

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H- College &
Career Readiness - Commission**

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Board Office Use: Legislative File Info.	
File ID Number	26-0543
Introduction Date	May 5, 2026
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: Ruidsdale Continuation

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Ruidsdale Continuation as “Approved,” with a base allocation of \$294,950.00, and a strategic carryover plan and budget of \$73,335.04, for a total amount not to exceed \$\$368,285.04.

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 H

Attachments

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

Rudsdale Continuation School

Measures N and H 2026-2027 Education Improvement Plan Assessment (Year Four of a Four-Year Cycle)

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.

Rating¹: Fully Approved Approved Conditionally Approved

Strengths:

- The integration of two schools (one continuation and one newcomer) into one pathway: Design Visual Arts Media Arts so that teachers are aligned on practices with support from the TSA.
- Leveraging Dual Enrollment by adding more sections for students

Key Questions:

- The 24-25 strategy aligned, capturing the Work Based Learning experiences, reflection, and activity into the graduation portfolio—will this system still continue?

¹Fully 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

Rudsdale Continuation School

Measures N and H 2026-2027 Education Improvement Plan Assessment

(Year Four of a Four-Year Cycle)

Budget Feedback:

See below

Next Steps for Conditionally Approved Schools: N/A

Criterion: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)

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

Strategic & Aligned

Partially Strategic & Aligned

Unclear Strategy & Alignment

Missing or Non-Compliant

4

3

2

1

The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and 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: 3

Rationale: Provide feedback only if the site receives a score of 3 or below.

As a continuation school that supports general education students as well as a specific newcomer program, Rudsdale provides conditions to meet Tier 3 needs through the contract with BACR to address case management for our at-risk students. It is important to name that this contract addresses specifically the Integrated Support domain in Linked Learning.

Rudsdale Continuation School

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

Criterion: Evidence of Progress and Linked Learning Implementation	
Section to be completed by Measures N and H Staff	
<p>Instructions: Review the Work-Based Learning template, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.</p>	
<p><input checked="" type="checkbox"/> Program of Study</p>	<ul style="list-style-type: none"> ● Develop industry partners to maximize engagement with students and the curriculum (e.g., integration in core academics, PBL) ● Review Pathway Student Learning Outcomes with a Multimedia lens ● Identify the regular day and time for the teachers who are integrating multimedia and college and career staff to collaborate to assess student progress toward Pathway Student Learning outcomes and graduation requirements, design and assess impact of interventions, and to design and implement thematic and standards integration to maximize engagement and content mastery. ● Link course outlines in program of study ● Add an “updated on” in the footer and update this doc annually (rather than creating new ones) ● Strong DE offerings ● Maximize participating in HS Linked Learning PBL PD for course-level projects ● Strong college exploration and community building activities ● Strong advisory program and personalized supports
<p><input checked="" type="checkbox"/> Work-Based Learning Plan</p>	<ul style="list-style-type: none"> ● WBL benchmarks are integrated across grade levels/trimesters ● Many opportunities for students to earn industry-aligned certifications ● Include specific industry partners and how they engaged in WBL with students ● To further engage with industry partners, consider using Pathful's career-readiness and exploration platform for virtual guest speakers, career exploration visits, and other virtual WBL experiences.
<p><input checked="" type="checkbox"/> Master Schedule</p>	<ul style="list-style-type: none"> ● Master schedules submitted and one color code used (yellow) ● Not clear on which core academic courses and sections are cohorted and aligned to specific pathway (Oldcomer, Newcomer, SpEd and Combo) ● Looks like the CTE courses are Multimedia Arts and Adv Multimedia Production 1? ● Which academic courses (ELA, History, Math and/or Science) and teachers are integrated into your pathway by grade level ● Challenging to determine by grade level because some sections have multiple courses, such as Gleason in Block B has English 1, 2 and 4 assigned to that one section ● Not clear which teachers share common collaboration/planning period, especially teachers who are a member of a specific pathway?

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$294,950.00	\$294,950.00	\$0.00

**Alternative Ed Schools Funding Formula (revised 4/21/2026): "Funding for 2026-27 is based on the highest second-semester enrollment count of Oakland residents in 2024-25, multiplied by the per-pupil amount of \$850."*

School: Rudsdale Continuation School

Site #: 352

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME	Row Number
352-1	<p>Consultant Contract: Bay Area Community Resources (BACR)</p> <p>BACR will provide targeted, trauma-informed legal advocacy and violence-prevention services for justice-involved, newcomer, unaccompanied, and undocumented students. Core tasks include attending and advocating at court hearings, coordinating with legal and immigration systems, providing referrals and documentation support, facilitating conflict resolution and safety interventions, and collaborating with the school's COST and safety teams to align services, reduce justice system involvement, improve attendance, and increase graduation outcomes. This expenditure will impact the entire school as this role will support the overall culture and climate of the school, yielding positive academic and social outcomes. Includes Admin fees</p>	\$86,457.74	5825 - Consultant Contract	Consultant Contract				1
352-2	<p>Teachers Salaries: Hire a Teacher as a Pathway Lead at .25 FTE for pathway curriculum integration.</p> <p>The pathway lead will work with all teachers to integrate our 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 leads' 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.</p> <p>This portion of the FTE is above and beyond the central base allocation of .2 FTE, and GSP Grant .55 FTE PCN 11127 - Jessica Wan (Salary & Benefits Costs)</p>	\$36,255.00	1105 - Teacher Salaries	Teacher Salaries	Teacher	0.25		2
352-3	<p>Teachers Salaries: Hire a CTE teacher to offer pathway courses at .50 FTE.</p> <p>The pathway teacher will instruct our pathway sequence (capstone and concentrator courses) and pathway-aligned dual enrollment classes for all of our students. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The pathway teacher will provide students with career, academic and soft skills that are needed for the modern workplace, college and general postsecondary success. The pathway teacher will also work to ensure their curriculum is up to date and relevant with today's Design, Visual Arts, and Media industry standards.</p> <p>This portion of the FTE is above and beyond the central base allocation of .30 FTE and .20 FTE from Prop 28. PCN 11119 - Erik Phillip (Salary & Benefits Costs)</p>	\$48,488.00	1105 - Teacher Salaries	Teacher Salaries	Teacher	0.50		3

352-4	<p>Consultant Contract</p> <p>Contract with the Oakland Public Ed Fund to process and pay-out the Student Stipends for participating in work based learning internships and dual enrollment program. This money will be distributed through the Oakland Public Education Fund and the money will be used to issue student stipends for internships and completion of dual enrollment programming coordinated in partnership with the pathway and the afterschool program. This funding directly benefits Pathway students by providing them with real world experience directly related to their pathway and increasing their access to career readiness opportunities. With these funds we hope to serve approximately 80 students.</p> <p>Contract not to exceed \$48,000, inclusive of student stipends and administrative fees.</p>	\$48,000.00	5825 - Consultant Contract	Consultant Contract				4
352-5	<p>Teacher Salary Stipends: Extended Contracts</p> <p>Extended contracts for teachers to participate in curriculum coaching and extra planning time to collaborate and integrate the design, visual arts and media standards into the core curriculum. This expenditure will impact the whole school as it will increase coherence of our new pathway.</p> <p>Teachers will be paid at the approved Extended Contract rate, plus 25% for benefits costs, not to exceed \$50,000.</p>	\$50,000.00	1120 - Teacher Salaries Stipends	Teacher Salaries Stipends				5
352-6	<p>Teacher Salaries Stipends: To pay for additional summer school teachers to support credit recovery and language development for pathway students</p> <p>This expenditure will impact the whole school as it will increase coherence of our new pathway.</p> <p>Teachers will be paid at the approved Per Diem rate, plus 25% for benefits costs, not to exceed \$25,749.26</p>	\$25,749.26	1120 - Teacher Salaries Stipends	Teacher Salaries Stipends				6
352-7								7
352-8								8
352-9								9
352-10								10
352-11								11
352-12								12
352-13								13
352-14								14
352-15								15
352-16								16
352-17								17
352-18								18
352-19								19
352-20								20
352-21								21
352-22								22
352-23								23
352-24								24

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 "as of 1/27/2025" (Optional)	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data "as of 1/15/2026 (Optional)	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	35.4%	40.9%	40.0%	66.1%	N/A	40.0%	48.2%	N/A	40.0%	TBD	40.0%
Graduation Rate: Non-Cohort (Continuation)*	39.3%	50.0%		66.8%	12.7%		52.1%	N/A		N/A	
Four-Year Cohort Dropout Rate	31.4%	22.2%	26.0%	10.4%	N/A	26.0%	25.5%	N/A	26.0%	TBD	26.0%
A-G Completion Rate (12th Grade Graduates)	1.8%	3.8%		5.9%	N/A		3.3%	N/A		TBD	
Course Completion Rate (Continuation)*	58.5%	64.4%		57.4%	N/A		60.9%	N/A		N/A	
On Track to Graduate - 9th Graders	13.5%	26.2%		TBD	18.2%		7.7%	0.0%		TBD	
9th Graders meeting A-G requirements	13.5%	23.8%		TBD	66.7%		7.7%	0.0%		TBD	
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%	5.2%	5.2%	31.9%	TBD	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%	8.6%	11.9%	11.0%	TBD	11.0%
Percentage of 10th-12th grade students in Linked Learning pathways	15.0%	73.3%	100.0%	100.0%	100.0%	100.0%	96.9%	98.4%	100.0%	TBD	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%		0.5%	0.7%		TBD	
CTE Participation (Continuation)*	17.9%	22.0%		7.0%	0.0%		33.3%	N/A		28.8%	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.8%	16.9%	37.5%	13.7%	N/A	47.5%	9.2%	N/A	52.5%	TBD	52.5%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	1.0%	0.6%		0.9%	N/A		0.0%	N/A		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)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	41.2%	34.8%	50.0%	76.9%	N/A	55.0%	78.9%	N/A	60.0%	TBD	60.0%
Graduation Rate: Non-Cohort (Continuation)*	27.0%	32.4%		62.8%	22.7%		71.0%	N/A		N/A	
Four-Year Cohort Dropout Rate	35.3%	13.0%	30.0%	0.0%	N/A	25.0%	5.3%	N/A	20.0%	TBD	20.0%
A-G Completion - 12th Grade (12th Grade Graduates)	0.0%	0.0%		0.0%	N/A		0.0%	N/A		TBD	
Course Completion Rate (Continuation)*	50.6%	50.4%		55.2%	N/A		58.5%	N/A		N/A	
On Track to Graduate - 9th Graders	TBD	TBD		TBD	TBD		TBD	0.0%		TBD	
9th Graders meeting A-G requirements	TBD	TBD		TBD	TBD		TBD	0.0%		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%	7.1%	5.7%	60.0%	TBD	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%	2.4%	8.6%	6.0%	TBD	6.0%
Percentage of 10th-12th grade students in Linked Learning pathways	31.7%	83.8%	100.0%	100.0%	100.0%	100.0%	95.0%	97.1%	100.0%	TBD	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%		0.0%	0.0%		TBD	
CTE Participation (Continuation)*	22.2%	6.1%		17.2%	0.0%		35.0%	N/A		17.1%	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	16.7%	40.0%	18.5%	N/A	55.0%	0.0%	N/A	70.0%	TBD	70.0%

College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	0.0%	0.0%	3.7%	N/A	0.0%	N/A	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 <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>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>			Challenges <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>				
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	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 Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments 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 College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports 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:					
		-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?					
By 2027 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 2027 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 2027, 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. 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 2027 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. 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 2027 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. 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 reluctant adult learners.
By 2027, 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. 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 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 <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?
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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 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		
<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.	<p>New or Revised Strategic Actions for Goal #1</p> <p>Designate staff member to input WBL data into Aeries</p> <p>By 2026, 100% of all graduating seniors will have completed 2 WBL experiences and filled out the WBL reflection form.</p> <p>Create note catcher for students to fill out during Peralta visits to support WBL reflection process</p>
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.	<p>New or Revised Strategic Actions for Goal #2</p> <p>Each teacher will work with Pathway Lead/TSA to execute their pathway-aligned unit.</p> <p>Each teacher will collaborate with a department peer to receive feedback on their pathway-aligned unit.</p> <p>Each teacher will attend PD to support the planning of their pathway-aligned units</p>
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.	<p>New or Revised Strategic Actions for Goal #3</p> <p>(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.</p> <p>Assess all graduating Rudsdale seniors' post-secondary plans, included in their graduation portfolio, and host 1 college transition workshop each trimester.</p> <p>By 2026, increase the number of dual enrollment courses offered at Rudsdale during the school day and after school to at least 4.</p>
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.	<p>New or Revised Strategic Actions for Goal #1</p> <p>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.</p> <p>Designate a staff member to administer the reflection form on each trip</p> <p>Develop intentional connections with Peralta departments offering in-demand careers in the state of California</p>
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.	<p>New or Revised Strategic Actions for Goal #2</p> <p>All academic core teachers will work with Pathway Lead/TSA or Admin to execute their pathway-aligned unit.</p> <p>Each academic core teacher will collaborate with a department peer to receive feedback on their pathway-aligned unit</p> <p>Allocate collaboration and planning time throughout the year for teachers to implement pathway themes</p>
Goal #3: By 2026	By 2026, the number of students attending the Peralta colleges will increase by 5 to 10% with targeted transition support.	<p>New or Revised Strategic Actions for Goal #3</p> <p>Designate staff member to update district-wide postsecondary data tracker</p> <p>Offer at least 2 college/CTE exploration workshops per trimester (College 101, Cash for College, college application/registration, etc.)</p> <p>Invite faculty/staff from Peralta and Chabot as panelists at Career Symposium</p>

<p>BUDGET JUSTIFICATION</p> <p>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.</p> <p>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</p> <p>(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)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved</p> <p>(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)</p> <p><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>	\$31,459.23	4310	Materials and Supplies					Conditionally Approved
2026-2027: YEAR FOUR								
Pathway Strategic Goals								
By 2027 we will create and utilize a WBL reflection form and 100% of student will complete it after any type of WBL activity.								
By 2027 we will have the CTE Health Pathway coach work with our English teachers to create 6 units around health.								
By 2027, 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.								

By 2027 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.

By 2027 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.

By 2027, the number of students attending the Peralta colleges will increase by 5 to 10% with targeted transition support.

Budget Expenditures
Effective July 1, 2026 - June 30, 2027

2026-27 Pathway Budget						
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.						
We encourage you to refer to this list of 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>						
<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>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required. <i>(protected cells below are to be completed by MN/H staff only)</i>
Consultant Contract: Bay Area Community Resources (BACR)						
\$86,457.74	5825 - Consultant Contract	Consultant Contract				Approved
Teachers Salaries: Hire a Teacher as a Pathway Lead at .25 FTE for pathway curriculum integration.						
\$36,255.00	1105 - Teacher Salaries	Teacher Salaries	Teacher	0.25		Approved
Teachers Salaries: Hire a CTE teacher to offer pathway courses at .50 FTE.						
\$48,488.00	1105 - Teacher Salaries	Teacher Salaries	Teacher	0.50		Approved
Consultant Contract						
\$48,000.00	5825 - Consultant Contract	Consultant Contract				Approved

<p>Teacher Salary Stipends: Extended Contracts</p> <p>Extended contracts for teachers to participate in curriculum coaching and extra planning time to collaborate and integrate the design, visual arts and media standards into the core curriculum. This expenditure will impact the whole school as it will increase coherence of our new pathway.</p> <p>Teachers will be paid at the approved Extended Contract rate, plus 25% for benefits costs, not to exceed \$50,000.</p>	<p>\$50,000.00</p>	<p>1120 - Teacher Salaries Stipends</p>	<p>Teacher Salaries Stipends</p>				<p>Approved</p>
<p>Teacher Salaries Stipends:</p> <p>To pay for additional summer school teachers to support credit recovery and language development for pathway students</p> <p>This expenditure will impact the whole school as it will increase coherence of our new pathway.</p> <p>Teachers will be paid at the approved Per Diem rate, plus 25% for benefits costs, not to exceed \$25,749.26</p>	<p>\$25,749.26</p>	<p>1120 - Teacher Salaries Stipends</p>	<p>Teacher Salaries Stipends</p>				<p>Approved</p>

2025-2026 MEASURE H STRATEGIC CARRYOVER PLAN								
For Fiscal Year: July 1, 2026 - June 30, 2027								
Name of School Site		Rudsdale Continuation School				Site #	352	
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$73,335.04	In the box below, please indicate why you decided to allocate Strategic Carryover:						
Total Budgeted Amount	\$73,335.04	We were unable to spend all of our funds in 25-26; we also anticipated needing additional funds in 26-27 due to districtwide budget cuts.						
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.							
BUDGET JUSTIFICATION								
<p>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>We encourage you to refer to this list of 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>								
Teacher Salary Stipends: Extended Contracts								
Extended contracts for teachers to participate in curriculum coaching and extra planning time to collaborate and integrate the design, visual arts and media standards into the core curriculum. This expenditure will impact the whole school as it will increase coherence of our new pathway. Teachers will be paid at the approved Extended Contract rate, plus 25% for benefits costs, not to exceed \$51,314.04		\$51,314.04	1120 - Teacher Salaries Stipends	Teacher Salaries Stipends				Approved
TSA Salaries: Hire a TSA at .15 FTE.								
The TSA will provide instruction for an elective dual enrollment class for all of our students. The TSA will provide students with career, academic and soft skills that are needed for the modern workplace, college and general postsecondary success. This portion of the FTE is above and beyond central base allocation. The position is also funded by .3 College and Career Access Grant and .55 Golden State Pathways Grant PCN 11190 - Natalie Lizardo (Salary & Benefits Costs)		\$22,021.00	1119 - Teacher on Special Assignment School	Teacher on Special Assignment School	TSA	0.15		Approved

Approval
Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. Conditionally approved means that a Measure H Justification Form is required.

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

Rudsdale - RAAD Program of Study 10-12 2026-27

Industry Sector: Multi Media

Industry Partners:

Post-Secondary Partners: Peralta Colleges

Community-Based Partners: BACR, EBAC, EBC

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway?		
Pathway COP Meeting Time:	Continuation School Program of Study		Pathway Student Learning Outcomes
<p style="text-align: center;">Academic Core Student Cohort Integrity <i>Course all students take</i></p> <p>(Replace with course names linked to course descriptions)</p>	<p>Grade level meeting time:</p> <p>English 1,2,3 Multi Media CTE & 4 Integrated Math 1 & Integrated Math 2 US History, World History, Economics, and American Government Biology & Physics (or Med/Chem)</p>		
<p>Technical Core/Theme (CTE Sequence) CTE Course Resources</p>	[Link Course Description] Multi Media	[Link Course Description] Changing Hearts and Minds: English and Digital Media Arts	[Link Course Description] Advanced Multi Media
<p>Integration Types (include description) <i>What will be true across the pathway cohort classes?</i></p> <ul style="list-style-type: none"> - Practice - Skills - Projects (see row below) - Events (WBL) 	<ul style="list-style-type: none"> ● Using the Design Process ● Multimedia design elements (ex: Adobe Express, Canva, audio and/or video editing) ● 21st Century Skills (4 C's: Communication, Collaboration, Critical Thinking, Creativity) 		
<p>Dual Enrollment [Link to Dual Enrollment]</p>	<p>Courses requested for 2026-27: CIS 205: Computer Literacy ESOL 286: English for Job Search ESOL 287: English for Customer Service COUN 207A: Career Exploration Dance 93 Salsa II Counseling 57: Career & Life Planning COPED 450: Work Experience:</p>		
<p>Integrated Projects/ Common Performance Assessments</p>	<p>All core content teachers are required to have at least 1 multimedia project as part of their curriculum. However, because we don't have grade level cohorts in continuation schools, integrated projects are not possible.</p>		
<p>Defenses or Capstones</p>	<p>Graduation Portfolio with Presentation Defense in last trimester Project Based Learning</p>		
<p>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:</p> <ul style="list-style-type: none"> ● Communication ● Collaboration ● Critical Thinking ● Creativity <p>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.</p>			

Rudsdale - RAAD Program of Study 10-12 2026-27

Industry Sector: Multi Media

Industry Partners:

Post-Secondary Partners: Peralta Colleges

Community-Based Partners: BACR, EBAC, EBC

Other Courses / Electives	PE Bike Hub - Apprenticeship Adv Sports - Soccer	Certifications
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	STOMP (Student of the Marking Period) Recognition Assemblies Fall and Spring Graduation Cultural Celebrations Soccer Team	
Work Based Learning [reference documents: WBL Continuum	<i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i> Work Based Learning Plan - Rudsdale 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 College Exploration Visits Internships (on/off site)	
Student Leadership, including CTSO	Student Leadership Elective Peer Wellness Leadership Elective	
Summer Learning (Summer Bridge, summer learning, credit recovery)	Summer Credit Recovery	
College Awareness & Exploration College and Career Readiness Classroom Framework	All students will have at least 2 opportunities to attend college visits each year - UCs, CSU and Community Colleges Additional 4-8 opt-in trips to local colleges, businesses and trade schools annually	
Community Building and Motivational Activities and Trips	Attendance Reward Trip to Great America Exploratorium Trip Academy of Science Trip Oakland Museum LGBTQ+ Trip	
Advisory	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 during specific English blocks.. 	

Rudsdale - RAAD Program of Study 10-12 2026-27

Industry Sector: Multi Media

Industry Partners:

Post-Secondary Partners: Peralta Colleges

Community-Based Partners: BACR, EBAC, EBC

	<ul style="list-style-type: none"> • 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 on SEL during academic classes by offering check-in circles and other supports. Students check-in four days a week with their advisory teacher, who conducts 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: support students with any legal issues (ie: Juvenile Justice, Immigration) • Social Workers: support students with housing needs, safety needs, , immigration resources, counseling services • College counselors: meet with all students to complete FAFSA, college & job applications 	
Use of expanded learning time (before or after school)	Students have the opportunity to take 5-8 electives in our after school program each trimester. Classes rotate to meet credit needs of students and their interests. Examples include: weight lifting, videography, drivers-ed and music.	

Work-Based Learning Lead: _____ Natalie Lizardo _____ Pathway Name: _____ Art & Design _____

Collaborators: _Jessica Wan, Beto Salcedo, Yasmin Arreola _____

Central Resources

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

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. Increase the exposure to college and careers that our students have access to
2. Increase the number of meaningful internships
3. Build more pathways into OUSD workforce

Calendaring [Benchmark Aligned 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*

Hosted/ Organized	Tri 1 8/10-10/30	Tri 2 11/2-2/19	Tri 3 2/22-5/27
OUSD/ HSLLO	10/1 Manufacturing Day @ Laney (WBL 605) 10/8 Skilled Trades Fair @ CMTC (WBL 605)	11/5 SOARs Day @ Laney (WBL 607) January: Healthcare Careers Conference (WBL 605)	March: Highway 2 Work (WBL Code TBD) <i>*Target: Graduating seniors</i> April: Discovery Day @ COA (WBL 607) April Skilled Trades Fair @ CMTC (WBL 605)

Peralta DE	<p>Dual Enrollment courses:</p> <ul style="list-style-type: none"> ● CIS 205: Computer Literacy (WBL 613) ● COPED 450: Work Experience (WBL 610, 611, 612) <ul style="list-style-type: none"> ○ <i>*Target: Working students</i> ● COUN 207A: Career Exploration 	<p>Dual Enrollment courses:</p> <ul style="list-style-type: none"> ● COPED 450: Work Experience (WBL 610, 611, 612) <ul style="list-style-type: none"> ○ <i>*Target: Graduating seniors</i> 	<p>Dual Enrollment courses:</p> <ul style="list-style-type: none"> ● COPED 450: Work Experience (WBL 610, 611, 612) <ul style="list-style-type: none"> ○ <i>*Target: Graduating seniors</i> ● COUN 57: Career & Life Planning (WBL 611, 612) <ul style="list-style-type: none"> ○ <i>*Target: Graduating seniors</i>
CTE @ Rudsdale	<p>Industry Feedback on Student Projects (WBL 602) <i>*Target: Students in Multimedia class</i></p>	<p>Industry Feedback on Student Projects (WBL 602) <i>*Target: Students in Multimedia class</i></p>	<p>Industry Feedback on Student Projects (WBL 602) <i>*Target: Students in Multimedia class</i></p>
Non-CTE @ Rudsdale	<p>Resumes & Cover Letters (WBL 614) <i>Target: Seniors in Grad Seminar Classes</i></p> <p>Informational Interviews (WBL 603) <i>Target: ELLs in ELD 4</i></p> <p>Mentoring Relationships (WBL 606) (Stop The Bleed & First Aid/CPR training) <i>Target: ELLs in Biology</i></p>	<p>Resumes & Cover Letters (WBL 614) <i>Target: Seniors in Grad Seminar Classes</i></p> <p>Informational Interviews (WBL 603) <i>Target: ELLs in ELD 4</i></p> <p>Mentoring Relationships (WBL 606) (Stop The Bleed & First Aid/CPR training) <i>Target: ELLs in Biology</i></p>	<p>Resumes & Cover Letters (WBL 614) <i>Target: Seniors in Grad Seminar Classes</i></p> <p>Informational Interviews (WBL 603) <i>Target: ELLs in ELD 4</i></p> <p>Mentoring Relationships (WBL 606) (Stop The Bleed & First Aid/CPR training) <i>Target: ELLs in Biology</i></p>
College & Career Center	<p>Mock Interview Day (WBL 612)</p> <p>Ongoing Financial Aid applications (G04) <i>Target: Students graduating in November</i></p> <p>Ongoing job applications/resumes/onboarding supports (614)</p>	<p>Guest Speaker (WBL 600): Financial Literacy Workshops with Financial Advisor from bank or credit union)</p> <p>Stop the Bleed Certification (699?) by Mentoring in Medicine & Science</p> <p>Ongoing Financial Aid applications (G04) <i>Target: Students graduating in February & May</i></p> <p>Ongoing job applications/resumes/onboarding supports (614)</p> <p>Elective classes:</p> <ul style="list-style-type: none"> ● Food Handler Certification (WBL 651) ● Drivers License (699?) 	<p>Career Day (WBL 601)</p> <p>Ongoing Financial Aid applications (G04) <i>Target: Students graduating in May</i></p> <p>Ongoing job applications/resumes/onboarding supports (614)</p>

General Roles/Responsibilities:

Person or Position	Responsibilities
Natalie	- WBL liaison, CCRS, DE coordinator, co-planning, execution of activities
Jessica Wan	- CTE lead at Rudsdale, feedback and co-planning
Carmelita Reyes	- Principal, feedback and final say
Beto Salcedo	- Transition specialist, feedback, co-planning, execution of activities

Next Steps in Plan Development / Implementation:

- By 4/15: Solidify dates for events and activities
- By 5/1: Receive feedback by WBL & CCC teams
- By 5/15: Email final calendar to leadership team

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	<ul style="list-style-type: none"> ● Peer Wellness Mentor ● MIMS ● Highland Hospital Bridge Clinic Tour ● HEPPAC Tour ● EBMUD Wastewater Careers Tour ● Oakland Zoo Veterinary Hospital Tour ● 3rd Annual First Responders Career Fair - SF ● Healthcare Career Conference @ Life Academy ● Ascensions Health Pathway Institute Community Heathworker Cohort Visit 	<ul style="list-style-type: none"> ● MIMS ● HEPPAC (HIV Education Project of Alameda County) 	<ul style="list-style-type: none"> ● Peer Wellness Mentors ● MIMS ● Barbering Program @ Dewey Afterschool ● ACAB/NABA Accounting Workshops 	<ul style="list-style-type: none"> ● MIMS ● HEPPAC - Substance Use Navigator Trainee ● Syringe Services Program w/ MIMS ● Highland Hospital Bridge Clinic- Substance Use Navigator Trainee ● Bay EMT (2 students enrolled)
11th	<ul style="list-style-type: none"> ● Peer Wellness Mentor ● MIMS ● Highland Hospital Bridge Clinic Tour ● HEPPAC Tour ● EBMUD Wastewater Careers Tour 	<ul style="list-style-type: none"> ● MIMS ● HEPPAC (HIV Education Project of Alameda County) 	<ul style="list-style-type: none"> ● Peer Wellness Mentors ● MIMS ● Barbering Program @ Dewey Afterschool ● ACAB/NABA Accounting Workshops 	<ul style="list-style-type: none"> ● MIMS ● HEPPAC - Substance Use Navigator Trainee ● Syringe Services Program w/ MIMS ● Highland Hospital Bridge Clinic- Substance Use Navigator Trainee ● Bay EMT (2 students enrolled)

	<ul style="list-style-type: none"> • Oakland Zoo Veterinary Hospital Tour • 3rd Annual First Responders Career Fair - SF • Healthcare Career Conference @ Life Academy • Ascensions Health Pathway Institute Community Heathworker Cohort Visit 			
12th	<ul style="list-style-type: none"> • Peer Wellness Mentor • MIMS • Highland Hospital Bridge Clinic Tour • HEPPAC Tour • EBMUD Wastewater Careers Tour • Oakland Zoo Veterinary Hospital Tour • 3rd Annual First Responders Career Fair - SF • Healthcare Career Conference @ Life Academy • Ascensions Health Pathway Institute Community Heathworker Cohort Visit 	<ul style="list-style-type: none"> • MIMS • HEPPAC (HIV Education Project of Alameda County) 	<ul style="list-style-type: none"> • Peer Wellness Mentors • MIMS • Barbering Program @ Dewey Afterschool • ACAB/NABA Accounting Workshops 	<ul style="list-style-type: none"> • MIMS • HEPPAC - Substance Use Navigator Trainee • Syringe Services Program w/ MIMS • Highland Hospital Bridge Clinic- Substance Use Navigator Trainee • Bay EMT (2 students enrolled)

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

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Draft Master Schedule 2026-27

Teacher Name	Pathway	Room	Block A	Advisory	Block B	Block C	Wed Workshop		Wed Workshop 2.5 Credits only
Roxanna Lenton	Oldcomer	206	Physics	Yes	Bio	Physics	PE 2 (Lenton, Agustin)		PE 1: Soccer
Jonathan Rice	Oldcomer	218	Eng 1,2,4	Yes	Eng 1/2/3/4 Literacy Support	Eng 1/2/3/4 Literacy Support	Study Hall 2 for failed grad seminar (Molly/Rice)		PE 2: (Lenton, Agustin)
Nick Palmquist	Oldcomer	217	US History	Yes	US History	US History	PE 1: Soccer		PE 3: (Nguyen, G)
Sean Gleason	Oldcomer	213	Eng 1,2,4	Yes	Eng 1,2,4	Grad Writing Seminar	Apenticeship: Biking		Adv Multimedia Production OR Dual Enrollment 1 (Rose)
Alfredo Gutierrez	Oldcomer	222	World Hist	Yes	World Hist	World Hist	PE 3 (Nguyen, G)		Adv Multimedia Production OR Dual Enrollment 2 (Phillip)
Rose Houglet	Oldcomer	216	Gov/Econ	Yes	Gov/Econ	Gov/Econ	Adv Multimedia Production OR Dual Enrollment		Adv Multimedia Production OR Dual Enrollment 3 (Felix)
Erik Phillip	Oldcomer/ pathway	Library	Eng 3: Changing Hearts and Minds: English and Digital Media Arts	Yes	Eng 3: Changing Hearts and Minds: English and Digital Media Arts	CTE Adv Multimedia Production	Adv Multimedia Production 1 OR Dual Enrollment		Adv Multimedia Production OR Dual Enrollment 4 (Natalia) or Yoga
Julian Felix	Oldcomer/ pathway	405	Multi-Media Arts	Yes	Grad Writing Seminar	Multi-Media Arts	Adv Multimedia Production 2 OR Dual Enrollment		Apenticeship: Biking (Sean)
Eric Finkelman	Oldcomer	219	Integrated Math 1/2	Supports Wan	Grad Senminar Support	Grad Senminar Support	Study Hall 1 (Finkel, Megan)		Music (Abby)
									Leadership 1 (Wan/Cory)
Teacher Name	Pathway	Room	Block A	Advisory	Block B	Block C	Wed Elective		Leadership 2 Peer Wellness w/ Daniel

Draft Master Schedule 2026-27

Teacher Name	Pathway	Room	Block A	Advisory	Block B	Block C	Wed Workshop		Wed Workshop 2.5 Credits only
Abraham Falk-Rood	Newcomer	130	Eng 1/2/3 newcomer asst	Yes	Eng 1/2/3 newcomer asst	Eng 1/2/3 newcomer asst	Music		Study Hall 1 (Finkel, Megan)
Molly Lawrence	Newcomer	122	RO support to build capacity for language rich supportive instruction	Yes	Eng 4 = Grad Writing Seminar (with Americorp)	Eng 1/2/3/4 Literacy Support	Study Hall 2 for failed grad seminar (Molly/Rice)		Study Hall 2 for failed grad seminar (Molly/Rice)
Natalia Vyalykh	Newcomer	123	Gov / Econ	Yes	Eng 1/2/3/4 Literacy Support	Gov / Econ	Adv Production:		
Cory Henrickson	Newcomer	129	Med Chem/ Bio	Yes	Med Chem/ Bio	PE	Leadership (Wan/Cory/Rice)		
Agustin Ruvalcaba	Newcomer	128	PE	Yes	World / US	World / US	PE 2 (Lenton, Agustin)		
Nicholas Nguyen	combo	501	Integrated Math 1/2 & SEI	Yes	Integrated Math 1/2 & SEI	Integrated Math 1/2 & SEI	PE 3 (Nguyen, G)		
Teressa Coenen	Literacy			Yes			Leadership 2 Peer Wellness w/ Daniel		
Jessica Wan	Oldcomer	219		Yes			Leadership 1 (Wan/Cory)		
Megan Susman	Sped	502		Yes			Study Hall 1 (Finkel, Megan)		