Measure N - College & Career Readiness - Commission

Jason Gumataotao, Chairperson
jason@ibew595.org

Louise Waters, Vice Chair
louise.bay.waters@gmail.com

James Harris, Member
james@510media.com

Marc Tafolla, Member
marctafolla@gmail.com

Katy Nuñez-Adler, Member
katynunez.adler@gmail.com

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Memo

To   Measure N Commission

From   Matin Abdel-Qawi, High School Network Superintendent

Board Meeting Date   _____

Subject   2022-2023 Measure N Education Improvement Plan and Assessment
Services For: Coliseum College Preparatory Academy

Action Requested and Recommendation   Adoption by the Measure N – College and Career Readiness Commission of the 2022-2023 Education Improvement Plan and Assessment for Coliseum College Preparatory Academy as "Fully Approved" in an amount not to exceed $232,900.00.

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

Attachments

- 2022-2023 Measure N Education Improvement Plan
- 2022-2023 Measure N Education Improvement Plan Assessment

2022-2023 MEASURE N BUDGET

Effective July 1, 2022-June 30, 2023

School: COLISEUM COLLEGE PREP ACADEMY

Resource	Allocation	Total Expended	Total Remaining
Measure N	$232,900.00	$232,900.00	$0.00

Site #: 232

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
232-1	Teacher Salaries Stipends: Extended Contracts to pay teachers for participating in Intersession. Intersession is providing a supplemental/ additional mastery assignment and coordinated support spaces for students who would otherwise receive an F in their fall course. This is additional time at school from 4-6 hours a day for a month. The extended contracts also fund teachers to support additional opportunities for students to participate in Dual Enrollment, Summer School - June, 2023, Credit Recovery, and Additional Academic support for students. The target number of students served will vary based on how many students are in need of credit recovery. Includes Salary and Benefit Costs; exact number of teachers and hours to be worked will be determined prior to Intersession.	$55,000.00	1120	Teacher Salaries Stipends			Community Leadership and Innovation Pathway
232-2	Books-Other Than Textbooks: Purchase Books for the 10th-12th grade pathway students enrolled in Dual Enrollment courses to provide student access to dual enrollment necessities. Vendors vary based on class and may be Laney Bookstore, Amazon or another vendor that sell books required for college classes.	$9,666.00	4200	Books-Other Than Textbooks			Community Leadership and Innovation Pathway
232-3	Supplies & Materials for Computer Science: supplies for the units to be developed by teachers this summer. In the past they have been technology kits, robot parts, computers and associated supplies.	$12,000.01	4310	Supplies & Materials			Community Leadership and Innovation Pathway
232-4	Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) 2022 Summer Internship Program. ECCCO will provide the opportunity for approximately 25 students to experience college and career options. The stipends for students are paid through the Oakland Public Ed Fund, but the program is administered by the High School Linked Learning Office. Internships provide pathway students the opportunity to apply their problem solving and project management skills in a real environment with real problems. This deepens their learning and value for their skills. Additionally, internships build students motivation to grow into the field they are interning within. Administrative costs included.	$10,000.00	5825	Consultant Contract			Community Leadership and Innovation Pathway

232-5	Computer Science Pathway Teacher at 1.0 FTE to teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 7399	$79,376.36	1105	Teacher Salary	Computer Science Pathway Teacher	1.00 FTE	Community Leadership and Innovation Pathway
232-6	Computer Science Pathway Teacher at 1.0 FTE to teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 8576	$66,857.63	1105	Teacher Salary	Computer Science Pathway Teacher	1.00 FTE	Community Leadership and Innovation Pathway

School:	COLISEUM COLLEGE PREP ACADEMY		Site #:	232

Pathway Name: **Community Leadership & Innovation Pathway**

School Description

Coliseum College Prep Academy (CCPA) is a small school in East Oakland serving grades 6-12. Our primary commitment is to serve the students of the surrounding community by providing a high-quality secondary school option in the Coliseum neighborhood. We strive to create a college-going culture beginning in middle school that acknowledges the magnitude of the task at hand. We couple our academic program with parent programs that aim to engage, support, and educate. CCPA's academic program is split into three divisions, each with a distinct purpose and corresponding structure to support that purpose. Division 1 (grades 6-7) has the goal of rapid academic growth. To achieve our goal of every student on grade level in English and Math by 8th grade, our Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day until 5pm. Division 2 (grades 8-10) is our traditional secondary school structure, with an emphasis on college preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to complete the majority of their A-G requirements during this period. Students are also offered intensive intervention in math and language during the school day. Division 3 (grades 11-12) offers students four core courses at CCPA that are paired with community college classes and/or professional internships in the community so that students graduate with both college credits and real-world experience. Recognizing the barriers that low-income and first generation students face in applying, matriculating and graduating from college, CCPA dedicates one hour per week during junior and senior year for a College Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going process. At the end of 12th grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained support, coupled with ongoing family communication and 1:1 meetings with students, has increased our students' college application rate to almost 100%. CCPA educates students to become successful in our pathway and on our capstone:https://sites.google.com/ousd.org/ccpa-senior-capstone-2018-19/home. The Community Leadership and Innovation Pathway (CLIP) will provide students with access to an innovative social justice and technology focused pathway within the Information and Communication Technology (Software and Systems Development) industry sector. CLIP will enable CCPA to empower students as problem solvers and innovators in our community and beyond. CLIP will provide CCPA students with new access and opportunities in the rapidly changing tech field, which has not historically engaged communities of color. Ultimately, our goal is to support CCPA students with the tools and broadened perspective to become agents of change in East Oakland and thrive in college. CLIP students will grow into collaborative, empathetic, problem solving, creative thinkers with the design, engineering, and technology skills critical to build real-life solutions that address community needs. To make our students successful in our pathway, CCPA builds problem solving and thinking skills throughout our school begining in D1 robotics and makespace and weaving through core classes focused on both community/ ethnic studies and technology skills.

School Mission and Vision

Coliseum College Prep Academy is dedicated to providing all of our students with a challenging and relevant education that prepares them for entry to UC and CSU schools. Students will leave Coliseum College Prep with the skills and knowledge necessary to pursue their vision for the future and confident in their ability to do so. We are committed to delivering a program that meets each learner's unique needs, capitalizes on their passions, connects their learning to the real world, and requires students to demonstrate what they know and are able to do.
The individualized plans inherent in Make the Road are the cornerstone of this vision.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Inclusion	% SPED Mod-Severe
	48.1%	51.9%	97.5%	95.0%	30.8%	28.2%	13.0%	6.0%	3.0%

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	14.0%	0.0%	2.9%	79.4%	0.4%	0.2%	1.7%	0.0%	

Target Student Population	Which student population will you focus on in order to reduce disparities?	Black Students

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	89.1%	98.4%	94.0%	95.3%	90.0%	Not Available	95.0%
Four-Year Cohort Dropout Rate	3.1%	0.0%	1.0%	0.0%	1.0%	Not Available	0.0%
A-G Completion	93.1%	93.8%	96.0%	81.7%	90%	Not Available	95%
On Track to Graduate- 9th Grade	75.0%	76.1%	80.0%	84.50%	85.0%	Not Available	95.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	9.4%	7.3%	15.0%	10.0%	80.0%	Not Available	95.0%
Percentage of students who have passed dual enrollment courses with a C- or better		77%	85.0%	88.0%	95.0%	Not Available	95.0%
Percentage of students in Linked Learning pathways	91.7%	95.6%	96.0%	99.0%	100.0%	Not Available	100.0%

Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	77.8%	100.0%	85.0%	98.4%	100.0%	Not Available	100.0%
Four-Year Cohort Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	Not Available	0.0%
A-G Completion	100.0%	85.70%	100.0%	50.0%	95.0%	Not Available	95.0%
On Track to Graduate - 9th Grade	50.0%	66.7%	70.0%	83.6%	90.0%	Not Available	95.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	71%	71.0%	15.0%	Not Available	80.0%	Not Available	95.0%
Percentage of students who have passed dual enrollment courses with a C- or better		86.0%	90.0%	Not Available	95.0%	Not Available	95.0%
Percentage of students in Linked Learning pathways		95.0%	95.0%	94.1%	95.0%	Not Available	100.0%

ROOT CAUSE ANALYSIS

Indicator	Strengths	Highest Leverage Challenge What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?	Root Cause Analysis What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?
Four-Year Cohort Graduation Rate	Consistently high graduation year-after-year	Student truancy/absences and mobility. Students ability to persist through credit deficiency issues.	Gentrification. Poverty.
Four-Year Cohort Dropout Rate	Consistently very low year-after-year.	With reduced funding, maintaining and improving supports.	Budget cuts.
A-G Completion	Consistently high A-G rate.	Mobility in high school students is where students who do not meet A-G comes from - 0% of CCPAs students who don't meet A-G went to CCPA 9-12.	We can't hold other schools accountable for providing A-G for all. Focus on College Persistence and better matching for college to motivate and engage kids.
On Track to Graduate - 9th Grade	Many systems and structures exist to maintain graduation status of 9th grade.	Growing the ninth grade teaching cohort and maintaining quality during expansion.	Expansion
Percentage of students who participated in at least 1 Work-Based Learning activity	Very high participation rate.	Persistence and genuine engagement with internships	We can't hold mentors accountable for providing opportunities that students find interesting. Internships also change from year to year, so institutional knowledge is lost.
Percentage of students who have passed dual enrollment courses with a C- or better	Very high pass rate. Many students have passed at least one dual enrollment course and many have passed multiple classes.	Communication about student performance in college classes - particularly those that are off campus. Professors' willingness to accommodate diverse student needs.	Student transitions to college courses are challenging and many students need a high level support, which we don't necessarily have resources for always.
Percentage of students in Linked Learning pathways	Very high participation rate	Space in student schedules to provide more support for students with more moderate/severe needs for differentiation and remediation.	Lack of flexibility in master schedule and need to take A-G

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps

Rigorous Academics (pages 3, 4, 5 of rubric)	All students are given the opportunity to take both Advanced Placement courses in Computer Science. Very few high schools across the nation offer both of these courses. Furthermore, these courses are rarely offered to every student on campus, and a majority of our 10th and 11th grade students enroll in these courses and are successful. Furthermore, gender parity in our computer science courses is a strength given that the field is still heavily male-dominated.	Scaling core instruction. Specifically in mathematics, a coordination between different contents and a lack of systematized intervention.	Develop systematized mathematics intervention. Establish coordination between different mathematics-like content areas.
CTE (pages 3,4,5 of rubric)	Collaboration among CTE instructors is high. We also have a four-year sequence of CTE courses, that all high school students complete.	Integration of CTE courses with other subjects - particularly the Ethnic Studies course	Providing time for deliberate planning across Ethnic Studies and Computer Science.
WBL (page 6 of rubric)	We provide 3 years of work-based-learning opportunities for our students. Given that, most of our students participate within a work-based-learning opportunity.	The sequence should be reviewed so that it is more aligned to current student post-secondary goals.	Survey students to identify current post-secondary goals and then provide planning time for staff to shape WBL opportunities accordingly.
Comprehensive Student Supports (page 7 of rubric)	We provide a variety of supports to students including socio-emotional, academic remediation, skill building, credit recovery and academic support spaces.	In our current structure, students who don't meet expectations languish in internship and college experiences. we need to build in another option that is more supportive and on campus for students who are not yet in the place of success in college classes or internship.	We are shifting how students end up in college classes and internships by adding in a financial literacy class that will be beneficial for students and will allow a bar of expectation to be held to students around performance in internship and college classes.
Pathway Student Outcomes (page 2 of rubric)	Our pathway is not tracked and mirrors the diversity seen within the greater student population. Our pathway demographics are substantially better than most data collected on specific subgroup participation within computer science across the nation. These demographics hold true even when students are given the ability to elect to enroll in more advanced CS coursework.	Our students still underperform on AP exams in Computer Science when compared to the national average. However, these scores mirror the general trend seen for subpopulation participation on the exams. We hope to improve our AP scores for both the AP CSP and AP CSA exams. We also would like to increase the number of students who identify pathway content as relevant to their lives and secondary goals.	Provide time for CTE instructors to plan, organize, and implement opportunities that have been shown to improve student performance on AP exams.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Build out 10th grade capstone that applies pathway skills.	Develop rubric for capstone project and provide time for instructors to plan around the development of skills needed within the capstone project.

Focus on developing problem solving and troubleshooting skills. Students should be able to replicate a process with precision, and conceptually understand the rationale for that process.	Develop rubric and provide time for instructors to plan around the development of skills needed for successful procedural and conceptual understanding.
Strengthen project management skills, including collaboration among students, time management and delegation, within mathematics, computer science, engineering and maker space coursework.	Develop rubric and provide time for instructors to plan around the development of skills needed for successful project management.

Strategic Actions

Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	What evidence will you look for to know you are successful?
Development of 11th grade AP CSA curriculum	Completion of a year-long course sequence focused on object oriented programming in Java. Survey data should be collected to ensure student reception of curriculum is relevant and interesting. This curriculum should also increase the number of students who pass the AP CSA exam.
Development of rubrics outlined above	Rubrics are completed and feedback has been collected from instructors that suggests skills are appropriate. These skills are also clearly integrated within mathematics, computer science, engineering and makerspace courses.
Develop and deliver financial literacy class	A course is offered that allows students to reason about personal finance. Students should be able to articulate a financial plan that is relevant to their post-secondary goals.
Build interdisciplinary capstone project for 10th grade between ethnic studies and computer science	10th grade students are able to produce a capstone project that successfully integrates skills identified within the rubric.

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Certificated Teacher Salaries: Fund .50 FTE Salary for the Computer Science Teacher Computer Science course series including AP Computer Science applications and a 9th grade coding course. Additionally, this staff member with manage our CS partnerships and student engagement events.	$34,029.04	1105	Enter object code at left.	Computer Science	.5 FTE	CLIP
Teacher Salary Stipends: Extended Contracts for Intersession (providing a supplemental mastery assignment support spaces for students who would otherwise receive an F in their fall course), Dual Enrollment, Summer School, Credit Recovery, Additional Academic support for students	$27,400.00	1120	Enter object code at left.			CLIP
Fund .50 FTE Salary for the College Center Coordinator (this is a new position at CCPA designed to push to stronger college persistence- we anecdotally believe this is around 50%, trying to get hard numbers from the clearinghouse and EBCF). We believe we need better plans and matches.	$88,791.46	2305	Enter object code at left.	College Center Coordinator	.5 FTE	CLIP
Benefits with associated positions	$49,845.03	3000	Enter object code at left.			CLIP
Textbooks for students to enroll in Dual Enrollment courses provide student access to dual enrollment supports.	$7,834.49	4200	Enter object code at left.			CLIP
Supplies for Computer Science: supplies for the units to be developed by teachers this summer. In the past they have been technology kits, robot parts, computers and associated supplies.	$15,000.00	4310, 4315, 4410, 4420	Enter object code at left.			CLIP
Consultant Contract for the Exploring College and Career Options (ECCO) Summer Internship program. ECCO will provide the opportunity for students to experience college and career options.	$10,000.00	5825	Enter object code at left.			CLIP

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Build out 10th grade capstone that applies pathway skills.	The instructional work of distance learning was more about subsistence, forced growth and student support than a vertical alignment of skills and knowledge. The vision is to create a senior project like capstone at 10th grade, but this did not happen this year.	We will reattempt this work next year.
Focus on developing problem solving and troubleshooting skills. Students should be able to replicate a process with precision, and conceptually understand the rationale for that process.	In many ways students grew A LOT in these skills this past year. The sheer volume of new platforms and tech issues created countless opportunities for kids to grow in their problem solving, troubleshooting and persistence. Our attendance and overall ability to do new technological things grew over the year increased as kids learned how to manage the nuances of new things applied across a variety of technologies. Instead of being told exactly what to do, kids had to describe their conditions and position. It was a turn in the exact direction we wanted from "help me" to " what i need is.." learning.	It will be powerful if we can support children in seeing their growth in problem solving with tech issues and connect it to larger ideas of how we problem solve across issues.
Strengthen project management skills, including collaboration among students, time management and delegation, within mathematics, computer science, engineering and maker space coursework.	Again, our collaborative work took somewhat of a hit this year. Though we did ultimately get to functional small group work, it took a lot of structures of accountability and smaller groups. It was not the project based learning that we envisioned. This year was great for thinking about how to differentiate in structures and support for individuals. We can use that learning to help us grow our students soft skills.	Continue to work towards a 10th grade capstone that engages students collaboratively around a self guided task.

For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:

2021-2022 Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Reflection process on troubleshooting and problem solving during distance learning, and a connection to our work in designing or improving solutions we develop.	Have student do a particular reflection on how they managed tech issues in March 2020 vs March 2021. What shifted? How do you do it? Can we create a rubric and generalize this to other kinds of work to do or improve something?
Design a 10th grade capstone through a collaboration btw CS, ELA and Ethnic Studies and focused on design thinking.	A project will happen. This is an adult move at the base.
Work to (re)build motivation and a deeper sense of purpose/ possibility in student work and pathway opportunities. Increase opportunities to connect pathway work to future opportunities.	Increase partnerships to keep pace with expansion and support the growth of CCPAs previous culture of summer programs and general motivation to participate in opportunities.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Minimesters made it challenging to get the depth of the work. AP courses were shortened. We added in study groups, but I'm not sure we bridged the gap. Overall engagement and student support was OK (97%, first on campus learning hub started October 2020, grade relatively equivalent), but the rigor and depth of content felt less than a normal year. This can be attributed to structure or the general level of stress in the community and its impact on learning.

The most effect supports for the 20-21 school year was summer curriculum development and extended contracts to increase student supports during distance learning.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher Salaries Stipends: Extended Contracts (salary and benefits) for Intersession. Intersession is providing a supplemental/ additional mastery assignment and coordinated support spaces for students who would otherwise receive an F in their fall course. This is additional time at school from 4-6 hours a day for a month. The extended contracts also fund teachers to support additional opportunities for students to participate in Dual Enrollment, Summer School 2021, Credit Recovery, and Additional Academic support for students.	$58,201.46	1120	Teacher Salaries Stipends			Community Leadership and Innovation Pathway
Hire an College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and seeing a through line to a future job or educational opportunity that they are excited about pursuing. (Salary & Benefit Costs) (PCN 7378 - Michael Jenkins)	$52,484.20	2205	Classified Support Salaries	College & Career Readiness Specialist	.50 FTE	Community Leadership and Innovation Pathway
Books-Other Than Textbooks purchased for 10th-12th grade pathway students to enroll in choice Dual Enrollment courses to provide student access to dual enrollment necessities. Vendors vary based on class and may be Laney Bookstore, Amazon or another vendor that sell college textbooks.	$10,000.00	4200	Books-Other Than Textbooks			Community Leadership and Innovation Pathway
Supplies & Materials for Computer Science: supplies for the units to be developed by teachers this summer. In the past they have been technology kits, robot parts, computers and associated supplies.	$15,000.00	4310	Supplies			Community Leadership and Innovation Pathway
Consultant Contract with the Oakland Ed Fund to facilitate and pay-out the Exploring College and Career Options (ECCO) 2022 Summer Internship Program. ECCO will provide the opportunity for students to experience college and career options. The stipends for students are paid through the Oakland Ed Fund generally thought the program is administered by the Linked Learning Office.	$10,000.00	5825	Consultant Contract			Community Leadership and Innovation Pathway
Hire an College Center Coordinator, at .50 FTE - this is for salary and benefits costs for a staff member to coordinate the work of our college center including coordinating staff, partners and community to support 100% of CCPA in having college or career plans once they graduate. Additionally, the coordinator at CCPA tasked with tracking and increasing (providing concrete feedback that allows an increase) CCPA's student college persistence- we anecdotally believe this is around 50%. We need alignment of efforts that support students in sticking in their programs or changing to other plans that better meet their goals multiple years out from their time at CCPA. (Salary & Benefit Costs) (PCN 7856 - Shannon Lecompte)	$83,814.34	2305	Supervisor & Administrator Salaries	College Center Coordinator	.50 FTE	Community Leadership and Innovation Pathway
2022-2023: YEAR THREE ANALYSIS						

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals	What actions did you take that improved outcomes? How do you know you were successful?	What will you do differently next year to continue to improve?
Build out 10th grade capstone that applies pathway skills.	The previous capstone was a presentation of a reflection on technology and personal performance. We have developed the ELA and Ethnic Studies project on social toxins, but we have not effectively integrated computer science. We have interdisciplinary work consistently between Ethnic Studies and ELA. This worked because the teachers collaborate deeply. .	Given the additional staffing in computer science, we want to truly connect our computer science and Ethnic Studies work in the 10th grade. Additionally, we want to think about additional opportunities for rigor for our highest performing students. Finally, we need to decide the role of the AP portfolio in the capstone (that is a very individual piece of work and so much of the soft skills that kids are struggling with are collaborative skills, leadership skills and other skills around managing work together.) Build in a computer science component to the current 10th grade capstone and potentially connect it to the project that they have to submit to the AP board.
Focus on developing problem solving and troubleshooting skills. Students should be able to replicate a process with precision, and conceptually understand the rationale for that process.	We continue to need to create rubrics of the key skills we are developing so that we can align our work from the senior project down through our school. This year, our makerspace course is the content that we wanted to give students core experiences with technology and engineering as well as art prior to 9th grade. Shifting mindset from a success/failure dichotomy to an iterative design thinking approach to problem solve and troubleshoot. Doing this work should make our pathway courses more accessible and allow students to go further within the content.	We again need to identify the key areas we want to grow students and benchmark the skills on rubrics so that we can use them across courses. Prior to doing this, we will re-evaluate our roles within our senior project.
Strengthen project management skills, including collaboration among students, time management and delegation, within mathematics, computer science, engineering and maker space coursework.	We are distributing project management roles across 12th grade capstone teams so that each group member gains experience with project management, collaboration, and time management skills,	Revise team roles to be more aligned with tech industry roles (ie project engineer, product designer, social media manager) and our staffing capacity/expertise

Pathway Strategic Actions

2021-2022 Strategic Actions	Impact of 2021-22 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic action did not work as effectively as you would have liked? Why?
Reflection process on troubleshooting and problem solving during distance learning, and a connection to our work in designing or improving solutions we develop.	We have come to the conclusion that we should re-evaluate our senior project roles, then identify the key skills students will need. Then, we can create rubrics to use across courses to better prepare students for their senior project utilizing the full 7 yrs we have them.
Design a 10th grade capstone through a collaboration btw CS, ELA and Ethnic Studies and focused on design thinking.	We continue to want to integrate Computer Science into this capstone alone with benchmarking key skills required for groups in our senior project. This work will be supported next year through the additional staffing in our Computer Science department and staff with which to collaborate.
Work to (re)build motivation and a deeper sense of purpose/ possibility in student work and pathway opportunities. Increase opportunities to connect pathway work to future opportunities.	We participated in a pilot partnership with Nielsen that gives students the opportunity to participate in paid internships in areas like cloud computing, smart radio data engineering, applied research, audience analytics, and digital marketing.

For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below

2022-2023 Strategic Actions - What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?
Hire two new Computer Science Teachers for our pathway as we expand CCPA into the high school next year.	Student success through pass rates in classes. Teacher collaboration that is evidenced by collaborative curriculum planning.

Redefine the roles in our senior project to be both more industry aligned and to support the distributive leadership skills that our students need in every role- project management, meeting facilitation.	1) Teach distributive and facilitative leadership and project management 2) Work to benchmark collaboration skills and design thinking/ troubleshooting skills across our school 3) Work to identify other skill areas where students need multi year preparation to be successful
Plan how as we grow our pathway through expansion we may differentiate or provide choice,	Master schedule, course offerings, reflection on potential course tracking
Increase AP scores and pass rates	AP exam results, extending class time, additional support spaces

Budget Analysis of 2021-2022 Measure N Budget

Impact of 2021-2022 Budget Expenditures
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

We ended up adding a school counselor to our college center and, with the expansion hitting 9th, need two additional CS teachers, so we are closing our CCCC position and adding in two teacher positions. We did successfully implement intersession using teacher extended contract fund. Additionally, we did have on campus and virtual dual enrollment in the fall and spring, so we utilized our material and book funding for these programs. Finally, with the expansion into our pathway happening next year, we prepared to meet the technology and staffing demands.

2022-2023 Budget Expenditures

2022-2023 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Instructions. - 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 and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher Salaries Stipends: Extended Contracts to pay teachers for participating in Intersession. Intersession is providing a supplemental/ additional mastery assignment and coordinated support spaces for students who would otherwise receive an F in their fall course. This is additional time at school from 4-6 hours a day for a month. The extended contracts also fund teachers to support additional opportunities for students to participate in Dual Enrollment, Summer School - June, 2023, Credit Recovery, and Additional Academic support for students. The target number of students served will vary based on how many students are in need of credit recovery. Includes Salary and Benefit Costs; exact number of teachers and hours to be worked will be determined prior to Intersession.	$55,000.00	1120	Teacher Salaries Stipends			Community Leadership and Innovation Pathway
Books-Other Than Textbooks: Purchase Books for the 10th-12th grade pathway students enrolled in Dual Enrollment courses to provide student access to dual enrollment necessities. Vendors vary based on class and may be Laney Bookstore, Amazon or another vendor that sell books required for college classes.	$9,666.00	4200	Books-Other Than Textbooks			Community Leadership and Innovation Pathway
Supplies & Materials for Computer Science: supplies for the units to be developed by teachers this summer. In the past they have been technology kits, robot parts, computers and associated supplies.	$12,000.01	4310	Supplies & Materials			Community Leadership and Innovation Pathway

Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) 2022 Summer Internship Program. ECCCO will provide the opportunity for approximately 25 students to experience college and career options. The stipends for students are paid through the Oakland Public Ed Fund, but the program is administered by the High School Linked Learning Office. Internships provide pathway students the opportunity to apply their problem solving and project management skills in a real environment with real problems. This deepens their learning and value for their skills. Additionally, internships build students motivation to grow into the field they are interning within. Administrative costs included.	$10,000.00	5825	Consultant Contract			Community Leadership and Innovation Pathway
Computer Science Pathway Teacher at 1.0 FTE to teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 7399	$79,376.36	1105	Teacher Salary	Computer Science Pathway Teacher	1.00 FTE	Community Leadership and Innovation Pathway
Computer Science Pathway Teacher at 1.0 FTE to teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 8576	$66,857.63	1105	Teacher Salary	Computer Science Pathway Teacher	1.00 FTE	Community Leadership and Innovation Pathway

Measure N 2022-2023 Education Improvement Plan Assessment

Coliseum College Preparatory Academy

Checklist of Required Elements:

- ✔ Submitted Measure N Education Improvement Plan
- ✔ Submitted Measure N Budget
- ✔ Submitted Measure N 4 Pillars of Linked Learning

Criteria 1: Measure N Overall Pathway: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program: Whole School Tab ***Instructions:*** *Review Linked Learning 1-Pager(s), Analysis of 3 Year Pathway Quality Goals and 2021-22 Strategic Actions for evidence of:* • Rigorous Academics Integrated in Pathway • Integrated Students Supports • Work Based Learning • Industry Theme and CTE Sequence	**Score: 4** **Rationale:** CCPA has developed a comprehensive pathway opportunity for all of their scholars. The 4 pillars of Linked Learning are clearly visible in all of their documentation. **Feedback for continued progress monitoring:** Their focus on consistently improving the senior project experience for scholars with clear benchmarks for progress towards master is one way to progress monitor scholars academic growth. Monitoring the improvement of the systems to get staff to collaborate in the development of the curricular pieces is a way to progress monitor staff's development of the new capstone experience.			

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
2022-23 Strategic Actions: Whole School Tab	**Score: 4**			

Instructions: *Review 2022-23 Strategic Actions in WHOLE SCHOOL TAB for evidence of:* • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning: ○ Rigorous Academics ○ Career Technical Education ○ Work-Based Learning Pillar ○ Student Supports • Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Rationale:** CCPA's strategic actions demonstrate a commitment to increasing the academic rigor for their scholars by hiring an additional CS teacher to create an opportunity for collaboration and a focus on improving the AP scores. **Feedback for continued progress monitoring:** Given the consistent call out of the inequitable of the Black scholars at CCPA all systems created to improve the academic experience of all scholars needs to begin with an intense focus on addressing and abolishing the acts of anti Blackness expressed by members of the CCPA community in order to create an environment where all scholars can thrive.

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned	Compliant & Partially Aligned	Non-Compliant • Supplanting • Not Allowable	Missing
	4	3	2	1

2022-23 Budget **Instructions:** *Review Budget in Whole School, Pathway Tabs and 9th Grade Tab for evidence that school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.* • Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N • Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available • Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school	**Score: 4** **Rationale:** All budget items are consistent with the HSLLO approved best practices. **Feedback for continued progress monitoring:** What systems will be put in place to ensure quality and consistent collaboration of the two CS teachers in service of improving the support all scholars to demonstrate mastery in their CTE classes?

| • Expenditures are necessary due to the existence of Linked Learning pathways at the school site | |

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, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.*

Rating: Fully Approved

- *School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning*
- *School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes*

Strengths:

- Revamping the capstone experience, hiring a second CS teacher, and improving AP test scores are all evidence of CCPA's commitment to make sure their scholars have a relevant and rigorous learning experience.

Key Questions:

- *What systems are being implemented to make sure CCPA's Black scholars, staff, and families are safe, seen, and valued?*

Budget Feedback:

- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification.

Next Steps:

What	Suggested Lead	Deliverable	Date
Redefine the roles of the senior capstone	ILT		9/22