**MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION**
1016 Union Street, #940
Oakland, CA 94607-

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

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# 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

**Action Requested and Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Rudsdale Continuation as "Fully Approved," with a base allocation of $196,104.34 and a strategic carryover 2024-2025 plan and budget of $7,256.46, for a total amount not to exceed $203,360.80.

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

**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 EIP Assessment
2. 25-26 Proposed EIP

# Measures N and H 2025-2026 Education Improvement Plan Assessment
## (Year Three of Three-Year Cycle)

### Rudsdale Continuation

| Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)? |
|---|
| *(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)* |

| Category<br><br>**Evidence of Progress toward Pathway Program(s)' _2023-26 College and Career for All and Linked Learning Quality Standards_** | Comprehensive Analysis<br><br>4 | Developing Analysis<br><br>3 | Emergent Analysis<br><br>2 | Unclear Analysis<br>1 |
|---|---|---|---|---|
| *Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:* | **FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.* | | | |
| ☐  Meaningful reflection about progress toward strategic goals (whole school and pathway) | | | | |
| ☐  Clear articulation of connections between these reflections and new or adapted strategic actions | | | | |
| ☐  Evidence of progress toward pathway programs' quality standards | | | | |
| **Score: _____4\_\_\_\_\_**<br>**Rationale:** The EIP is clear and provides a high level of reflection. | **Suggestions for 25-26 Continued Progress Monitoring:**<br>Continue to monitor and look for ways to stay current with the changing needs of students. | | | |

| Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions? | | | | |
|---|---|---|---|---|
| **Category** | **Excelling** **4** | **Meeting** **3** | **Approaching** **2** | **Beginning** **1** |
| **Strategic Actions** | **FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.* | | | |
| ☐ Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning<br>☐ Integrated Program of Study<br>☐ Work-Based Learning<br>☐ Integrated Student Support | | | | |
| ☐ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals | | | | |
| ☐ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions | | | | |
| **Score:** _____4_____<br>**Rationale:** There is a clear theory of action that goes hand in hand with decision making. Student support and interventions are clear and progress monitoring is evident. | **Suggestions for 25-26 Continued Progress Monitoring:** | | | |

| Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan |||||
|---|---|---|---|---|
| **Category** | **Strategic & Aligned**<br><br>4 | **Partially Strategic & Aligned**<br><br>3 | **Unclear Strategy & Alignment**<br><br>2 | **Missing or Non-Compliant**<br><br>1 |
| *Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026* | **FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.* |||  |
| ☐ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan | ||||
| ☐ Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning | ||||
| ☐ Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) | ||||
| **Score: ____4_____**<br>**Rationale:** The budget is reflective of a site leveraging all resources to support student success. | **Suggestions for 25-26 Continued Progress Monitoring:** ||||

## Final Recommendation

*Instructions:* Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

**Rating[1]: Fully Approved**

**Strengths:**

- ☐ The EIP is very reflective and provides specific areas of improvement.
- ☐ Student structures are in place for improving success.

**Key Questions:**

- ☐ How will the improvements lead to an increase in graduation rates?

**Budget Feedback:**

- ☐ Budget is reflective of a high quality pathway.

**Next Steps (for Conditionally Approved Sites)** - add rows as needed

| What | Suggested Lead | Deliverable | Date |
|------|----------------|-------------|------|
|      |                |             |      |

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**[1]Fully Approved**

- *School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

**Approved**

- *School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

**Conditionally Approved**

- *School is **actively** developing a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

## Criterion 4 Evidence of Progress and Linked Learning Implementation

**Instructions:** *Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.*

| | |
|---|---|
| ☐ Program of Study | Include only core academics that demonstrate integration and alignment and that are taught by teachers who have common planning time to coordinate and align practice and curriculum.<br>Portfolio of learning and reflection includes capstone - does it also support / align with the post-secondary plan?<br>How does your pathway integrate student support? |
| ☐ Work-Based Learning Plan | In what specific and ongoing ways do students have to explore careers to inform their post-secondary goals and plans?<br>Strong attention to work-based learning systems and data.<br>Strengthen industry and community partners, especially in digital media.<br>In what specific ways do WBL activities complement core academic learning and support students' post-secondary goals and plans? |
| ☐ Master Schedule | In which core academic courses do students experience integration?<br>Which teachers have collaboration time focused on alignment and integration?<br>*Those classes should be color-coded to illustrate.* |
| ☐ EIP Presentation | Powerful to have a student co-present.<br>Strong reflection, including telling of story of the school's history and upcoming future. |

| 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 | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe |
| | 52.5% | 47.2% | 96.1% | 98.1% | 73.4% | 19.0% | 43.6% | 8.9% | |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
| | 10.2% | | 0.7% | 88.2% | | | 0.3% | 0.7% | |
| 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 | 20.8% | 16.9% | 37.5% | TBD | TBD | 47.5% | | | 52.5% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 1.0% | 0.6% | | 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 | | | | |

| Indicator | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 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 | 20.0% | 16.7% | 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<br>*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.* | Strengths<br>*What is our site doing well that's leading to improvements in this indicator?* | Challenges<br>*What 1-2 challenges are the most significant barriers to improvements in this indicator?* |
|---|---|---|
| **Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate**<br>*(Analyze these two indicators together)* | 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** *(Analyze these two indicators together)* | 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** *(Analyze these two indicators together)* | 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

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

| | | | |
|---|---|---|---|
| **Integrated Program of Study**<br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | 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. | 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. | 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. |
| **Work Based Learning**<br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness | 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. | Establishing a better tracking system and process for student participation in WBLs so that it is accurately recorded in the district database. | We are hiring a TSA for college and career to oversee WBL opportunities and experiences. |
| **Integrated Student Supports**<br>College and Career Preparation and Support<br>Social-Emotional Skill Development<br>Individual Student Supports<br>Student Input and Validation | Rudsdale has a strong COST team which offers a wide range of supports for students: legal, medical, mental health, probation case management etc. | Rudsdale has under invested in academic counseling. | 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. |

| **2025-2026: YEAR THREE** | |
|---|---|
| **Pathway Strategic Goals** | |
| ***Pathway Quality Strategic 3 Year Goals for 2023-2024 and 2024-2025*** | **Check-in on your previous Goals:**<br><br>-To what extent is the pathway on track for accomplishing these goals this year?<br>-What has supported or hindered progress towards your goal this year? |
| By 2026 we will create and utilize a WBL reflection form and 100% of student will complete it after any type of WBL activity. | 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. |
| By 2026 we will have the CTE Health Pathway coach work with our English teachers to create 6 units around health. | 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 led to more excitement and buy-in from the newcomer teachers. In addition, we have a dedicated TSA who is an expert in project implementation and design to support all teachers. |
| 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. | 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.<br>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. |
| 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. | 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.<br>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. |
| 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. | We are on track to accomplish this goal by 2026. Currently, in the Tech pathway, 5/8 teachers completed Fab Lab design-centered projects<br>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.<br>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 reluctant adult learners. |

| By 2026, the number of students attending the Peralta colleges will increase by 5 to 10% with targeted transition support. | We are on track to accomplish this goal by 2026.<br>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.<br>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 experiences, in order to inspire student interest in attending Peralta colleges to continue their education and skill development. |
|---|---|

| **Pathway Strategic Actions Reflection** | |
|---|---|
| ***2024-2025 Strategic Actions*** | **Reflection on 2024-2025 Strategic Actions**<br>*For the Strategic Actions you set for your previous Pathways:*<br>-Are you on track to accomplish the strategic actions you set to accomplish this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-If you are not on track to accomplish the actions this school year, what might be the reason(s) why? |

| | | |
|---|---|---|
| **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** | 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. |

| | | | |
|---|---|---|---|
| **(Continuation)** | 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 in 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* | | | |
| *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?* | | | |
| **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. | **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 |
| | | | |
| **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. | **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 |
| | | | |
| **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. | **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. |
| | | | |
| **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. | **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 |
| | | | |
| **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. | **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 |
| | | | |
| **Goal #3:** | By 2026, the number of students attending the Peralta colleges will increase by 5 to 10% with targeted transition support. | **New or Revised Strategic** | 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.) |

| | | Strategic Actions for Goal #3 | Invite faculty/staff from Peralta and Chabot as panelists at Career Symposium |
|---|---|---|---|
| By 2026 | | | |
| | | | |

| 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.**

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- 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.)

We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *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.*

*\*\*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.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | **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)

*(protected cells below are to be completed by MN/H staff only)* | **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)

*(protected cells below are to be completed by MN/H staff only)* |
|---|---|---|---|---|---|---|---|---|
| **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) | $114,100.64 | 5825 | Consultant Contracts | | | | | Conditionally Appr… |
| **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) | $30,185.01 | 1105 | Teacher Salaries | TCHR STR ENG | .20 FTE | | | Conditionally Appr… |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Supervisor & Administrative Salaries:**<br>**Hire a College & Career Pathway Coach at .1 FTE.**<br>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.<br>**PCN 2803 - Lauren Hulburd**<br>(Salary & Benefit Costs) | $20,359.46 | 2305 | Supervisor & Administrative Salaries | College & Career Pathway Coach | .10 FTE | | Approved | |
| **Materials and Supplies:**<br>Materials and supplies to support pathway-aligned projects, the fabrication lab, video production space, pathway electives, and pathway/college/career events. | $31,459.23 | 4310 | Materials and Supplies | | | | | Conditionally Appr… |

| 2025-2026 MEASURE H BUDGET | | | | **School: Rudsdale Continuation** |
|---|---|---|---|---|
| *Effective: July 1, 2025 - June 30, 2026* | | | | |
| *Resource 9339* | Allocation* | Total Expended | Total Remaining | **Site #:**            352 |
| **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.*

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 352-3 | Supervisor & Administrative Salaries:<br>Hire a College & Career Pathway Coach at .1 FTE.<br>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.<br>PCN 2803 - Lauren Hulburd<br>(Salary & Benefit Costs) | $20,359.46 | 2305 | Supervisor & Administrative Salaries | College & Career Pathway Coach | .10 FTE | |
| 352-4 | Materials and Supplies:<br>Materials and supplies to support pathway-aligned projects, the fabrication lab, video production space, pathway electives, and pathway/college/career events. | $31,459.23 | 4310 | Materials and Supplies | | | |

| 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 *(from prior years - Carryover Plan)* | $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 |
| **Remaining Amount to Budget** | $0.00 | credit recovery opportunities for students who are behind in credits and off track to graduation. |

| *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.<br><br>**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<br>**For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>**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.**<br><br>- What is the specific expenditure or service type?<br>Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.)<br><br>**If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.**<br>*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.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE & NUMBER | FTE % | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning domain does this support? | **Fully Approved**<br><br>*(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)*<br><br>*(protected cells below are to be completed by MN/H staff only)* | **Conditionally Approved**<br><br>*(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)*<br><br>*(protected cells below are to be completed by MN/H staff only)* |
|---|---|---|---|---|---|---|---|---|---|
| **Teacher Salaries Stipends:**<br>**Extended contracts to support additional programming during summer school for credit recovery and academic enrichment.**<br>The teacher will support 25 students in need of credit recovery during June (outside of the 10-month contractual teacher year).<br>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). | $7,256.46 | 1120 | Teacher Salaries Stipends | | | Whole school | Comprehensive Student Supports | | Conditionally Approved |