

**MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607-

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

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# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes  
High School Network Superintendent

**Board Meeting Date**

**Subject** Services For: Coliseum College Prep Academy

**Action Requested and Recommendation**

Presentation to and discussion by Measures N and H Commission of (Coliseum College Prep Academy Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of \$384,200.00 and a strategic carryover plan and budget of \$9,987.71, in a total amount not to exceed \$394,187.71.

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

N/A

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

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

**Attachments**

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

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$384,200.00	\$384,200.00	\$0.00
*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (452) multiplied by the per pupil amount of \$850.			

School: Coliseum College Preparatory Academy

Site #: 232

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
232-1	Pupil Support Salaries/Counselor: Hire a Counselor at .20 FTE to support pathway students identified as failing or most at risk of failing, alert the school of struggling students, and assist with planning and support to improve student performance. Long-term, the counselor will determine educational planning and support needs, supervise and support after-school study hall, coordinate educational field trips, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organizing high school fairs, supporting college and career programs, and student and family advocacy with courts around involvement with the justice system. New PCN 10753 - Citlali Espinoza (Salary & Benefit Costs)	\$27,464.95	1205	Pupil Support Salaries/Counselor	Counselor	.20 FTE	Whole School
232-2	Teacher On Special Assignment: Hire a Teacher on Special Assignment (TSA) at .5 FTE. The TSA will support with teacher coaching and student support within the pathway, including re-establishing grade level capstones that existed pre-pandemic. Support students in their growth and progression through the requisite experience, summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make. Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals New PCN 10759 - Rachel Korschun (Salary & Benefit Costs)	\$77,762.59	1119	Teacher on Special Assignment School	TSA 11 Mon 12Pay	.5 FTE	

232-3	<p>Teacher Salaries: Hire a Pathway Teacher at .10 FTE. This teacher will support tracking and facilitating virtual and in-person Dual Enrollment for students (128 students) as they progress through our pathway. Duties: Support students in all aspects of success in our dual enrollment courses- virtual and in-person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included parent and school staff communication of student progress and needs. Create support for students in meeting college demands, such as help creating study groups or using studying strategies for assessments Anticipated Outcomes: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities, are in inclusion programming and less restrictive placements. All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year New PCN 10762 - Vacancy (Salary &amp; Benefit Costs)</p>	\$12,445.40	1105	Teacher Salaries	Teacher Structured Eng Immersion	.10 FTE	
232-4	<p>Classified Support Salaries: Hire a 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. PCN 7378 Naomi Montenegro-Alarcon (Salary &amp; Benefit costs included)</p>	\$59,364.94	2205	Classified Support Salaries	Spec College/Career Readiness	.50 FTE	
232-5	<p>Classified Support Salaries: Hire an Assistant Newcomer at .90 FTE. This position will provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands, such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to grow the capstone and other opportunities students need successfully. Anticipated outcomes: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year PCN 8154 CASTILLO ZAMARRIPA, PEDRO J (Salary &amp; Benefit costs included)</p>	\$54,091.14	2205	Classified Support Salaries	Asst Newcomer Learning Lab	.90 FTE	

232-6	<p>Classified Support Salaries: Hire an Assistant Newcomer at .85 FTE. This position will provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands, such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to successfully grow the capstone and other opportunities students need. Anticipated outcomes: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year PCN 7862 OLDEN, ARNETTA C (Salary &amp; Benefit costs included)</p>	\$67,180.23	2205	Classified Support Salaries	Asst Newcomer Learning Lab	.85 FTE	
232-7	<p>Teacher Salaries Stipends: Extended contracts to pay teachers for new curriculum development, collaboration, planning, and coaching, specifically for pathway development and expansion, through June 30, 2026. This serves all high school students at CCPA grades 9-12, approximately 400.</p>	\$85,890.75	1120	Teachers Salaries Stipends			

<b>School Name:</b>	<b>Coliseum College Preparatory Academy</b>	<b>Site #:</b>	<b>232</b>
<b>Pathway Name(s):</b>	<b>Community Leadership &amp; Innovation Pathway</b>		

**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 beginning 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.

**School Demographics**

2023-2024 Total Enrollment Grades 9-12			392						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	49.0%	50.8%	98.5%	97.4%	35.2%	33.4%	0.5%	23.5%	2.6%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	15.1%		1.3%	79.1%	0.8%		1.5%	1.0%	1.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**

Please refer to this [Data Dictionary](#) for definitions of the indicators. \* Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
<a href="#">Four-Year Cohort Graduation Rate</a>	83.6%	93.4%	88.0%	91.5%	TBD	90.0%			95.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
<a href="#">Four-Year Cohort Dropout Rate</a>	2.7%	0.0%	2.0%	0.0%	TBD	1.5%			1.0%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	88.5%	89.5%	89.0%	85.5%	TBD	92.0%			95.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
<a href="#">On Track to Graduate - 9th Graders</a>	79.1%	74.1%	79.0%	77.0%	82.0%	82.0%			85.0%
9th Graders meeting A-G requirements	79.1%	73.3%	79.0%	77.0%	85.1%	82.0%			85.0%
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	26.7%	41.4%	15.0%	14.3%	21.6%	20.0%			25.0%
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	88.0%	82.9%	75.0%	87.1%	83.8%	80.0%			85.0%
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	94.2%	90.0%	95.0%	92.5%	93.5%	96.0%			97.0%
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	21.2%	0.0%	30.0%	3.1%	0.0%	32.0%			3500.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.3%	9.5%	20.0%	TBD	TBD	25.0%			30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	42.0%	71.4%	50.0%	TBD	TBD	50.0%			50.0%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	85.7%	88.9%	85.0%	83.3%	TBD	90.0%			95.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	0.0%	0.0%	0.0%	0.0%	TBD	1.0%			1.0%
A-G Completion - 12th Grade (12th Grade Graduates)	33.3%	62.5%	33.0%	70.0%	TBD	90.0%			95.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	66.7%	33.3%	50.0%	56.3%	70.6%	70.0%			85.0%
9th Graders meeting A-G requirements	66.7%	33.3%	60.0%	56.3%	80.0%	60.0%			85.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	57.1%	22.2%	36.0%	23.1%	11.1%	30.0%			25.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	85.7%	77.8%	65.0%	84.6%	55.6%	75.0%			85.0%
Percentage of 10th-12th grade students in Linked Learning pathways	89.7%	81.5%	98.0%	92.7%	88.6%	98.0%			97.0%
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%	7.7%	0.0%	25.0%			5000.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	28.6%	11.1%	20.0%	TBD	TBD	25.0%			30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	28.6%	44.4%	50.0%	TBD	TBD	50.0%			50.0%

**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.

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate (Analyze these two indicators together)</b>	Consistently high graduation year-after-year	Expansion and extending student support systems
<b>A-G Completion - 12th Grade</b>	Multiple opportunities built into our school to raise grades in classes (mastery assignment completion) and to retake courses either through APEX or targeted summer school offerings.	Students transfer in with Ds that make them eligible for graduation.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements (Analyze these two indicators together)</b>	Many systems and structures exist to maintain graduation status of 9th grade.	Need to improve student support opportunities for kids
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</b>	College acceptance rate is consistently high.	Concern about funding availability to support students in making the decision to attend post secondary options.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Very impactful on students when these happen	Hard to find tech internships, coming back slowly after the pandemic
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Dual enrollment courses are offered to almost all 11th graders as part of their school day.  Very high pass rate. Most 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.
Percentage of 10th-12th grade students in Linked Learning pathways	All students outside of our moderate/extensive SDC class are in the linked learning pathway. The school is designed for everyone to do this work as the base whole school expectation.	To change this indicator we would be to design inclusion of students from our mod./ext. SDC class into 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		

**PATHWAY QUALITY ASSESSMENT**

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
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<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	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.	Continue to grow student choice options for 11th grade to build investment
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	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.	Re-engage with past internship providers and attempt to restart internships.
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	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.	Continue to develop student support options for D3 students
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." <b>Example:</b> By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.		
Goal #2: By 2026	By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.		
Goal #3: By 2026	By 2026, reestablish a 10th grade capstone.		
Pathway Strategic Actions			
Strategic Actions for 2023-24 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?			
Strategic Actions for Goal #1	Survey students about pathway offerings and interests		
	Conduct focus groups with students to understand their perspective on our pathway offering		
	Analyze the performance of 10th graders in CSP. Is this an accessible class for all.		
	Grow community buy-in for our pathway		
Strategic Actions for Goal #2	Reach out to previous partners and try to re-establish a connection		
	Seek additional partnership		
Strategic Actions for Goal #3	Support the growth of CCPA's first expanded class into 10th grade.		
	Grow collaboration between 10th grade staff		
	Establish a list of learning outcomes of 10th graders at CCPA		
Budget Expenditures			
2023-2024 Budget: Enabling Conditions Whole School			



<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<b>Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE.</b> This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) 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 8783 Dominique Brassey	\$88,287.87	1105	Teacher Salaries	Computer Science Pathway Teacher	1.0 FTE	Community Leadership and Innovation Pathway
<b>Teacher Salaries: Hire a Computer Science Pathway Teacher, at .7 FTE.</b> This teacher will 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 was a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with Strategic Carryover funding. PCN 8576 Sarah Carter	\$66,426.29	1105	Teacher Salaries	Computer Science Pathway Teacher	.70 FTE	Community Leadership and Innovation Pathway
<b>Classified Support Salaries: Hire an College and Career Readiness Specialist, at .50 FTE.</b> 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. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	\$46,954.59	2205	Classified Support Salaries	College and Career Readiness Specialist	.50 FTE	Community Leadership and Innovation Pathway
<b>Classified Support Salaries: Hire a 10-month Case Manager at .75 FTE.</b> The Case manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. PCN 9589 Diana Santillan	\$67,781.25	2205	Classified Support Salaries	Case Manager 20	.75 FTE	Community Leadership and Innovation Pathway

**2024-2025: YEAR TWO****Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	<b>Check in on 3-Year Goals</b> For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.	We did this. Decisions were to shift stand in order to offer courses that engage a diversity of students
By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.	Hiring an Internship Coordinator to focus on this work next year.
By 2026, reestablish a 10th grade capstone.	Once we have internships, we will use the capstone as a place for students to reflect on learning and make choices around internship and DE strand options as well as other opportunities.

**Pathway Strategic Actions Reflection**

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal 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 for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	Survey students about pathway offerings and interests	CCPA is conducting student panels for feedback	
	Conduct focus groups with students to understand their perspective on our pathway offering	Pathway stand shift was well received and discussed positively	
	Analyze the performance of 10th graders in CSP. Is this an accessible class for all.	New state mandates around computer science increased staff buy-in in the pathway.	
	Grow community buy-in for our pathway	UC favors CSP, so we intend to keep it over a dual enrollment course at this point.	
23-24 Strategic Actions for Goal #2	Reach out to previous partners and try to re-establish a connection	Seeking an internship coordinator to specifically build internship opportunities with both past and current partners.	
	Seek additional partnership		
23-24 Strategic Actions for Goal #3	Support the growth of CCPA's first expanded class into 10th grade.	This all began this year. Strategically shifting some staff, but this seems to be the place to ratchet up rigor back to pre-pandemic/ pre-expansion levels	
	Grow collaboration between 10th grade staff		
	Establish a list of learning outcomes of 10th graders at CCPA		
Pathway Strategic Actions 2024-2025			
2024-2025 Strategic Actions Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?			
Goal #1: By 2026	By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.	New or Revised Strategic Actions for Goal #1	We are proposing a shift from the Software and Systems Development industry sector to Games and Simulation Pathway. Both are part of Information and Communication Technology. Coliseum College Prep Academy 232 Pathway Change Form 24-25  This was done. We broadened the diversity of 11th-grade course offerings by shifting the stand to game design and simulation. This offers a lot more courses that engage students interests.
Goal #2: By 2026	By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.	New or Revised Strategic Actions for Goal #2	Will focus on as we expand into 12th grade, 25-26 Hiring an Internship coordinator this year Coordinator will grow more quality experiences Plan to align with 10th grade capstone and 11th grade options
Goal #3: By 2026	By 2026, reestablish a 10th grade capstone.	New or Revised Strategic Actions for Goal #3	Will focus on as we are more established in our 10th grade team. Potentially hold during SBAC Week Capstone answers questions needed for scheduling- 11th-grade pathway strand of work, Internship interest and plan, YSR enrollment, other D3 plans Hiring 12th grade internship coordinator to grow internship options and improve the quality of that experience Not clear which class holds this....needs to be an interdisciplinary project (need PD) but also need the team to hold the capacity (working on that now).
Budget Expenditures Effective July 1, 2024 - June 30, 2025			
2024-2025 Budget: Enabling Conditions Whole School			

<p><b>BUDGET JUSTIFICATION</b>  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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 and not all of them 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 detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required)  (protected cells below to be completed by MN/H staff only)
<p><b>Classified Support Salaries: Hire a College and Career Readiness Specialist, at .50 FTE.</b>  The College and Career Readiness Specialist is designed to support students in aligning their pathway learning 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 see a through line to a future job or educational opportunity that they are excited about pursuing. Our goal is to have all students engaged in their learning including internship and dual enrollment and seeing a through line to a future job or educational opportunity they are excited about pursuing.  PCN 7378 Naomi Montenegro-Alarcon  (Salary &amp; Benefit costs included)</p>	\$56,819.46	2205	CLERICAL	Spec College/Career Readiness	0.5	Community Leadership and Innovation Pathway (CLIP)	Approved	
<p><b>Classified Support Salaries: Assistant Newcomer Support (.5FTE)-</b> To provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to successfully grow the capstone and other opportunities students need.  PCN 7862, DANIEL O LAZARUS  (Salary &amp; Benefit costs included)</p>	\$41,677.32	2205	CLERICAL	Asst Newcomer Learning Lab	0.5	Community Leadership and Innovation Pathway (CLIP)	Approved	
<p><b>Classified Support Salaries: College Counselor at .115 FTE</b>  Support pathway students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance, long-term determine educational planning and support needs, supervise and support after school study hall, coordinate educational field trips, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organize high school fairs, support college and career programs, student and family advocacy with courts around involvement with the justice system.  PCN 8305 Vanessa Magana  (Salary &amp; Benefit costs included)"</p>	\$10,380.92	1205	CE OTH6	Counselor	0.115	Community Leadership and Innovation Pathway (CLIP)	Approved	



By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.	<p>The post-pandemic re-establishment of our capstones coincided with the expansion of our school (doubling the size over 7 years), reaching our division 3- 10th to 12th grades. Essentially, we miscalculated when we posited that the reestablishment of our "small size" capstone at each grade and rebuilding that work from 10th to 12th grade. This year, we realized two major things. One is that we need to differentiate our pathway based on students' future goals to engage them and maximize the benefits of these experiences in their college competitiveness. This year, we discerned two dual enrollment, pathway sequences that meet all of our requirements 1) maintain AP CSP as an AP for all in 10th grade, 2) differentiate at 11th grade for student interest, and further differentiate at 12th for student interest and college and career plans. Each strand will have its foci and grow into more rigorous capstone courses and projects.</p> <p>CCPA will have two strands:  1) MMART 3 (Fall) &amp; MM/AN 40A (Spring)  1) CIS 232 (Fall) &amp; CIS 6 (Spring)  MMART 3 is a required course in the BCC's Game Design AA so we will state that during the Perkins audit re: eligibility of this course that may not seem to them as game design but it fulfills the requirements towards a the game design degree. Pathway lead teacher will also be building in game design content into MMART 3.</p>
By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.	We have 3 staff/ partners working on this. The complicated part is growing a more standardized opportunity across a diversity of organizations. Right now, we are just doing a multitude of different internship opportunities based on the partnerships and available options.
By 2026, reestablish a 10th grade capstone.	We realized that we have to build the senior capstone again and plan backwards from there. The 10th-grade capstone will help us to place kids in the 11th-grade strand/focus area. And, their 11th-grade work will inform their 12th-grade placement and work. This year, we established a team to work on senior internships and capstones. This is organized by our TSA. 11th grade students are being grouped based on their future college and career plans. Next year, we hope to deepen that process. Similarly, 10th graders are being grouped based on an informal quiz about goals and interests, but the hope is to grow a capstone experience (or at least a deeper reflection) that helps them to choose their 11th-grade option.

**Pathway Strategic Actions Reflection**

2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal 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 for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	We are proposing a shift from the Software and Systems Development industry sector to Games and Simulation Pathway. Both are part of Information and Communication Technology.	We didn't find a way to maintain Advanced Placement Computer Science Principles, which is important to students' competitiveness for college and differentiate 11th grade options formally within one industry strand. We will work on doing this moving forward.
	Coliseum College Prep Academy 232 Pathway Change Form 24-25	
	This was done. We broadened the diversity of 11th-grade course offerings by shifting the stand to game design and simulation. This offers a lot more courses that engage students interests.	
24-25 Strategic Actions for Goal #2	Will focus on as we expand into 12th grade, 25-26	This is happening. We do not have a single internship coordinator, but we have a Teacher on Special Assignment to help organize our staff working on growing senior-level internship experiences for students in our pathway. The Teacher on Special Assignment holds the Professional Learning Community for the capstone team and is the primary liaison between the capstone team humanities teachers (who hold the senior research paper component of our capstone), the staff that coordinates and executes dual enrollment and the college center team. We are currently piecing together this work for our expanded school.
	Hiring an Internship coordinator this year	
	Coordinator will grow more quality experiences	
24-25 Strategic Actions for Goal #3	Plan to align with 10th grade capstone and 11th grade options	This work has not been done due to continued work to expand and limited capacity
	Will focus on as we are more established in our 10th grade team.	We have amassed multiple partners with internship opportunities. They all have different timelines, application processes, parameters, and compensation. We are working to grow these relationships and opportunities before we attempt to make them more standardized for students
	Potentially hold during SBAC Week	We do not yet have a set plan for how to standardize expectations. We aim to see what level of experience we can create and try to build lesser experiences up to that standard.
	Capstone answers questions needed for scheduling- 11th-grade pathway strand of work, Internship interest and plan, YSR enrollment, other D3 plans	Concurrent Enrollment opportunities to further kids' skills and allow them to qualify for high-level internships are key to our work. Many times, these classes are virtual and require staff with special knowledge to support them. We have a diversity of positions to ensure that we capture a diversity of skill sets to support the diversity of courses students need.
	Hiring 12th grade internship coordinator to grow internship options and improve the quality of that experience	
	Not clear which class holds this....needs to be an interdisciplinary project (need PD) but also need the team to hold the capacity (working on that now).	

**Pathway Strategic Actions 2025-2026****2025-2026 Strategic Actions**

Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.	New or Revised Strategic Actions for Goal #1	CCPA will have two pathways: 1) MMART 3 (Fall) & MM/AN 40A (Spring) 1) CIS 232 (Fall) & CIS 6 (Spring) MMART 3 is a required course in the BCC's Game Design AA so we will state that during the Perkins audit re: eligibility of this course that may not seem to them as game design but it fulfills the requirements towards a the game design degree and also Dom will be building in some game design content into MMART 3
			Developing strands to our work that differentiate to meet student interests and goals for the future
			We are looking at a full stack course for some
			We are looking at a cyber security course for some

<b>Goal #2:</b> By 2026	By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.	<b>New or Revised Strategic Actions for Goal #2</b>	Have multiple staff working with seniors and creating these opportunities
			Staff organizing various content pacing guides to coordinate with a variety of internship experiences
<b>Goal #3:</b> By 2026	By 2026, reestablish a 10th grade capstone.	<b>New or Revised Strategic Actions for Goal #3</b>	The post-pandemic re-establishment of our capstones coincided with the expansion of our school (doubling the size over 7 years), reaching our division 3- 10th to 12th grades. Essentially, we miscalculated when we posited that the reestablishment of our "small size" capstone at each grade and rebuilding that work from 10th to 12th grade. This year, we realized two major things. One is that we need to differentiate our pathway based on students' future goals to engage them and maximize the benefits of these experiences in their college competitiveness. This year, we discerned two dual enrollment, pathway sequences that meet all of our requirements 1) maintain AP CSP as an AP for all in 10th grade, 2) differentiate at 11th grade for student

**Budget Expenditures****Effective July 1, 2025 - June 30, 2026****2025-2026 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.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

*\*\*If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

**Pupil Support Salaries/Counselor:**

**Hire a Counselor at .20 FTE to support pathway students identified as failing or most at risk of failing, alert the school of struggling students, and assist with planning and support to improve student performance.**  
Long-term, the counselor will determine educational planning and support needs, supervise and support after-school study hall, coordinate educational field trips, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organizing high school fairs, supporting college and career programs, and student and family advocacy with courts around involvement with the justice system.

**New PCN 10753 - Citali Espinoza**  
(Salary & Benefit Costs)

**Teacher On Special Assignment:**

**Hire a Teacher on Special Assignment (TSA) at .5 FTE.**

The TSA will support with teacher coaching and student support within the pathway, including re-establishing grade level capstones that existed pre-pandemic. Support students in their growth and progression through the requisite experience, summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make. Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals

**New PCN 10759 - Rachel Korschun**  
(Salary & Benefit Costs)

<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	<b>Fully Approved</b>  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b>  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>
\$27,464.95	1205	Pupil Support Salaries/Counselor	Counselor	.20 FTE	Whole School	Approved	
\$77,762.59	1119	Teacher on Special Assignment School	TSA 11 Mon 12Pay	.5 FTE		Approved	

<b>Teacher Salaries:</b> <b>Hire a Pathway Teacher at .10 FTE.</b> This teacher will support tracking and facilitating virtual and in-person Dual Enrollment for students (128 students) as they progress through our pathway. Duties: Support students in all aspects of success in our dual enrollment courses- virtual and in-person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included parent and school staff communication of student progress and needs. Create support for students in meeting college demands, such as help creating study groups or using studying strategies for assessments Anticipated Outcomes: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities, are in inclusion programming and less restrictive placements. All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year <b>New PCN 10762 - Vacancy</b> (Salary & Benefit Costs)	\$12,445.40	1105	Teacher Salaries	Teacher Structured Eng Immersion	.10 FTE	Approved	
<b>Classified Support Salaries:</b> <b>Hire a College and Career Readiness Specialist, at .50 FTE.</b> 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. <b>PCN 7378 Naomi Montenegro-Alarcon</b> (Salary & Benefit costs included)	\$59,364.94	2205	Classified Support Salaries	Spec College/Career Readiness	.50 FTE	Approved	
<b>Classified Support Salaries:</b> <b>Hire an Assistant Newcomer at .90 FTE.</b> This position will provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands, such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to grow the capstone and other opportunities students need successfully. Anticipated outcomes: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year <b>PCN 8154 CASTILLO ZAMARRIPA, PEDRO J</b> (Salary & Benefit costs included)	\$54,091.14	2205	Classified Support Salaries	Asst Newcomer Learning Lab	.90 FTE	Approved	
<b>Classified Support Salaries:</b> <b>Hire an Assistant Newcomer at .85 FTE.</b> This position will provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands, such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to successfully grow the capstone and other opportunities students need. Anticipated outcomes: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year <b>PCN 7862 OLDEN, ARNETTA C</b> (Salary & Benefit costs included)	\$67,180.23	2205	Classified Support Salaries	Asst Newcomer Learning Lab	.85 FTE	Approved	

<b>Teacher Salaries Stipends:</b> <b>Extended contracts to pay teachers for new curriculum development, collaboration, planning, and coaching, specifically for pathway development and expansion, through June 30, 2026.</b> This serves all high school students at CCPA grades 9-12, approximately 400.	\$85,890.75	1120	Teachers Salaries Stipends					Conditionally Approved
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2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site		Coliseum College Preparatory Academy					Site #	232	
Approved Strategic Carryover (from prior years - Carryover Plan)		\$9,987.71		In the box below, please indicate why you decided to allocate Strategic Carryover.					
Total Budgeted Amount		\$9,987.71		CCPA pays staff for summer planning time to generate curriculum for the school year. This results in a stronger and more coherent curriculum. This money is being used to compensate people for this time during their summer break.					
Remaining Amount to Budget		\$0.00							
<b>NOTE:</b> 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.									
<b>Directions:</b> 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.  <b>**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.</b>									
<b>Resources:</b> <a href="#">Measures N and H 2025-2026 Permissible Expenses</a> <a href="#">Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development</a>									
<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825, and all FTE</b> , please also respond to the additional Budget Justification questions outlined in the <a href="#">Measure H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.)  <b>If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.</b> <i>Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	<b>Fully Approved</b>  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b>  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>
<b>Teacher Salaries Stipends:</b> <b>Extended contracts to pay teachers for new curriculum development, collaboration, planning, and coaching for pathway development and expansion through June 30, 2026.</b> Teacher compensation for planning meetings to address the plan and design as we expand. This serves all high school students at CCPA grades 9-12, approximately 400.	\$9,987.71	1120	Teacher Salaries Stipend			Community Leadership and Innovation Pathway	Enabling Conditions		Conditionally Approved

# CCPA - CLIP Program of Study [2025-26]

**Industry Sector:** Information and Communication Technology, Games and Simulation Pathway

**Industry Partners:** Google, Amazon, multiple one off partnerships but not consistent

**Post-Secondary Partners:** Peralta

**Community-Based Partners:** Girl Geek X, Mission Bit

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway?			
Pathway COP Meeting Time:	10th Grade Program	11th Grade Program	12th Grade Program	Pathway Student Learning Outcomes
	Grade level meeting time:	Grade level meeting time:	Grade level meeting time:	
<b>Academic Core</b> Student Cohort Integrity <i>Course all students take</i>  (Replace with course names linked to course descriptions)	English 10: Tracy Mansfield Social Science: Lamar Hancock Science: Stella Ray Math: Maddie McGuire CS Wright /Brassey	English 11: Rozo Social Science: Rozo Science: Emily Novick Math: Jefferies CS: Wright /Brassey	English 12: Rozo/Coffey Social Science: Rozo/Coffey Science: Novick Math: Jefferies Capstone: Wright/King	<b>problem solving skills</b> <ul style="list-style-type: none"><li>“I don’t know but I can know.”</li></ul> <b>Academically Independent (Zaretta Hammond, Culturally Responsive Teaching)</b> <ul style="list-style-type: none"><li>Relies on the teacher to carry some of the cognitive load temporarily</li><li>Utilizes strategies and processes for tackling a new task</li><li>Regularly attempts new tasks without scaffolds</li><li>Has cognitive strategies for getting unstuck</li><li>Has learned how to retrieve information from long-term memory</li></ul> <b>Computational Thinking</b> <ul style="list-style-type: none"><li>Decomposition</li><li>Pattern Recognition</li><li>Abstraction</li><li>Application to novel circumstances</li></ul> <b>fundamentals of computer programing</b> <ul style="list-style-type: none"><li>Variables</li><li>Data</li><li>Conditionals</li><li>Iteration</li><li>Algorithms</li></ul>
Technical Core/Theme (CTE Sequence) <a href="#">CTE Course Resources</a>	<a href="#">AP Computer Science Principles</a>	<u>Track 1:</u> DE: <a href="#">CIS 6</a> , <a href="#">CIS 232</a>  <u>Track 2:</u> DE: <a href="#">MMART 171</a> , <a href="#">MMART 3</a>	<a href="#">Computer Science Senior Seminar</a>	
Integration Types (include description) <i>What will be true across the pathway cohort classes?</i>  - Practice - Skills - Projects (see row below) - Events (WBL)	<ul style="list-style-type: none"><li>Data</li><li>Metadata</li><li>Debugging</li><li>Variables</li><li>Conditionals</li><li>Algorithms/Functions</li><li>Iteration / Loop</li><li>Sequence</li><li>File Management</li><li>X, Y coordinates</li><li>Design Thinking</li></ul>	<ul style="list-style-type: none"><li>Design Thinking</li><li>File Management</li><li>Sequence</li><li>Iteration</li><li>Procedural thinking</li></ul>		
Dual Enrollment <b>[Link to Dual Enrollment]</b>	DE: Race, Gender and Sports  DE: Fundamentals of Drawing	<u>Track 1:</u> DE: Intro to Computer Programming: <a href="#">CIS 6</a> , DE: Robotics: <a href="#">CIS 232</a>  <u>Track 2:</u> DE: Intro to Digital Art <a href="#">MMART 171</a> DE: Intro to Games <a href="#">MMART 3</a>	DE: Kinesiology  DE: Marketing	

CCPA - CLIP Program of Study [2025-26]

Industry Sector: Information and Communication Technology, Games and Simulation Pathway

Industry Partners: Google, Amazon, multiple one off partnerships but not consistent

Post-Secondary Partners: Peralta

Community-Based Partners: Girl Geek X, Mission Bit

		DE: Intro to Ethnic Studies		
Integrated Projects/ Common Performance Assessments	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]	
Defenses or Capstones	Working to re-establish 10th grade capstone that will result in 11th grade path.		<a href="#">Senior Seminar</a> [Graduate Capstone]	
Other Courses / Electives	Dual Enrollment	Dual Enrollment	Dual Enrollment	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Post Session: 2 weeks at end of the year	Post Session: 2 weeks at end of the year	Post Session: 2 weeks at end of the year	
Work Based Learning  [reference documents: <a href="#">WBL Continuum</a> ]	<a href="#">[Link to WBL Plan Template]</a> <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>	<a href="#">[Link to WBL Plan Template]</a> <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>	<a href="#">[Link to WBL Plan Template]</a> <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>	<b>Certifications:</b>  Associate Degrees- Mathematics, Data Science in short term. Need a vision to make CS AAs an option.
Student Leadership, including CTSO				
Summer Learning (Summer Bridge, summer learning, credit recovery)	9th - Algebra Academy - 6 weeks focused on accelerated algebra (to move ahead in the math sequence)  6th grade summer bridge	Credit Recovery - summer & intersession	Credit Recovery - summer & intersession	
College Awareness & Exploration <a href="#">College and Career Readiness Classroom Framework</a>		College Seminar	College Seminar	
Community Building and Motivational Activities and Trips	6-10th grade Post Session - opportunities to participate in a variety of teacher designed field-trip based opportunities and motivate students to finish strong in the spring semester  7th & 9th grade Division “capstone” Oakland Goes Outdoors overnight	Post Session  Incentive Days	Senior Camping trip	

# CCPA - CLIP Program of Study [2025-26]

**Industry Sector:** Information and Communication Technology, Games and Simulation Pathway

**Industry Partners:** Google, Amazon, multiple one off partnerships but not consistent

**Post-Secondary Partners:** Peralta

**Community-Based Partners:** Girl Geek X, Mission Bit

	camping trips to build community within students  D1, D2, D3 Incentive days to motivate students and provide support for students who need more targeted academic support			
Advisory	D1 & D2 have consistent advisory curriculums to address age-level appropriate issues	D3 advisory students loop with their advisor for all three years of D3	D3 advisory	
Personalized Supports	Mastery Assignment Completion CICO			
Use of expanded learning time (before or after school)	Post Session <a href="#">Academic MTSS for CCPA</a>			

Work-Based Learning Lead: Stephen Wright and Tyjun Mack

Pathway Name: Community Leadership and Innovation Pathway

Collaborators: Dom Brassey, Claudia Walker, Amy Carozza

#### Central Resources

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

#### WBL Plan Template Options:

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

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

1. Increase in Median score for AP exam by a full point
2. Increase the number of student completing internships and partner programs
3. Track and increase the number of college classes students are taking and successfully completing

# Coliseum College Prep Academy

Information and Communication Technology, Games and Simulation Pathway

Community Leadership and Innovation Pathway (CLIP)



## Integrated Program of Study (CTE + Integrated Academics)

### Measure N/ H Investments

- Extended Contracts for teachers to support mastery assignment completion and dual enrollment courses.
- Texts/supplies for dual enrollment classes
- 1.4 FTE Computer Science Teachers for the pathway

### CTE Course Sequence

9th: Web Design

10th: AP Computer Science Principles

11th: Dual Enrollment Course (below)

CIS 6 - Intro to  
Computer  
Programming and

OR

MMART 3, Introduction to Digital Art

MM/DI 4+4L, Introduction to Photoshop+Lab

CIS 232 - Exploring  
Robotics

MMART 171+171L, Web Commerce &  
Internet Start Up+Lab

12th: Capstone

### Cohorted Academic Classes, by Grade Level

- Humanities/ English and Ethnic Studies or History, Science, Computer Science

### Pillar Components/Activities

- Advanced Placement Course Sequence
- CCPA Capstone
- Dual enrollment for early college experience and credit

## Work-Based Learning (WBL)

### Measure N/H Investments

- 1.0 FTE College and Career Readiness Specialist including partner program connection

### Partnerships

- Google
- Salesforce
- IGNITE
- Mission Bit
- Codenation
- Girl Geek X
- Amazon

### Pillar Components/Activities

- Student choice at all levels of program
- Industry Speakers
- Career Presentations
- Project Based Learning
- Internships
- Mentorship meetings with industry mentors

## Student Supports

### Measure N/H Investments

- .15 FTE 10 Case Manager to support students
- .5 'Newcomer Support' staff to academically support students in the pathway with DE and pathway coursework

### Partnerships

Safe Passages  
EBAC  
Wellness Together  
La Clinic

### Pillar Components/Activities

- Alignment with elementary and middle school experiences
- Makerspace/ Extracurricular
- Leadership Opportunities
- Pioneers in Engineering
- Family and parent partnerships
- Multiple opportunities for success
- Growth Mindset

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

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

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students					Tech Challenge	Pioneers in Engineering  Unity  Robotics Trip  Exploratorium  Google  Salesforce  IGNITE  Mission Bit  Code-nation  Girl Geek X  Amazon
	Focal students						
10	All-Students		Amazon Engineers		Google Workshop/ Google Visit	Want to get back to an 11th grade capstone  Pathway strand selection  AP CSP Exam	
	Focal students						
11	All-Students		Robotics Challenge MAID		Build an original game The Crucible  Want to get back to the Junior writing capstone		
	Focal students						
12	All-Students	Senior Camping Trip		Senior Research Paper		Senior Capstone	
	Focal students						
Partner-Staff Engagements Advisory board meetings, externships, etc.			Home Visits				

**General Roles/Responsibilities:**

Person or Position	Responsibilities
Claudia Walker	Dual enrollment lead- course scheduling, student enrollment, Peralta negotiations
Stephen Wright	Pathway lead, Computer Science Teacher
Dom Brassey	Computer Science Teacher
Sarah Carter	Computer Science Teacher
Tyjun Mack	Pathway Lead, administrator, Computer Science Teacher
Ali King, Gary Owens, Drew Braithwaite	Internship coordination and capstone management
Citlali Espinoza, Cheyenne Rhodes, Naomi Montenegro, Amber Abugharbieh	College seminar, college application support, advising on extracurricular programming

**Next Steps in Plan Development / Implementation:**

- Further, we develop strands within our pathway to be responsive to students' areas of interest and find opportunities for certification/Associate Degree
- Internships and more hands-on experience
- Developing more partnerships with the Industry
-





Teacher:	Room	Period 1	Period 2	Period 3	Period 4	Period 5 (12:30-1:30)	Period 6	Period 7
162 Lee-Fletcher	108					ADVISORY(11)/Y		
162 Lee-Fletcher	108					ADVISORY(11)/Y		
105 Cervano	109	STDY SKL 8 L1/Y			ADVISORY/Y		ENGLISH ENRICH/Y	
204 Sun	109					ADVISORY(12)/Y	STDY SKL 11 L1/Y	STDY SKL 11 L1/Y
115 Robles	110	ART 1 P/Y	ART 1 P/Y			ADVISORY(10)/Y	AP SPANISH LIT/Y	AP SPANISH LANG/Y
115 Robles	110	ART 1 P/Y	ART 1 P/Y					
131 Powell	111				ADVISORY/Y	STDY SKL 7 L1/Y		
230 Lecompte	111			STDY SKL 6 L1/Y	ADVISORY/Y			
140 Flood	113				ADVISORY 07/Y		READING ENRICH/Y	
65 Carozza	113						Comp SCI Senior/Y	
65 Carozza	113						CAREER PREP PRC/Y	
197 Valles	115					ADVISORY(10)/Y	STDY SKL 10 L1/Y	
195 Angel	121	ENG 6 L2/Y	HIST 6 L2/Y	MATH 6 L2/Y	SCI 6 L2/Y	LIFE SKLS 6 L2/Y	PE ADPT 6 L2/Y	
102 Armijo	122	ENGLISH 1 L2/Y	HISTORY 9 L2/Y	MATH 9 L2/Y	SCIENCE 9 L2/Y	LIFE SKL 9 L2/Y	PE ADPT 9 L2/Y	
181 Judge	200		READING ENRICH	ENG INTENS 6-8/Y	ADVISORY 06/Y	MS ELD 5/Y	ENG INTENS 6-8/Y	READING ENRICH/Y
214 Meyer	201		STRAT ENG 6-8/Y	STRAT ENG 6-8/Y	ADVISORY 06/Y		STRAT ENG 6-8/Y	READING ENRICH/Y
153 Marquez Armenta, C	202		STRAT ENG 6-8/Y	ENGLISH ENRICH	ADVISORY 07/Y	ENGLISH ENRICH	ENGLISH ENRICH	ENGLISH ENRICH/Y
226 Muhonja	203		WRLD HIST 6/Y	WRLD HIST 6/Y	ADVISORY 06/Y	WORLD HISTORY	WORLD HISTORY 7/Y	
149 Corkery	204	ENGLISH 6/ELD/Y		ENGLISH 7/ELD/Y	ADVISORY 07/Y	ENGLISH 6/ELD/Y		ENGLISH 7/ELD/Y
227 Carozza	205	MATH 07/Y	MATH 07/Y		ADVISORY 06/Y		MATH 06/Y	MATH 06/Y
76 Ibarra	206	MAKER SPACE 6-	MAKER SPACE 6-8/Y		ADVISORY 08/Y	MAKER SPACE 6-	MAKER SPACE 6-8/Y	
172 Dr. No.e	207		ART/Y	ART/Y	ADVISORY 07/Y		ART/Y	ART/Y
55 Sawczuk	208	INTGRTD SCI 7/Y		INTGRTD SCI 6/Y	ADVISORY 06/Y	INTGRTD SCI 7/Y	INTGRTD SCI 6/Y	
177 Carr	209	INTGRTD SCI 6/Y		INTGRTD SCI 7/Y	ADVISORY 06/Y	INTGRTD SCI 7/Y		INTGRTD SCI 6/Y
Orduno	215		WRLD HIST 6/Y	WRLD HIST 6/Y	ADVISORY 07/Y		WORLD HISTORY	WORLD HISTORY 7/Y
171 Seraydarian	216		MATH 07/Y		ADVISORY 06/Y	MATH 06/Y	MATH 07/Y	MATH 06/Y
236 Desilva	217	ENGLISH 6/ELD/Y	ENGLISH 6/ELD/Y	ENGLISH 7/ELD/Y	ADVISORY 07/Y			ENGLISH 7/ELD/Y
193 Parkinson	A1	BIOLOGY P/Y		INTGRTD SCI 8/Y	ADVISORY 08/Y	BIOLOGY P/Y		INTGRTD SCI 8/Y
233 Moore	A2	BIOLOGY P/Y		INTGRTD SCI 8/Y	ADVISORY 08/Y	BIOLOGY P/Y	INTGRTD SCI 8/Y	
189 Carter	A3	WEB SOC MED D	WEB SOC MED DES/Y		ADVISORY(9)/Y		WEB SOC MED D	WEB SOC MED DES/Y
91 Jefferies	A4	DE 5-DAY A/Y	DE 5-DAY A/Y	DE 5-DAY A/Y	DE 5-DAY A/Y	ADVISORY(12)/Y		
91 Jefferies	A4	DE 5-DAY C/Y	DE 5-DAY C/Y					
91 Jefferies	A4	DE 5-DAY D/Y	DE 5-DAY D/Y					
91 Jefferies	A4	DE 5-DAY D/Y	DE 5-DAY D/Y					

Teacher:	Room	Period 1	Period 2	Period 3	Period 4	Period 5 (12:30-1:30)	Period 6	Period 7
Quintero	A4						READING ENRICH	READING ENRICH/Y
192 Ray	A5		CHEMISTRY P/Y	AP ENV SCI/Y	AP ENV SCI/Y	ADVISORY(10)/Y	CHEMISTRY P/Y	
111 Novick	A6	CHEMISTRY P/Y		AP ENV SCI/Y	AP ENV SCI/Y	ADVISORY(10)/Y	CHEMISTRY P/Y	
Gastelum	A6						MS ELD 5/Y	READING ENRICH/Y
194 Montenegro-Alarcor	CC 1					COLLEGE SEMINAR/Y		COLLEGE SEMINAR/Y
194 Montenegro-Alarcor	CC 1					COLLEGE SEMINAR/Y		
217 Rhodes	CC 2					COLLEGE SEMINAR/Y		COLLEGE SEMINAR/Y
217 Rhodes	CC 2					COLLEGE SEMINAR/Y		
118 Filipek	D Conf				ADVISORY/Y			
86 Mendez	D11			ENGLISH ENRICH	ADVISORY(9)/Y	ENGLISH ENRICH	READING ENRICH	Academic ELD 2/Y
221 Allen	D20	STDY SKL 8 L1/Y			ADVISORY/Y			
49 Sanchez	D21	AMERICAN HIST &	AMERICAN HIST &	WORLD HIST P/Y	ADVISORY(9)/Y		WORLD HIST P/Y	
205 Deiwert	D22		ALGEBRA 1 P/Y	MATH 8/Y	ADVISORY 08/Y	ALGEBRA 1 P/Y		MATH 8/Y
163 White	D23	ACAD LNG LIT 1/Y	ACAD LNG LIT 1/Y		ADVISORY(9)/Y	ENGLISH 8/ELD/Y	ENGLISH 8/ELD/Y	
127 Werthmann	D24		ENGLISH 8/ELD/Y		ADVISORY 08/Y	ENGLISH 8/ELD/Y	ACAD LNG LIT 1/Y	ACAD LNG LIT 1/Y
191 Aguilar Gonzalez	D25	AMERICAN HIST 8/Y		WORLD HIST P/Y	ADVISORY(9)/Y	AMERICAN HIST &	WORLD HIST P/Y	
210 Hu	D26	MATH 8/Y	ALGEBRA 1 P/Y		ADVISORY(9)/Y	ALGEBRA 1 P/Y		MATH 8/Y
110 Duenas	Gym	PE 6-8/Y		PE/Y	ADVISORY 07/Y	PE 6-8/Y	PE/Y	
215 Monim	Gym	PE 6-8/Y	PE/Y		ADVISORY(9)/Y	PE 6-8/Y		PE/Y
151 King	Lib B					ADVISORY(11)/Y	Comp SCI Senior/Y	
151 King	Lib B						CAREER PREP PRC/Y	
203 Brassey	M1			AP CS PRINC CTE	AP CS PRINC CTE	ADVISORY(11)/Y	DE 2-DAY D/Y	DE 2-DAY D/Y
203 Brassey	M1						DE 2-DAY D/Y	DE 2-DAY D/Y
212 Wright	M2			AP CS PRINC CTE	AP CS PRINC CTE	ADVISORY(10)/Y	CLG CTE CIS UC/	CLG CTE CIS UC/Y
212 Wright	M2						CLG CTE CIS UC/	CLG CTE CIS UC/Y
235 Sussman	P2	ACAD LNG LIT3-4	US HISTORY P/Y	AMER GOVT P/1	AMER GOVT P/1	ADVISORY(11)/Y		
235 Sussman	P2			ADV ACAD LNGLIT	ADV ACAD LNGLIT/Y			
180 Maguire	P3		GEOMETRY P/Y	ALGEBRA 2 P/Y	ALGEBRA 2 P/Y	ADVISORY(10)/Y		GEOMETRY P/Y
211 Hancock	P4	ETHNIC STDS P/Y	ETHNIC STDS P/Y	ETHNIC STDS P/Y	ETHNIC STDS P/Y	ADVISORY(11)/Y		
10 Ahumada	P5						DE 4-DAY A/1	DE 4-DAY A/1
89 Rozo Marsh	P5	ACAD LNG LIT3-4	US HISTORY P/Y	AMER GOVT P/1	AMER GOVT P/1	ADVISORY(12)/Y		
89 Rozo Marsh	P5			ADV ACAD LNGLIT	ADV ACAD LNGLIT/Y			
164 Rangel Ramirez	P6	GEOMETRY P/Y		ALGEBRA 2 P/Y	ALGEBRA 2 P/Y	ADVISORY(11)/Y		GEOMETRY P/Y
129 Coffey	P7	ACAD LNG LIT3-4	US HISTORY P/Y			ADVISORY(11)/Y	DE 2-DAY C/1	DE 2-DAY C/1

Teacher:	Room	Period 1	Period 2	Period 3	Period 4	Period 5 (12:30-1:30)	Period 6	Period 7	
129 Coffey	P7						ENG 3 HP/Y		
232 Mansfield	P8	ACAD LNG LIT 2/Y	ACAD LNG LIT 2/Y	ACAD LNG LIT 2/Y	ACAD LNG LIT 2/Y	ADVISORY(10)/Y			
234 Reynolds	P9	ACAD LNG LIT3-4	US HISTORY P/Y			ADVISORY(10)/Y			
95 Walker, C	P9		FINANCE LITRCY/Y			ADVISORY(12)/Y	DE 2-DAY B/1	DE 2-DAY B/1	
95 Walker, C	P9							COLLEGE SEMINAR/Y	
Owens	Shop 2B						Comp SCI Senior/Y		
Owens	Shop 2B						CAREER PREP PRC/Y		
15 Vacancy D							DE 5-DAY A/Y	DE 5-DAY A/Y	
15 Vacancy D							DE 5-DAY B/Y	DE 5-DAY B/Y	
173 Broussard			PE 6-8/Y	PE/Y	ADVISORY 08/Y		PE 6-8/Y	PE/Y	
209 Ducey							DE 2-DAY B/1	DE 2-DAY B/1	
209 Ducey							DE 2-DAY B/1	DE 2-DAY B/1	
218 Richoux					ADVISORY/Y				
31 Vacancy C							DE 2-DAY E/Y	COLLEGE SEMINAR/Y	