their financial aid and college applications. We visited one community college campus and two skilled trades exploration visits. In Spring 2025, we have two Cash for College workshops co-hosted with East Bay Consortium and two college visits where students will explore CTE programs. We have two additional college enrollment and registration weeks in late Spring.
	Career transition specialist will schedule more CTE visits that reflect the student data gathered from the survey aforementioned	We are making progress toward our goal of providing targeted outreach to our Fall and Spring graduating cohorts. In Fall 2024, we provided three college recruitment workshops where students received individualized support in completing their financial aid and college applications. We visited one community college campus and two skilled trades exploration visits. In Spring 2025, we have two Cash for College workshops co-hosted with East Bay Consortium and two college visits where students will explore CTE programs. We have two additional college enrollment and registration weeks in late Spring.

	College advising for FAFSA and application will continue with EastBay Consortium support	We are making progress toward our goal of providing targeted outreach to our Fall and Spring graduating cohorts. In Fall 2024, we provided three college recruitment workshops where students received individualized support in completing their financial aid and college applications. We visited one community college campus and two skilled trades exploration visits. In Spring 2025, we have two Cash for College workshops co-hosted with East Bay Consortium and two college visits where students will explore CTE programs. We have two additional college enrollment and registration weeks in late Spring.								
Pathway Strategic Actions 2025-2026										
2025-2026 Strategic Actions										
<i>Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?</i>										
Goal #1: By 2026	By 2026 we will create and utilize a WBL reflection form and 100% of student will complete it after any type of WBL activity.	<table border="1"> <tr> <td data-bbox="825 300 940 415">New or Revised Strategic Actions for Goal #1</td> <td data-bbox="940 300 1965 415"> Designate staff member to input WBL data into Aeries By 2026, 100% of all graduating seniors will have completed 2 WBL experiences and filled out the WBL reflection form. Create note catcher for students to fill out during Peralta visits to support WBL reflection process </td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	New or Revised Strategic Actions for Goal #1	Designate staff member to input WBL data into Aeries By 2026, 100% of all graduating seniors will have completed 2 WBL experiences and filled out the WBL reflection form. Create note catcher for students to fill out during Peralta visits to support WBL reflection process						
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Goal #2: By 2026	By 2026 we will have the CTE Health Pathway coach work with our English teachers to create 6 units around health.	<table border="1"> <tr> <td data-bbox="825 422 940 537">New or Revised Strategic Actions for Goal #2</td> <td data-bbox="940 422 1965 537"> Each teacher will work with Pathway Lead/TSA to execute their pathway-aligned unit. Each teacher will collaborate with a department peer to receive feedback on their pathway-aligned unit. Each teacher will attend PD to support the planning of their pathway-aligned units </td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	New or Revised Strategic Actions for Goal #2	Each teacher will work with Pathway Lead/TSA to execute their pathway-aligned unit. Each teacher will collaborate with a department peer to receive feedback on their pathway-aligned unit. Each teacher will attend PD to support the planning of their pathway-aligned units						
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Goal #3: By 2026	By 2026, we will have an established dual enrollment program between Rudsdale High School and the Peralta Community College system. Course offerings will focus on English as a second language and career readiness courses along with courses that satisfy A-G requirements at the high school level.	<table border="1"> <tr> <td data-bbox="825 544 940 724">New or Revised Strategic Actions for Goal #3</td> <td data-bbox="940 544 1965 724"> (Note: As Rudsdale (Continuation and Newcomer) are now one united program, this goal applies to all students.) By 2026, address equity gaps to ensure dual enrollment participation reflects the demographics of the school looking specifically at gender, ethnicity, EL and newcomer status, and special education. Assess all graduating Rudsdale seniors' post-secondary plans, included in their graduation portfolio, and host 1 college transition workshop each trimester. By 2026, increase the number of dual enrollment courses offered at Rudsdale during the school day and after school to at least 4. </td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	New or Revised Strategic Actions for Goal #3	(Note: As Rudsdale (Continuation and Newcomer) are now one united program, this goal applies to all students.) By 2026, address equity gaps to ensure dual enrollment participation reflects the demographics of the school looking specifically at gender, ethnicity, EL and newcomer status, and special education. Assess all graduating Rudsdale seniors' post-secondary plans, included in their graduation portfolio, and host 1 college transition workshop each trimester. By 2026, increase the number of dual enrollment courses offered at Rudsdale during the school day and after school to at least 4.						
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Goal #1: By 2026	By 2026 we will have established partnerships with the Peralta colleges to provide a minimum of 3 career exploration visits to the Peralta colleges of student's interests. In addition, 100% of participating students will complete a reflection and feedback form to continue building on these types of experiences.	<table border="1"> <tr> <td data-bbox="825 730 940 870">New or Revised Strategic Actions for Goal #1</td> <td data-bbox="940 730 1965 870"> Use a student survey to populate the post secondary plan tracker for career interest and post secondary interest as well as plan field trips/college visits specific to student interests. Designate a staff member to administer the reflection form on each trip Develop intentional connections with Peralta departments offering in-demand careers in the state of California </td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	New or Revised Strategic Actions for Goal #1	Use a student survey to populate the post secondary plan tracker for career interest and post secondary interest as well as plan field trips/college visits specific to student interests. Designate a staff member to administer the reflection form on each trip Develop intentional connections with Peralta departments offering in-demand careers in the state of California						
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Goal #2: By 2026	By 2026 we will have a minimum of 2 Fab Lab centered projects in each academic core course per academic year. 100% of teachers will have a system in place to support their use of the Fab Lab.	<table border="1"> <tr> <td data-bbox="825 876 940 992">New or Revised Strategic Actions for Goal #2</td> <td data-bbox="940 876 1965 992"> All academic core teachers will work with Pathway Lead/TSA or Admin to execute their pathway-aligned unit. Each academic core teacher will collaborate with a department peer to receive feedback on their pathway-aligned unit Allocate collaboration and planning time throughout the year for teachers to implement pathway themes </td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	New or Revised Strategic Actions for Goal #2	All academic core teachers will work with Pathway Lead/TSA or Admin to execute their pathway-aligned unit. Each academic core teacher will collaborate with a department peer to receive feedback on their pathway-aligned unit Allocate collaboration and planning time throughout the year for teachers to implement pathway themes						
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Goal #3: By 2026	By 2026, the number of students attending the Peralta colleges will increase by 5 to 10% with targeted transition support.	<table border="1"> <tr> <td data-bbox="825 998 940 1114">New or Revised Strategic Actions for Goal #3</td> <td data-bbox="940 998 1965 1114"> Designate staff member to update district-wide postsecondary data tracker Offer at least 2 college/CTE exploration workshops per trimester (College 101, Cash for College, college application/registration, etc.) Invite faculty/staff from Peralta and Chabot as panelists at Career Symposium </td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	New or Revised Strategic Actions for Goal #3	Designate staff member to update district-wide postsecondary data tracker Offer at least 2 college/CTE exploration workshops per trimester (College 101, Cash for College, college application/registration, etc.) Invite faculty/staff from Peralta and Chabot as panelists at Career Symposium						
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<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i></p>
<p>Consultant Contracts: 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)</p>	\$114,100.64	5825	Consultant Contracts					Conditionally Approved
<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>	\$30,185.01	1105	Teacher Salaries	TCHR STR ENG	.20 FTE			Conditionally Approved
<p>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)</p>	\$20,359.46	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE		Approved	

<p>Materials and Supplies: Materials and supplies to support pathway-aligned projects, the fabrication lab, video production space, pathway electives, and pathway/college/career events.</p>	<p>\$31,459.23</p>	<p>4310</p>	<p>Materials and Supplies</p>					<p>Conditionally Approved</p>
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2024-25 MEASURE H STRATEGIC CARRYOVER PLAN			
Effective: July 1, 2025 - June 30, 2026			
Name of School Site	Rudsdale Continuation	Site #	352
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$7,256.46	In the box below, please indicate why you decided to allocate Strategic Carryover.	
Total Budgeted Amount	\$7,256.46	Rudsdale would like to supplement the available summer school programming by hiring an additional teacher and expanding credit recovery opportunities for students who are behind in credits and off track to graduation.	
Remaining Amount to Budget	\$0.00		

NOTE: Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development.

**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.

Resources: [Measures N and H 2025-2026 Permissible Expenses](#)
[Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development](#)

BUDGET JUSTIFICATION								Fully Approved	Conditionally Approved						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825, and all FTE, please also respond to the additional Budget Justification questions outlined in the Measure H Instructions for a Proper Budget Justification .								(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is red for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?									
<p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.)</p> <p>If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes. Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</p> <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>								\$7,256.46	1120	Teacher Salaries Stipends			Whole school	Comprehensive Student Supports	Conditionally Approved

Rudsdale Academy of Arts and Design Program of Study

Industry Sector: Arts, Media, Entertainment

Pathway: [Design, Visual and Media Arts](#)

Industry Partners: The Crucible, Junior Achievement, IGNITE Education, Oakland Technology Education Center (OTEC)



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Pathway COP Meeting Time:	1st Trimester	2nd Trimester	3rd Trimester	Graduate Pathway Outcomes (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 1,2,3 & 4 Integrated Math 1 & Integrated Math 2 US History, World History, Economics, and American Government Biology & Physics			We equip our students with 21st Century Skills (4 C's) to seamlessly transition into post-secondary endeavors. All students will graduate with an awareness of the 4 skills below: <ul style="list-style-type: none"> • Communication • Collaboration • Critical Thinking • Creativity These skills both align with our Pathway and the OUSD Graduate profile . In addition, we incorporate pathway-themed Project Based Learning units in academic core courses using the Rudsdale Design Process .
Math	Integrated Math 1 & Integrated Math 2			
Technical Core/Theme (CTE Sequence) CTE Course Resources	Introduction to Design CALPADS Course #7210 Students will gain foundational creative and technical skills to prepare for careers in design across industries. Introductory courses can be taught with a focus on a specific discipline, or an exploration of multiple disciplines within the sector or related pathway.	Intermediate Design CALPADS Course #7211 Students will develop their creative and technical skills and prepare for careers in design across industries. Students will learn principles of user experience and interface (UX and UI) design, graphic design, photography, and visual storytelling. Students will engage in iterative processes and work collaboratively to manage projects. They will use industry-standard tools and software to design campaigns, products, services, artwork, environments, websites, marketing kits, publications, and/or experiences for a variety of audiences, and understand the array of opportunities in design fields.	Advanced Design CALPADS Course #7211 Students will refine their creative and technical skills and prepare for careers in design across industries. Students will apply principles of UX and UI design, graphic design, photography, and visual storytelling to creative projects. Students will engage in iterative processes and work collaboratively to scope and manage projects. They will gain proficiency in industry-standard tools and software to design, edit, and publish campaigns, products, services, artwork, environments, websites, marketing kits, publications, and/or experiences for a variety of audiences and clients. Pathway completers will develop a professional portfolio and understand the application of skills in workplace environments.	
Dual Enrollment [Link to Dual Enrollment]	Adobe Photoshop Basics - GART 34 , English for Job Search - ESOL 286			

Rudsdale Academy of Arts and Design Program of Study

Industry Sector: Arts, Media, Entertainment

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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Integrated Projects/ Common Performance Assessments	Graduation Portfolio with Presentation Defense Project Based Learning Cross-Disciplinary Projects			
Other Courses / Electives	Urban Art, Recreational Team Building, Intro to Sports, Leadership, Food Justice, Ethnic Studies, Beat Making, Spoken Word, Internship Readiness, Industrial Arts, Intro to Music, Weight Training, Grad Writing Seminar, Bike Shop			
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Outdoor exploration: hikes Student of the Marking Period (STOMP) Awards Soccer team Fall and Spring Graduations			
Work Based Learning reference documents: WBL Continuum	3 Guest Speakers Informational Interviews with outside professionals done in class CEV OUSD College Fair Trip for December graduates to Peralta CTE programs Internships (on/off site)	4 Guest Speakers Informational Interviews with outside professionals done off campus Career Symposium <ul style="list-style-type: none"> • Mock Interviews with outside professionals • Resume Reviews with outside professionals • Dress for Success OUSD Career Expo CEV Internships (on/off site)	4 Guest Speakers Trip for 50 students to Peralta CTE programs <ul style="list-style-type: none"> - based off Student Interest - CTE Laney Open House CEV Internships (on/off site)	
Student Leadership	Student-run Store On-campus Internships Student-planned events			
Summer Learning (Summer Bridge, summer learning, credit recovery)	Summer Credit Recovery ECCCO Internships Peralta Institute			
College Exposure	1-2 College Visits: Community College, CSU, UC, Private institutions	1-2 College Visits: Community College, CSU, UC, Private institutions	1-2 College Visits: Community College, CSU, UC, Private institutions	

Rudsdale Academy of Arts and Design Program of Study

Industry Sector: Arts, Media, Entertainment

Pathway: [Design, Visual and Media Arts](#)

Industry Partners: *The Crucible, Junior Achievement, IGNITE Education, Oakland Technology Education Center (OTEC)*



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Advisory Structure	Advisory meets 4 times a week for SEL, attendance support, and college and career portfolio work-time. Advisory teachers are student advocates on campus. During the the school year, teachers provide transcript review support, college/career prep, and other support to prepare students for graduation and post-high school success.	
Personalized Supports	<ul style="list-style-type: none"> ● Study Hall elective class: Time and space for students to make-up work to be successful in recovering grades to move closer to graduation. ● Literacy Intervention: Students are given extra time and attention to advance their reading skills, in a private or small group, with a focus on SEL. ● Restorative Justice: Students are given extra support with our Restorative Justice Coordinator, who tracks student behavioral progress and offers appropriate interventions as needed. Teachers reach out to the Coordinator with concerns about students, and the Coordinator will schedule counseling and check-in sessions, offer advice to the teachers, and schedule restorative justice circles. ● Social-Emotional Learning and Support: Teachers focus more on SEL during academic classes by offering check-in circles and other supports. Students attend a check-in and check-out each day with their advisory teacher, who conducts daily circles and tracks student progress, in addition to offering students academic and social-emotional support. ● EBAC Mental Health counselors: meet regularly with certain students for additional support around personal, social, academic issues ● Case managers to support students with any legal issues (ie: Juvenile Justice, Immigration) ● College counselors: meet with all students to complete FAFSA, college & job applications 	
Use of expanded learning time (before or after school)	Academic Support before and after school Sports: Soccer Team practices and competes after school	

Work-Based Learning Lead: __Beto_Salcedo_____ Pathway Name: _Rudsdale Academy of Art & Design_(RAAD)_____

Collaborators: _Rudsdale College & Career Team, HSLLO Office,_____

Central Resources

- [WBL Continuum](#)
- [WBL Benchmarks](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD 2023-24 WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N EIPs](#)

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Maintain accurate WBL data in the dashboard
2. Provide multiple mini WBL opportunities for students to expose them to as many careers as possible in 12 weeks to a year
3. Utilized the summer ECCCO program for WBL opportunities for students who have jobs during the year

Calendaring WBL (in [Program of Study](#)):

- *For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	N/A	N/A	N/A	N/A	N/A	
	Focal students	N/A	N/A	N/A	N/A	N/A	
10	All-Students		Cash for College/Financial Aid workshops Manufacturing Day @ Laney	Cash for College/Financial Aid workshops Career Symposium	Cash for College/Financial Aid workshops Laney College CTE/Fab Lab Day	Cypress Mandela Trades Day Career Symposium	

			<p>911 Dispatcher guest speaker</p> <p>HEAL Internship</p> <p>Cypress Mandela Trades Day</p>	<p>HEAL Internship</p>	<p>Health Care Sneak Peek @ Samuel Merrit</p> <p>Summer Internship Fair</p> <p>HEAL Internship</p> <p>College of Alameda CTE Day</p>	
	Focal students		<p>Cash for College/Financial Aid workshops</p> <p>Manufacturing Day @ Laney</p> <p>911 Dispatcher guest speaker</p> <p>HEAL Internship</p> <p>Cypress Mandela Trades Day</p>	<p>Cash for College/Financial Aid workshops</p> <p>Career Symposium</p> <p>IGNITE education - Women in STEM Panels</p> <p>HEAL Internship</p>	<p>Cash for College/Financial Aid workshops</p> <p>Laney College CTE/Fab Lab Day</p> <p>Health Care Sneak Peek @ Samuel Merrit</p> <p>Summer Internship Fair</p> <p>HEAL Internship</p> <p>College of Alameda CTE Day</p>	<p>Cypress Mandela Trades Day</p> <p>Career Symposium</p>
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			Cypress Mandela Trades Day		HEAL Internship College of Alameda CTE Day	
	Focal students		Cash for College/Financial Aid workshops Manufacturing Day @ Laney 911 Dispatcher guest speaker HEAL Internship Cypress Mandela Trades Day	Cash for College/Financial Aid workshops Career Symposium IGNITE education - Women in STEM Panels HEAL Internship	Cash for College/Financial Aid workshops Laney College CTE/Fab Lab Day Health Care Sneak Peek @ Samuel Merrit Summer Internship Fair HEAL Internship College of Alameda CTE Day	Cypress Mandela Trades Day Career Symposium
12	All-Students		Cash for College/Financial Aid workshops Manufacturing Day @ Laney 911 Dispatcher guest speaker HEAL Internship Cypress Mandela Trades Day	Cash for College/Financial Aid workshops Career Symposium IGNITE education - Women in STEM Panels HEAL Internship	Cash for College/Financial Aid workshops Laney College CTE/Fab Lab Day Health Care Sneak Peek @ Samuel Merrit Summer Internship Fair HEAL Internship College of Alameda CTE Day	Cypress Mandela Trades Day Career Symposium

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Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

Person or Position	Responsibilities
College & Career Team (Beto, Natalie, Alan)	The college and career team plans and executes college, career and workforce events for the Rudsdale student community. This team shares responsibilities related to all calendared events above

Next Steps in Plan Development / Implementation:

- Gather and organize data for each planned WBL event to track students who attend and then enter data into database
- Host Summer Internship Fair to prepare students for Summer ECCCO opportunities
- College Application week to better inform graduating students about courses, options, and programs at various community colleges
- Plan and host follow-up Financial Aid and Scholarship workshops

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> Workplace tour Guest speaker / teacher Career fair Visit a workplace 	<ul style="list-style-type: none"> Informational interview Job shadow Virtual exchange with a partner 	<ul style="list-style-type: none"> Student-run enterprise with partner involvement Virtual enterprise Integrated projects with partners Service projects Internships 	<ul style="list-style-type: none"> Internship required for a credential or entry to occupation Apprenticeship Clinical experience On-the-job training Work experience
9th				
10th				
11th				
12th				

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

-

Teacher Name	Pathway	Room	Block A	Advisory	Block B	Block C	Wed Elective
Alfredo Gutierrez	Tech	222	World Hist	YES	Econ / Gov	World Hist	
Eric Finkelman	Tech	219	Integrated Math 1/2	YES	Integrated Math 1/2	Integrated Math 1/2	Study Hall
Jessica Wan	Tech	Library	N/A	YES	N/A	3D Art Design	Crafts
Jonathan Rice	Tech	218	Grad Writing Seminar	YES	Eng 1/2	Eng 1/2	Grad Writing Seminar
Julian Felix	Tech	216	US Hist	YES	Grad Seminar	Dual Enrollment Course	Internship
Nick Palmquist	Tech	217	Eng 3	YES	Eng 3	Gov / Econ	Adv Sports
Roxanna Lenton	Tech	206	Physics	YES	Biology	Physics	
Sean Gleason	Tech	213	Eng 4	YES	Eng 4	Eng 4	Apprenticeship
Abraham Faulk-Rood	Health	130	Eng 1/2/3	YES	Eng 1/2/3	Eng 1/2/3	Guitar
Molly Lawrence	Health	122	Eng 1/2/3	YES	Eng 1/2/3	Eng 1/2/3	Study Hall
Cory Henrickson	Health	129	Med Chem	YES	Med Chem	Bio	PE
Agustin Ruvalcaba	Health	128	World / US	YES	World / US	World / US	PE
Steven Moreno	Health	127	Gov / Econ	YES	Gov / Econ	Gov / Econ	PE
Nicholas Nguyen	Health	131	Integrated Math 1/2	YES	Integrated Math 1/2	Integrated Math 1/2	PE
Monique Chevalier (Mo)	Health	208	Grad Writing Seminar	YES	Grad Writing Seminar	Dual Enrollment Course	Art
Natalia Vyalykh	Health	123	ELD 1/2	YES	ELD 1/2	ELD 1/2	PE
Chris Mercado	Sped						Restorative Justice