### **MEASURE N COMMISSION**

1000 Broadway, Suite 680 Oakland, CA 94607-4099



## Measure N - College & Career Readiness - Commission

Jason Gumataotao, Chairperson jason@ibew595.org Louise Waters, Vice Chair louise.bay.waters@gmail.com Whitney Dwyer, Secretary whitney.dwyer@ousd.org

Emma Paulino, Member emmap@oaklandcommunity.org James Harris, Member james@510media.com

Board Office Use: Legis	slative File Info.
File ID Number	21-0782
Introduction Date	4/15/2021
Enactment Number	
Enactment Date	

## Memo

То	Board of Education
From	Measure N Commission
	Jason Gumataotao, Chairperson
	Louise Waters, Vice Chair
	Whitney Dwyer, Secretary
	Emma Paulino, Member
	Jams Harris, Member
Board Meeting Date	<u>April 15, 2021</u>
Subject	2021-2022 Measure N Education Improvement Plan
	Services for: Coliseum College Preparatory Academy
Action Requested and Recommendation	Adoption by the Board of Education of Coliseum College Preparatory Academy proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in

an amount not to exceed \$229,500.00.

<b>Background</b> (Why do we need these services? Why have you selected this vendor?)	Adoption by the Board of Education of Coliseum College Preparatory Academy proposed 2021-2022 Education Improvement Plan and Budget.
Competitively Bid	Was this contract competitively bid? No If no, exception: N/A
Fiscal Impact	Funding resource(s): Measure N
Attachments	Measure N Education Improvement Plan

## 2021-22 Budget

## 2021-2022 MEASURE N BUDGET

Resource

Measure N \$229,500.00

Allocation

Total Expended

**Total Remaining** 

\$0.00

\$229,500.00

# School: COLISEUM COLLEGE PREP ACADEMY

S
ite #:
232

232-4	232-3	232-2	232-1	BUDGET ACTION NUMBER
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.	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.	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)	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.	R BUDGET JUSTIFICATION
\$15,000.00	\$10,000.00	\$52,484.20	\$58,201.46	COST
4310	4200	2205	1120	OBJECT CODE
Supplies	Books-Other Than Textbooks	Classified Support Salaries	Teacher Salaries Stipends	OBJECT CODE DESCRIPTION
		College & Career Readiness Specialist		POSITION
		.50 FTE		FTE
Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway	WHOLE SCHOOL/ PATHWAY NAME

-

232-6	232-5
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)	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.
\$83,814.34	\$10,000.00
2305	5825
Supervisor & Administrator Salaries	Consultant Contract
College Center Coordinator	
.50 FTE	
Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway

School:         COLLECK PREP ACADEMY         School ID scription           Colsum Collage Free Academy (CCPA) is a small school in East Cadend serving grades 6-12. Our primary commitment is to serve the students of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding community by ended and the england of the surrounding control and the england ender the surrounding ender the ender the surrounding ender the ender th	gege preparation, Starting with Algebra in the 8th grade, our Division 2 students and tanguage during the school day, Division 2 students and to community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one notar of family engagement events which integrate parents incoments in the communication Technology (Software and Systems Development) industry sector, roupled ege application rate to almost 100%. CCPA educates students with the college egoing on the college community Leadership and Innovation Pathway (CLIP) will provide cCPA students with new access and opportunities in the poal is to support CCPA students with the tools and broadened perspective to become successful in orme. The Community ethnic students with the design, engineering, and mant successful in their ability to do so. We are committed to delivering a program real world, and requires students to demonstrate what they know and are able to do.         "% English Learners       % LTEL       "& SPED inclusion & Students will reveal a program real world, and requires students to demonstrate what they know and are able to do.         "Back Students       0.2%       1.7%       0.0%       Newcomers         94.0%       not available       not available       1.72       Goal       22.23 Goal       22.23 Goal       22.23 Goal       22.23 Goal       1.7%	ators in our community and s of color. Ultimately, our go grow into collaborative, em needs. To make our studel d through core classes focu through core classes focu their vision for the fur nects their learning to the re his vision. <u>% LCFF</u> 95.0% <u>95.0%</u> <u>95.0%</u> <u>95.0%</u> <u>95.0%</u> <u>98.4%</u> 0.0% <u>0.0%</u>	to providing all of our student address communities in college. CLIP students will g ions that address community r and makespace and weaving s and makespace and weaving % Oakland Residents % Oakland Residents % Oakland Residents 97.5% 97.5% 18-19 Baseline Data 89.1% 3.1%	2, Which has nor rus Oakland and thrive > build real-life solut ision cademy is dedicate > rep with the skills a unique needs, cap nherent in Make the s - which student NCE GOALS ANI NCE GOALS ANI NCE GOALS ANI NCE GOALS ANI	ng tech field nge in East ( ills critical to r school beg ege Prep Ac m College P ch learner's ized plans ir ized	rapidy chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Derr School Derr Population Race/Ethnic Target Stude Populat Target Stude Four-Year Coh Four-Year Coh
	gege preparation. Starting with Algebra in the 8th grade, our Division 2 (grades 11-12) fressional internships in the community so that students graduate with both college lants face in applying, matriculating and graduating from college, CCPA dedicates one not of the Senior Capstone project. This intensive and sustained support, coupled gege application rate to almost 100%, CCPA educates students to become successful in the pool is to support. CCPA students with new access and opportunities in the pool is to support. CCPA students with new access and opportunities in the pool is to support. CCPA students with new access and opportunities in the pool is to support. CCPA builds problem solving and thinking skills sused on both community ethnic studies and broadened perspective to become real world, and requires students to demonstrate what they know and are able to do.         "senglish Learners"       "sspeb       "s speb linclusion       students with the selon ology skills.         "senglish Learners"       "students to demonstrate what they know and are able to do.       30.8%       28.2%       13.0%       % speb linclusion       % speb linclusion         "silenners"       0.2%       0.2%       0.0%       0.0%       30%       30%         "silenners"       % LTEL       "sspeb       % speb linclusion       Newcomers       30.8%       21.2%       0.0%       30%       30%         "suggement equires students       0.2%       1.7%       0.0%       30%       30%         "suggement equires students to decome solvering a program real world, and requires students	ators in our community and s of color. Ultimately, our go grow into collaborative, em needs. To make our studer through core classes focu through core classes focu this vision for the fur nects their learning to the ru this vision. <u>% LCFF</u> 95.0% Hispanic/Latino 79.4% 19-20 Data	to providing all of our student will generate address communities in college. CLIP students will generate and makespace and weaving and knowledge necessary to putalizes on their passions, connect the cornerstone of the cor	1, Which has nor rus Oakland and thrive ) build real-life solut gining in D1 robotic: ision cademy is dedicate hep with the skills a unique needs, cap nherent in Make the 51.9% American Indian/Alaskan Indian/Alaskan NCE GOALS ANI NCE GOALS ANI NCE GOALS ANI NCE GOALS ANI	rige in East ( rills critical to rischool beg rege Prep Ac m College P ch learner's ized plans ir ized plans ir iz	rapidy chang agents of chan technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Derr School Derr Race/Ethnic Target Stude Population Race/Ethnic Target Stude Population Race/Ethnic Four-Year Coh
	gege preparation. Starting with Algebra in the 8th grade, our Division 2 students and language during the school day. Division 3 (grades 11-12) fressional internships in the community so that students graduate with both college innter face in applying, matriculating and graduating from college, CCPA declicates one number of the Senior Capstone project. This intensive and sustained support, coupled spee application rate to almost 100%. CCPA deucates students to become successful in our pathway. CCPA builds problem solving and thinking skills successful in our pathway. CCPA builds problem solving and thinking skills.         relevant education that prepares them for entry to UC and CSU schools. Students will true and confident in their ability to do so. We are committed to delivering a program real world, and requires students to demonstrate what they know and are able to do.         % English Laamers       % SPED       % SPED Inclusion       % SPED Mod.Severe 30.0%         0.4%       0.2%       1.7%       0.0%       Newcomers         94.0%       not available       21-22 Goal       21-22 Goal       22-23 Goal       (3-24 Goal)	ators in our community and grow into collaborative, em needs. To make our studen through core classes focu- through core classes focu- this vision for the fur- nects their vision for the fur- nects their learning to the ru- this vision. Hispanic/Latino 79.4%	to providing all of our students will g in college. CLIP students will g ions that address communities and makespace and weaving s and makespace and weaving talizes on their passions, com- Road are the cornerstone of Road are	1, Which has nor rus Oakland and thrive build real-life solut ision cademy is dedicate brep with the skills a unique needs, cap nherent in Make the s nherent in Make the 51.9% American Indian/Alaskan Native 0% 0% 0.0%	ng tech field nge in East ( ills critical to r school beg ege Prep Ac m College P Ac m College P Ac ison cheamer's ized plans ir ized plans ir	rapidy chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Derr School Derr Population Race/Ethnic Target Stude Population Race/Ethnic SCHOOL PE
	gege preparation. Starting with Algebra in the &th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fressional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one number of the Senior Capstone project. This intensive and sustained support, coupled sege application rate to almost 100%. CCPA educates students into the cocommunity leadership and Innovation Pathway (CLIP) will provide students and broadened perspective to become pole is to support CCPA students with the tools and broadened perspective to become mathetic, problem solving, creative thinkers with the design, engineering, and entitles successful in our pathway. CCPA builds problem solving and thinking skills.       used on both community ethnic studies and technology skills.       used on both community ethnic students to demonstrate what they know and are able to do.       % English Laamers     % LTEL       with the students     % SPED students       used on both community of 0.2%     13.0%       world, and requires students to demonstrate what they know and are able to do.       sa?     Back Students       year Goal     20-21 Data	ators in our community and of color. Ultimately, our go grow into collaborative, em needs. To make our studen through core classes focu through core classes focu this wision for the fur nects their learning to the ru his vision. <u>"% LCFF</u> 95.0% Hispanic/Latino 79.4% 79.4%	torically engaged communities in college. CLIP students will g ions that address community r and makespace and weaving talizes on their passions, conr Road are the cornerstone of Road are the corner	1, Which has not his Oakland and thrive build real-life solut ision cademy is dedicate rep with the skills a unique needs, cap nherent in Make the % Female Mamerican American an American American 0% 0.0% 0.0%	r school beg sion and Vi ege Prep Ac m College P ch learner's ized plans ir ingraphics ized plans ir ingraphics is ingraphics ingraphics is ingraphics is ingraphis is ingraphics is ingraphics is ingraphics is ingraphics is	rapidy chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Derr School Derr School Derr School Derr Population Race/Ethnic Target Stude Target Stude SCHOOL PE
	e intervention in math and language during the school day. Division 3 (grades 11-12) fressional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one ndar of family engagement events which integrate parents into the college-going oner of the Senior Capstone project. This intensive and sustained support, coupled seg application rate to almost 100%. CCPA educates students to become successful in orome. The Community Leadership and Innovation Pathway (CLIP) will provide students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, engineering, and enty successful in our pathway, CCPA builds problem solving and thinking skills used on both community/ ethnic studies and technology skills.	ators in our community and grow into collaborative, em needs. To make our studer through core classes focu- trise their vision for the fur- nects their learning to the ru- this vision. <u>% LCFF</u> <u>95.0%</u> Hispanic/Latino 79.4%	as providing solvers and innervides in college. CLIP students will g ions that address community in and makespace and weaving s and makespace and weaving talizes on their passions, conr Road are the cornerstone of Road are the cornerstone of Road are the	1, Which has nor rus oakland and thrive build real-life solut gining in D1 robotic reademy is dedicate brep with the skills a unique needs, cap nherent in Make the s <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u>s</u> <u></u>	r school beg sion and Vi ege Prep Ac m College P ch learner's lized plans ir lographics isal % Male ms 48.1 hy American by American by 14.0	rapidy chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Derr School Derr Population Race/Ethnic Target Stude SCHOOL PE
	e intervention in math and language during the school day. Division 3 (students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one ndar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA dedicates students to become successful in one. The Community Leadership and Innovation Pathway (CLIP) will provide students id Communication Technology (Software and Systems Development) industry sector. Id beyond. CLIP will provide CCPA students with new access and opport. and successful in our pathway, CCPA builds problem solving and thinking skills used on both community to do so. We are committed to delivering a program real world, and requires students to demonstrate what they know and are able to do. <u>As SPED healing</u> 28.2% 13.0% 5.9ED Inclusion % SPED Mod-Severe 0.4% 0.2% 0.2% 1.7% 0.0% Back Students	ators in our community and of color. Ultimately, our go grow into collaborative, em needs. To make our studer y through core classes focu through core classes focu the challenging and ru rusue their vision for the fur nects their learning to the ru this vision. % LCFF 95.0% Hispanic/Latino 79.4%	to providing all of our students and makespace and weaving and makespace and weaving and makespace and weaving and makespace and weaving sand makespace and weaving Road are the cornerstone of % Oakland Residents 97.5% Asian 2.9%	2, Which has not rus Oakland and thrive build real-life solut <b>ision</b> cademy is dedicate rrep with the skills a unique needs, cap nherent in Make the % Female 1% 51.9% American IndianAlaskan Native 0% 0.0%	ng tech tred nge in East ( ills critical to r school beg ege Prep Ac m College P ch learner's ch learner's ized plans ir <b>iographics</b> ized plans it <b>iographics</b> ized plans it <b>idl</b> % Male ons 48.1 ant African- by America ont 14.0	rapidity chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual The individual School Derr School Derr Stude Population Race/Ethnie
	ege preparation. Starting with Algebra in the Bth grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fessional internships in the community so that students graduating from college. CCPA dedicates one ndar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in owne. The Communicy leadership and Innovation Pathway (CLIP) will provide CCPA students with new access and opportunities in the goal is to support CCPA students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, engineering, and entry students with new access and opportunities in the goal is to support CCPA students with new access and opportunities in the goal is to support CCPA students with the design, engineering, and sustained on both community/ ethnic studies and technology skills.         "relevant education that prepares them for entry to UC and CSU schools. Students will uture and confident in their ability to do so. We are committed to delivering a program real world, and requires students to demonstrate what they know and are able to do.         "% English Learners       % SPED Inclusion       % SPED Mod-Severe 3.0%         "% English Learners       28.2%       13.0%       6.0%       3.0%         Pacific/ Filpino       Pacific/ Lander       Caucasian       Multiracial       Newcomers       3.0%       3.0%       1.7%       0.0%       0.0%       3.0%       0.0%       0.0%       0.0%       0.0%       0.0%	ators in our community and s of color. Ultimately, our go grow into collaborative, em needs. To make our studer through core classes focu through core classes focu through core classes focu through core classes focu the challenging and ru ursue their vision for the fur nects their learning to the ru this vision. % LCFF 95.0% Hispanic/Latino	torically engaged communities in college. CLIP students will g ions that address community r and makespace and weaving and makespace and weaving s and makespace and weaving Road are their passions, conr Road are the cornerstone of % Oakland Residents 97.5% Asian	2, Which has not rus Oakland and thrive > build real-life solut <b>ision</b> cademy is dedicate >rep with the skills <i>e</i> unique needs, cap nherent in Make the \$ % Female 1% 51.9% American Indian/Alaskan 0% 0.0%	ng tech treid nge in East ( ills critical to r school beg ege Prep Ac m College P Ac m College Ac m College Ac m College Ac ilized plans ir ilized plans ir ilized plans ir ilized plans is ilized plans is il	rapicity chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual The individual School Derr School Der Spec Population Race/Ethnio
	eige preparation. Starting with Algebra in the 8th grade, our Division 2 students and to graduate with both college fessional internships in the community so that students graduate with both college innts face in applying, matriculating and graduating from college, CCPA dedicates one ndar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in owne. The Community Leadership and Innovation Pathway (CLIP) will provide students in the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with new access and opportunities in the goal is to support CCPA students with the design, engineering, and entry sector. The Community/ ethnic studies and technology skills.         vised on both community to do so. We are committed to delivering a program real world, and requires students to demonstrate what they know and are able to do.         % English       % LTEL       % SPED         Learners       28.2%       13.0%       % SPED Inclusion         % SPED       Newcomers	ators in our community and s of color. Ultimately, our go grow into collaborative, em needs. To make our studer through core classes focu through co	as properts onvers and innerve borically engaged communities in college. CLIP students will g sand makespace and weaving and knowledge necessary to putalizes on their passions, conr Road are the cornerstone of Road are the cornerstone of Road are the cornerstone of 97.5% Asian	1, Which has nor rus Oakland and thrive b build real-life solut gining in D1 robotic: ision cademy is dedicate hep with the skills a unique needs, cap nherent in Make the herent in Make the s with the skills a hereican an American Native	ng tech field nge in East ( ills critical to r school beg r school beg ege Prep Ac m College P ch learner's lized plans ir lized plans ir lized plans ir lized plans is lized plans is liz	rapidy chang agents of chang technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Derr School Derr School Derr School Jerr School Jerr
	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in nome. The Community Leadership and Innovation Pathway (CLIP) will provide students id beyond. CLIP will provide CCPA students with new access and opportunities in the poal is to support CCPA students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, engineering, and ents successful in our pathway. CCPA builds problem solving and thinking skills used on both community/ ethnic studies and technology skills. relevant education that prepares them for entry to UC and CSU schools. Students will uture and confident in their ability to do so. We are committed to delivering a program real world, and requires students to demonstrate what they know and are able to do. <u>% English</u> <u>% LTEL</u> <u>RSP</u> <u>% SPED Inclusion</u> <u>% SPED Mod-Severe</u> <u>30.8%</u> <u>28.2%</u> <u>13.0%</u> <u>6.0%</u> <u>3.0%</u>	ators in our community and of color. Ultimately, our go grow into collaborative, em needs. To make our studer through core classes focu through core	as propert sources and innove in college. CLIP students will g ions that address community r and makespace and weaving to providing all of our studen ind knowledge necessary to pu- italizes on their passions, conr Road are the cornerstone of % Oakland Residents 97.5%	1, Which has not rus Oakland and thrive build real-life solut <b>ision</b> cademy is dedicate prep with the skills <i>e</i> unique needs, cap nherent in Make the <b>s</b> <u>% Female</u> <u>51.9%</u>	ng tech tied nge in East ( ills critical to r school beg ision and Vi lege Prep Ac m College P m College P ch learner's ized plans ir <b>nographics</b> ized plans ir <b>nographics</b> 48.1	rapidy chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Derr School Derr Spec
School         COLLSEUM COLLEGE PREP ACADEMY         School Description         School Description           Colesum 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 Colliseum neighborhood. We stirve to create a college-poing outure beginning in middle school that acknowledges the magnitude of the task at hard. We couple our ecademic program with parent programs that aim to engage, support, and educate. CCPAs academic program is split into three divisions each with a finance of the surrounding community by providing a high-quality secondary school approximation in grades 6-17) is the grade of the surrounding community and each school that extreme to unreal the majority of their A-G requirements during this period. Students are already with an emphasis on college profession. They also participate in the Students graduating from college of the surrounding communication and first period. Students are already within the information online or college school due to college of the surrounding communication on the students of the second and three internations. Students are already with an emphasis on college professional internations and the community and technology (Schware and Systems Development) industry set at students on college college students and the subtract students and the source subcers and thready the source students and three sources and making and graduating from college. CCPA clucitation and the subtractional thready thready within the information and Cammunity and technology (Schware and Systems Development) industry sector due to college engine on provide transition and thready to college. CCPA students with a college college students on college college with one addition and the additions and thexinonal propoleg students and to support. CCPA students with bor	ege preparation. Starting with Algebra in the 8th grade, our Division 2 Students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fressional internships in the community so that students graduate with both college indents face in applying, matriculating and graduating from college, CCPA dedicates one notar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in the Communication Technology (Software and Systems Development) industry sector. Ind beyond, CLIP will provide CCPA students with new access and opportunities in the goal is to support CCPA students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, and and and antistation our pathway. CCPA builds problem solving and thinking skills used on both community/ ethnic studies and technology skills.	ators in our community and of color. Ultimately, our go grow into collaborative, em needs. To make our studer through core classes focu through core	as provient solvers and innexe torically engaged communities in college. CLIP students will ( ions that address community r and makespace and weaving and makespace and weaving and makespace and weaving sand makespace and weaving sand makespace and weaving and makespace and weaving sand makespace and sand makespace an	2, which has not rus Oakland and thrive 5 build real-life solut gining in D1 robotic ision cademy is dedicate rep with the skills <i>e</i> runique needs, cap nherent in Make the % Female	ng tech treid nge in East ( ills critical to r school beg <b>sion and Vi</b> lege Prep Ac m College P ch learner's lized plans ir lized plans ir	rapidy chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Dem
School:         COLLSEUM COLLEGE PREP ACADEMY         School ID:         232           School Description         Colseum 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-quipose and corresponding structure to support that the collegum melightomood. 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. CCPAs academic program is split into three divisions, each with a disting furpose. Division 1 (grades 6-7) has the goal of repid academic program is split into three divisions, each with a similar of rapid academic program. Subject on that acknowledges the magnitude of the tasks and real-world experiments. Recognizing the barries that low-ncome and first generation. Subjects in the set grade our Division 2 students aim to community college classes and on transition in math and language during the school day. Division 2 students are tables of the value to the set of the school participate in the time grade. Our Division 2 students are table on the school participate in the time active with school participate in the time of the school classes and mains a rotuce classes and program student on grade school day. Division 2 students are school participate in the school day. CCPA dedcates on the prove school participate in the students are table on the school participation rate to among the school participate in the students and the couled on the school participation rate to among the school day. CCPA dedcates on the provide table of the school participation are to among the school school participate and the school participate on the school participation rate to among the school school partis school participation and to school participation and th	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fressional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in nome. The Community Leadership and Innovation Pathway (CLIP) will provide students in d beyond. CLIP will provide CCPA students with new access and opportunities in the poal is to support CCPA students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, engineering, and ents successful in our pathway, CCPA builds problem solving and thinking skills used on both community/ ethnic studies and technology skills. The evant education that prepares them for entry to UC and CSU schools. Students will real world, and requires students to demonstrate what they know and are able to do.	ators in our community and of color. Ultimately, our go grow into collaborative, em needs. To make our studer through core classes focu through collaborative, em the collab	as provient solvers and innove torically engaged communities in college. CLIP students will g ions that address community r and makespace and weaving and makespace and weaving to providing all of our studen ind knowledge necessary to pu- italizes on their passions, conr Road are the cornerstone of	1, Which has not rus Oakland and thrive build real-life solut gining in D1 robotic: <b>ision</b> cademy is dedicate Prep with the skills <i>e</i> unique needs, cap is unique needs, cap inherent in Make the	ng tech tred nge in East ( ills critical to r school beg sion and Vi lege Prep Ac m College P m College P ch learner's ch learner's lized plans ir	rapidy chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseu that meets ea The individual School Den
School:         COLLSEUM COLLEGE PREP ACADEMY         School ID:         232           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-quippese and corresponding structure by support the colliseum 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. CCPAs academic growthen a distinct purpose and distinct purpose and the college control structure, with an emphasis on college preparation. Stating with Algebra in the 8 structures are too grade level in community of their A-G requirements during this period. Structure, with an emphasis on college preparation. Stating with Algebra in the 8 school day. Division 1 students have the same teachers for two years to build meaningful relationships. They also participate in a mandatory extended day unit for subert the senior secondary school structure, with an emphasis on college preparation. Stating with Algebra in the 8 structures with the origo grades 11-12 or grades and real-world experience. Recognizing the barries that to wincome and first generation students face in applying, natriculating and grades or thour grade secondary school day. Division 1 students with both college corb proves. At the end of 12th grade, school begining in solved and thick is not a college corb or students or delege application rate to almost to college. CCPA to allow school day. Division 1 school day. Division 2 school structure, with a college corb or students with or college. CCPA to allow and support. Culle with become successful or unrative or large darget and the college-going and invincing and tradinary school day. Division 1 schoolege going the charget resprese	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in oome. The Community Leadership and Innovation Pathway (CLIP) will provide students id beyond. CLIP will provide CCPA students with new access and opportunities in the goal is to support CCPA students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, engineering, and ants successful in our pathway. CCPA builds problem solving and thinking skills used on both community/ ethnic studies and technology skills. relevant education that prepares them for entry to UC and CSU schools. Students will uture and confident in their ability to do so. We are committed to delivering a program real world, and requires students to demonstrate what they know and are able to do.	ators in our community and of color. Ultimately, our go grow into collaborative, em needs. To make our studel through core classes focu through core	as provient solvers and innexe in college. CLIP students will g ions that address community r s and makespace and weaving and makespace and weaving s and makespace and weaving Road are the cornerstone of	), which has not rus Oakland and thrive build real-life solut gining in D1 robotice <b>ision</b> cademy is dedicate reademy is dedicate rep with the skills a unique needs, cap	ng tech treid nge in East ( ills critical to r school beg sion and Vi lege Prep Ac m College P ch learner's ch learner's	rapiony chang agents of cha technology sk throughout ou School Miss Coliseum Coll leave Coliseut hat meets ea The individual
School:         COLISEUM COLLEGE PREP ACADEMY         School ID: [232           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. CCPAs academic program is split into three divisions, each with a figh-quality secondary school structure is support that purpose. Division 1 (grades 6-7) has the goal of rapid academic growth. To achieve our goal of severy student on grade level in English and Marb by 8th grade, our Division 1 sucht has the same teachers for two years to build mensingful relationships. They also participate in a mandatory extended day units period. Students have the same teachers for two years to build mensingful relationships. They also participate in a mandatory extended day units of the served target parents that low-income and first generation students face in applying, matriculating and graduating from college. CCPA dedicates one hour per week during junior and serving vitin students, has increased our students college application rate to almost 100%. CCPA educates students to become successful in our pastway and on our capstone-https://sites.google.com/sust.gogle.com/su	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in nome. The Community Leadership and Innovation Pathway (CLIP) will provide students id Communication Technology (Software and Systems Development) industry sector. Id beyond. CLIP will provide CCPA students with new access and opportunities in the joal is to support CCPA students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, engineering, and ents successful in our pathway. CCPA builds problem solving and thinking skills cused on both community/ ethnic studies and technology skills.	ators in our community and s of color. Ultimately, our go grow into collaborative, em needs. To make our studer through core classes focu	as propietit solvers and innova torically engaged communities in college. CLIP students will ( ions that address community r s and makespace and weaving	<ol> <li>which has not rus Oakland and thrive build real-life solut gining in D1 robotic</li> </ol>	ng tech neid nge in East ( ills critical to ir school beg	rapidly change agents of cha technology sk throughout ou
School:         COLISEUM COLLEGE PREPACADEMY         School ID:: [232           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 comfigure 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 start hand. We couple our academic program with parent programs that aim to engage, support, and educate. CCPAs 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 madatory extended day until 5pm. Division 2 (grades 6-10) is our traditional secondary school structure, with an emphasis on college preparation. Starting with Algebra in the 6th gradet. our Division 3 (grades 11-12) or prate, our Division 2 students and to community college leasese and/or professional internships in the consended day. Division 3 (grades 11-12) or partivate the and on our capstone:https://sites.google.com/ousd.org/ccpa-senior.capstone/project. This internsive and graduating from college. CCPA declares one hour per week during from college to a college Seminar class and maintains a robust calendar of family engagement events which integrate parents into the college-going with sudents as proved and school by on the college-going from college. CCPA declares one hour prevek during the school tas tokentogy focused pathway within the information and community leadership and innovation Pathway (CLPA declares one project. This intensive and technology (CLPA declare	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) ifessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in nome. The Community Leadership and Innovation Pathway (CLIP) will provide students ind beyond. CLIP will provide CCPA students with new access and opportunities in the joal is to support CCPA students with the tools and broadened perspective to become mpathetic, problem solving, creative thinkers with the design, engineering, and ents successful in our pathway. CCPA builds problem solving and thinking skills cused on both community/ ethnic studies and technology skills.	ators in our community and s of color. Ultimately, our go grow into collaborative, em needs. To make our stude hough core classes focu	as propietit solvers and initiave torically engaged communities in college. CLIP students will ( ions that address community i s and makespace and weaving	<ol> <li>which has not rise</li> <li>Oakland and thrive</li> <li>build real-life solution</li> <li>build in D1 robotic</li> </ol>	ng tech tield nge in East ( ills critical to ir school bec	rapidiy changi agents of cha technology sk throughout ou
School:         COLISEUM COLLEGE PREP ACADEMY         School Discription           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. CCPAs academic, growth. To achieve our goal of very 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 3 (grades 12 students are hown as a college classes and/or professional interview interview of mandatory extended day until community onlege classes and/or professional interview intervention in math and language during the school day. Division 3 (grades 12 students are also offered interview intervention in the 8th grade, our Division 3 (grades 12 students are tool classes and/or professional interving and graduating from college. CCPA totat students graduate with both college project the end of 12th grade, seniors develop a detailed post-high school post-high school day. Division 3 (grades 12 students are parent with ongoing family community and beyond, curve courses at CCPA that are paired with community college classes and/or professional interving and graduating from college. CCPA dedicates on the college-going graduate with both college-going during from college. CCPA totat stationed support. coupled with ongoing family communication and 1	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in nome. The Community Leadership and Innovation Pathway (CLIP) will provide students id Communication Technology (Software and Systems Development) industry sector.	ators in our community and	as propietti solvers alla illilova			
School:         COLISEUM COLLEGE PREP ACADEMY         School ID: [232           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 Complete the majority of their A-G requirements during this period. Students are taso offered intensive intervention. Starting with Algebra in the 8th grade, our Division 2 students and to complete the amountify 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 intervention in math and language during the school day. Division 3 (grades 11-12) offers students and to college berniar class and maintains a robust calendar or family engagement events which integrate parents 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 for year for a College cominar class and maintains a robust calendar of family engagement events which integrate parents into the college-going during from college, CCPA dedicates students to become successful in the college-going process. At the end of 12th grade, senior.coupled with students, has increased our students on family engagement events which integrate parents into the college-going with students on process. At the end of 12th grades, students (become successful in conlege apolication rate to almost 100%. CCPA educates students to	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) ifessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled ege application rate to almost 100%. CCPA educates students to become successful in nome. The Community Leadership and Innovation Pathway (CLIP) will provide students	within the Information and	d technology focused pathway	ive social justice an empower students	) an innovati )le CCPA to	with access to CLIP will enat
School:         COLISEUM COLLEGE PREP ACADEMY         School ID:         232           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 3 (grades 11-12) offers students four core courses at CCPA that are paired with community college classes and/or professional 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 intensives in the community so that students graduate with both college one courses at CCPA dedicates with both college classes and/or professional intensives in the community so that students graduating from college. CCPA dedicates one hour pervise which integrate parents into the college-going on grade, seniors develop a detailed post-high school plan which is a component of the Senior Capstone project. This intensive and sustained sup	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) if sional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one indar of family engagement events which integrate parents into the college-going onent of the Senior Capstone project. This intensive and sustained support, coupled	reased our students' collei enior-capstone-2018-19/hc	neetings with students, has inc s.google.com/ousd.org/ccpa-si	nunication and 1:1 r	family comm	with ongoing f
School:         COLISEUM COLLEGE PREP ACADEMY         School ID: [232           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 meighborhood. We strive to create a college-going culture beginning in middle school that acknowledges the magnitude of the task at hand. We corresponding structure to support that purpose. Division 1 (grades 6-7) has the goal of rapid 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 community college classes and/or professional 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 intervention in math and language during the school day. Division 3 (grades 11-12) offers students graduate with both college one goal of rapidia cademic programs in the community school structure, with an emphasis on college preparation. 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 intervention in math and language during and graduating from college, CCPA dedicates one courses on t	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12) fessional internships in the community so that students graduate with both college lents face in applying, matriculating and graduating from college, CCPA dedicates one	d maintains a robust calen ool plan which is a compor	or a College Seminar class an velop a detailed post-high sch	ior and senior year the grade, seniors de	< during junic e end of 12th	hour per week process. At th
School:       COLISEUM COLLEGE PREP ACADEMY       School ID:       232         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 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)	ege preparation. Starting with Algebra in the 8th grade, our Division 2 students aim to e intervention in math and language during the school day. Division 3 (grades 11-12)	college classes and/or profite and first generation stude	at are paired with community c ng the barriers that low-income	courses at CCPA th verience. Recognizi	s four core c al-world exp	offers student credits and re
School:       COLISEUM COLLEGE PREP ACADEMY       School ID:       232         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		with an emphasis on colle- s are also offered intensive	al secondary school structure, ts during this period. Students	4-10) is our tradition heir A-G requirement	2 (grades 8 majority of th	complete the
School:         COLISEUM COLLEGE PREP ACADEMY         School ID:         232           School Description         Colliseum 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 Colliseum 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	goal of rapid academic growth. To achieve our goal of every student on grade level in d meaningful relationships. They also participate in a mandatory extended day until	hers for two years to build	to support that purpose. Divis 1 students have the same teac	grade, our Division	se and corre	English and N
LISEUM COLLEGE PREP ACADEMY	r primary commitment is to serve the students of the surrounding community by a college-going culture beginning in middle school that acknowledges the magnitude of rt, and educate. CCPA's academic program is split into three divisions, each with a	serving grades 6-12. Our lood. We strive to create a nat aim to engage, support	a small school in East Oaklanc tion in the Coliseum neighborh ogram with parent programs the	cademy (CCPA) is a econdary school op ole our academic pr	lege Prep Ac gh-quality se nd. We coup	Coliseum Coll providing a high the task at ha
COLISEUM COLLEGE PREP ACADEMY					cription	School Des
	School ID: 232		<b>SE PREP ACADEMY</b>	SEUM COLLEC		Schoo

<	<	
	Ş	i.
ē	5	
0	D	
¢	n	F.
2	2	
Ş	Ş	
5	2	

Percentage of students who participated in at least 1 Work-Based Learning activity	On Track to Graduate - 9th Grade	A-G Completion	Four-Year Cohort Dropout Rate	Four-Year Cohort Graduation Rate	Indicator	ROOT CAUSE ANALYSIS	Percentage of students in Linked Learning pathways	Percentage of students who have passed dual enrollment courses with a C- or better	Percentage of students who participated in at least 1 Work-Based Learning activity	On Track to Graduate - 9th Grade	A-G Completion	Four-Year Cohort Dropout Rate	Four-Year Cohort Graduation Rate	Target Student Population Indicator 18-1	Percentage of students in Linked Learning pathways	Percentage of students who have passed dual enrollment courses with a C- or better	Percentage of students who participated in at least 1 Work-Based Learning activity
Based Learning									9.4%	50.0%	100.0%	0.0%	77.8%	18-19 Baseline Data	91.7%		9.4%
Very high participation rate	Many systems and structures exist to maintain graduation status of 9th grade.	Consistently high A-G rate	Consistently very low year-after-yea	Consistently high graduation year-after- year	Strengths		95.0%	86.0%	12.5%	66.7%	Not Available	0.0%	100.0%	19-20 Data	95.6%	77%	7.3%
n rate.	tructures exist to status of 9th grade.	3 rate.	/ year-after-year.	iduation year-after-	gths		95.0%	90.0%	15.0%	70.0%	100.0%	0.0%	85.0%	20-21 Goal	96.0%	85.0%	15.0%
Persistence and genuine engagement with internships	Growing the ninth grade teaching cohort and maintaining quality during expansion.	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.	With reduced funding, maintaining and improving supports.	Student truancy/absences and mobility. Students ability to persist through credit deficiency issues.	Highest Leverage Challenge What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?		94.1%	not available	not available	83.60%	Not Available	0.0%	98.4%	20-21 Data	not available	88%	not available
rnships	de teaching g quality	l students is lo not meet A- f CCPAs 9et A-G went	maintaining ts.	nces and lity to persist ncy issues.	<b>Challenge</b> at, if dissolved, n, or substantial thin the indicator		95%	95%	25%	90%	95%	0.0%	100.0%	21-22 Goal	not available	95%	not available
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.	Expansion	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.	Budget cuts.	Gentrification. Poverty.	Root Cause Analysis What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?									21-22 Data 22-23 Goal (3- Year Goal)			

Percentage of students who have passed dual enrollment courses with a C- or better	enrollment courses with a C- or	Very high pass rate. Many studen have passed at least one dual enrollment course and many have passed multiple classes.	idents	Communication about student performance in college classes - particularly those that are off campus. Professors' willingness to accommodate diverse student needs.	e classes - are off willingness to student	Student transitions to college courses are challenging and many students need a high level support, which we don't necessarily have resources for alwavs.
				needs.		always.
Percentage of students in Linked Learning pathways	ways	Very high participation rate		Space in student schedules to provide more support for students with more moderate/severe needs for differentiation and remediation.	edules to for students evere needs 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	ngths	Areas For	For Growth		Next Steps
	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.	ntunity to take both in Computer s across the nation rthermore, these very student on 10th and 11th courses and are ler parity in our strength given that minated.	Scaling core instruction. Specifically in mathematics, a coordination between different contents and a lack of systematized intervention.	n. Specifically in nation between a lack of tion.	Develop system Establish coord mathematics-lik	Develop systematized mathematics intervention. Establish coordination between different mathematics-like content areas.
Rigorous Academics (pages 3, 4, 5 of rubric)						
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.	ructors is high. We e of CTE courses, omplete.	Integration of CTE courses with other subjects - particularly the Ethnic Studies course	courses with other rrly the Ethnic Studies	Providing time t Ethnic Studies :	Providing time for deliberate planning across Ethnic Studies and Computer Science.
(bace 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.	sed-learning Given that, most of a work-based-	The sequence should be reviewed so that it is more aligned to current student post-secondary goals.	r+	Survey student secondary goal for staff to shap	Survey students to identify current post- secondary goals and then provide planning time for staff to shape WBL opportunities accordingly.
	We provide a variety of supports to students including socio-emotional, academic remediation, skill building, credit recovery and academic support spaces.	ts to students demic remediation, nd academic	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	e, students who ns languish in experiences. we er option that is on campus for yet in the place of	We are shifting classes and inte literacy class the and will allow a students around college classes.	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.
Comprehensive Student Supports (page 7 of rubric)			success in college cla	classes or internship.		

S

2	2
E	5
ĕ	5
C	0
č	2
ē	5
<u>c</u>	2

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 specific subgroup participation within compu science across the nation. These demograp hold true even when students are given the to elect to enroll in more advanced CS coursework.	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 CSOur 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 andProvide time for CTE instructors to plan, organize, and implement opportunities that have been shown to improve student performance on Science across the nation. These demographics scores for both the AP CSP and AP CSA number of students who identify pathwayProvide time for CTE instructors to plan, organize, and implement opportunities that have been shown to improve student performance on AP exams.
Pathway Student Outcomes (page 2 of rubric)	secondary goals.
	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.	ng 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?	igh 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	ic 10th grade students are able to produce a capstone project that successfully integrates skills identified within the rubric.
Budget Expenditures	

	5	
-	5	ţ
2	2	
(	n	Ē
è	ž	ē
ç	ž	
2	2	ę

created countless opportunities for kids to grow in their problem solving, troubleshooting and persistence. Our	nong 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	or 2021-2022 are there any revisions to the strategic actions or new strategic actions list below:	or revised strategic actions to support pathway		Design a 10th grade capstone through a collaboration btw CS, ELA and A project will happen. This is an adult move at the base.	Nork to (re)build motivation and a deeper sense of purpose/ possibility in Increase partnerships to keep pace with expansion and support the growth of CCPAs previous culture of summer student work and pathway opportunities. Increase opportunities to programs and general motivation to participate in opportunities.	Z	mpact 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.		structures should be able to replicate a process with process. Strengthen project management skills, including collaboration among students, time management and delegation, within mathematics, computer science, engineering and maker space coursework. <i>For 2021-2022 are there any revisions to the strategic actions or new strategi</i> <i>Strategic Actions</i> - <i>What are the 3-5 key new or revised strategic actions to support pathway</i> <i>evelopment in 2021-2022</i> Reflection process on troubleshooting and problem solving during distance learning, and a connection to our work in designing or improving solutions we develop. Design a 10th grade capstone through a collaboration btw CS, ELA and Ethnic Studies and focused on design thinking. Work to (re)build motivation and a deeper sense of purpose/ possibility in student work and pathway opportunities. Inspect of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources lowards your goals an Minimesters made it challenging to get the depth of the work. AP courses va- student support was OK (97%, first on campus learning the community and ick and the protein or the community and ick student support was OK (97%, first on campus learning the community and ick and the protein or the non-angular and campus learning the protein or the student support was OK (97%, first on campus learning the community and ick and the protein compus learning to get the depth of the work. AP courses va- student support was OK (97%, first on campus learning the protein or the	<ul> <li>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 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.</li> <li>Again, our collaborative work took somewhat of a hit this year. Though we did ultimately get to functional smaller groups 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.</li> <li>c actions, list below:</li> <li>What evidence will you look for to know you are successful?</li> <li>Have student do a particular reflection on how they managed te shifted? How do you do it? Can we create a rubric and general something?</li> <li>A project will happen. This is an adult move at the base.</li> <li>Increase partnerships to keep pace with expansion and support programs and general motivation to participate in opportunities.</li> <li>Increase partnerships to keep pace with expansion and support programs and general motivation to participate in opportunities.</li> <li>Istrategic actions and why?</li> <li>Istrategic actions and why?</li> <li>Istrategic action and extended contracts to increase student support or increase student support and between the igo and depth of component and extended contracts to increase student support and support or individual in the igo and depth of component and extended contracts to increase student support for instruction to participate in opportunities.</li> </ul>	Seeing their growth in problem solving with tech issues and connect it to larger ideas of how we problem solve across issues. Continue to work towards a 10th grade capstone that engages students collaboratively around a self guided task. 22 given what you have learned this year about how to ch issues in March 2020 vs March 2021. What ize this to other kinds of work to do or improve the growth of CCPAs previous culture of summer the growth of CCPAs previous culture of summer ment felt less than a normal year. This can be
affendance and overall ability to do new technological things		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.	nong         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.           ew strategic actions, list below:	gement skills, including collaboration among       Again, our collaborative work took so         ant and delegation, within mathematics, tering and maker space coursework.       Though we did ultimately get to funct took a lot of structures of accountabil was not the project based learning the year was great for thinking about how structures and support for individuals learning to help us grow our students or revised strategic actions to support pathway         or revised strategic actions to support pathway       What evidence will you look for to knc         or revised strategic actions to support pathway       How are you considering adapting your best support students?	Again, our collaborative work took so Though we did ultimately get to funct took a lot of structures of accountabil was not the project based learning th year was great for thinking about hov structures and support for individuals learning to help us grow our students gic actions, list below: What evidence will you look for to knc - How are you considering adapting your best support students? Have student do a particular reflectio shifted? How do you do it? Can we something?	Again, our collaborative work took so Though we did ultimately get to funct took a lot of structures of accountabil was not the project based learning th year was great for thinking about hov structures and support for individuals learning to help us grow our students learning to help us grow our students gic actions, list below: What evidence will you look for to kno - How are you considering adapting your best support students? Have student do a particular reflectio shifted? How do you do it? Can we something? A project will happen. This is an adul	Again, our collaborative work took so Though we did ultimately get to funct took a lot of structures of accountabil was not the project based learning th year was great for thinking about how structures and support for individuals learning to help us grow our students gic actions, list below: What evidence will you look for to knc - How are you considering adapting your best support students? Have student do a particular reflectio shifted? How do you do it? Can we something? A project will happen. This is an adul Increase partnerships to keep pace v programs and general motivation to p	Again, our collaborative work took so Though we did ultimately get to funct took a lot of structures of accountabil was not the project based learning th year was great for thinking about how structures and support for individuals learning to help us grow our students learning to help us grow our students <i>gic actions, list below:</i> What evidence will you look for to kno - How are you considering adapting your best support students? Have student do a particular reflectio shifted? How do you do it? Can we something? A project will happen. This is an adul Increase partnerships to keep pace v programs and general motivation to p	vork took so get to funct accountabil accountabil learning th g about how r individuals our students our students our students for to kno dapting your dapting your lar reflectio t? Can we the can we bivation to p	Sprengthen project management selils, including collaboration among students, time management and delegation, within mathematics, computer science, engineering and maker space coursework.       Continue to work towards a trock and of a hit this year.       Continue to work towards a towards and the project based countability and smalle group work. It is great for structures of accountability and smalle group work. It is great as not the project based learning that we envisioned. This year was great for hinking bourt bow to differentiate in the strategic actions to support pathway evelopment in 2021-2022 are there any revisions to the strategic actions to support pathway evelopment in 2021-2022.       It has the strategic actions to support pathway evelopment in 2021-2022 are there any revisions to the strategic actions to support pathway evelopment in 2021-2022.       It has a support for individuals. We can use that examines to help us grow our students soft sulls.       It has a support for individuals. We can use that examines to help us grow our students and groups. It is grided task.         For 2021-2022 are there any revisions to the strategic actions to support pathway evelopment in 2021-2022 method on the strategic actions to support pathway evelopment in 2021-2022.       It has a support for individuals. We can use that examines to help us grow our students and group work. It is grided task.         For 2021-2022 are there any revisions to the strategic actions to support pathway evelopment in 2021-2022 method as support pathway evelopment in 2021-2022.       It has a support for the we envisioned. This is a support for the we have use subert students?         For 2021-2022 method cosign thinking.       It has a strategic actions to support of CCPAs previous support by orub and a generalize this to other kinds of wor connec		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.	
attendance and overifie and overified and ove	For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:       Ideaming to help us grow our students soft skills.         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?         Reflection process on troubleshooting and problem solving during distance learning, and a connection to our work in designing or improving solutions we develop.       Have students?       Have students?         Design a 10th grade capstone through a collaboration btw CS, ELA and Students?       Aproject will happen. This is an adult move at the base.       Ethnic Studies and focused on design thinking.       Aproject 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 to fathway work to future opportunities.       Increase partnerships to keep pace with expansion and support the growth of CCPAs previot connect pathway work to future opportunities.         Budget Analysis of 2020-2021 Budget Exponditures?       Increase shortened. We added in study groups, but I'm not sure we bridged the gen. Or any sources were shortened. <i>How</i> distance learning it oget the depth of the work and conces very shorted your goals and strategic actions and why?       Verall engine of 2020-grade actions and why?         Numerster or XBA and you find was the most effective use of resources your goals and strategic actions and why?       Verall engine of the gap. Overall engine of the gap. Overall endits impact on thinged the gap. Overall endits the nore of and depth	Strategic Actions       What a vidence will you look for to know you are successful?         What are the 3-5 key new or revised strategic actions to support pathway levelopment in 2021-2022?       How are you considering adapting your strategic actions for 2021-2022 given what you have learning tevelopment in 2021-2022?         Verification process on troubleshooting and problem solving during listance learning, and a connection to our work in designing or improving pultions we develop.       Have student do a particular reflection on how they managed tech issues in March 2020 vs solutions we develop.         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.         This is support studies and focused on design thinking.       Increase patherships to keep pace with expansion and support the growth of CCPPAs previous programs and general motivation to participate in opportunities.         York to (relybuild motivation and a deeper sense opportunities to connect pathway work to future opportunities.       Increase patherships to keep pace with expansion and support the growth of CCPPAs previous programs and general motivation to participate in opportunities.         Sudget Analysis of 2020-2021 Measure N Budget How did distance learning thou studeet expenditures?       Increase strategic actions and why?         What did you find was the most effective use of resources towards your goals and strategic actions and why?       Wat diver we bridget the gap. Overall en- trudent support was OK (97%, first on campus learning hou be strated October 2020, grade relatively equivalent), but the igor and depth of con	Reflection process on troubleshooting and problem solving during listance 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 solutions we develop.         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.         Thric Studies and pathway opportunities.       Increase opportunities to partnerships to keep pace with expansion and support the growth of CCPAs previous to connect pathway work to future opportunities.       Increase partnerships to keep pace with expansion and support the growth of CCPAs previous provide distance learning impact of 2020-2021 Budget Expenditures?         Budget Analysis of 2020-2021 Measure N Budget       Increase shortened. We added in study groups, but I'm not sure we bridged the gap. Overall entrude 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 entrudent support was OK (9%, first on campus learning hub started October 2020, grade relatively equivalent), but the igor and depth of content felt less than a norma ttributed to structure or the general level of stress in the community and its impact on learning.	Design a 10th grade capstone through a collaboration btw CS, ELA and       A project will happen. This is an adult move at the base.         Ethnic Studies and focused on design thinking.       Increase partnerships to keep pace with expansion and support the growth of CCPAs previous to provide the 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 provide the pathway work to future opportunities.         Budget Analysis of 2020-2021 Measure N Budget       programs and general motivation to participate in opportunities.         Prove did distance learning impact your budget expenditures?       Nor 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?       Voerall end why?         Inimesters 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 end tudent 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 norma ttributed to structure or the general level of stress in the community and its impact on learning.	Nork to (re)build motivation and a deeper sense of purpose/ possibility in trudent work and pathway opportunities. Increase opportunities to programs and general motivation to participate in opportunities.       Increase pathway by the expansion and support the growth of CCPAs previous trudent work and pathway work to future opportunities.         Budget Analysis of 2020-2021 Measure N Budget       Increase and general motivation to participate in opportunities.         Budget Analysis of 2020-2021 Measure N Budget       Increase and strategic actions and why?         Minat did stance learning impact your budget expenditures?       Increase swere shortened. We added in study groups, but I'm not sure we bridged the gap. Overall entitlent 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 normattributed to structure or the general level of stress in the community and its impact on learning.	Budget Analysis of 2020-2021 Measure N Budget         mpact 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?         Vinimesters 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 entitudent 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 normattributed to structure or the general level of stress in the community and its impact on learning.	<ul> <li>Impact of 2020-2021 Budget Expenditures</li> <li>How did distance learning impact your budget expenditures?</li> <li>What did you find was the most effective use of resources towards your goals and strategic actions and why?</li> <li>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 eritudent 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 normattributed to structure or the general level of stress in the community and its impact on learning.</li> </ul>	Vinimesters 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 er 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 norma attributed to structure or the general level of stress in the community and its impact on learning.			in indice to subclude of the general level of stress in the community and he	development and extended contracts to increase student suppo	

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.	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.	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.	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)	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.	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 the specific expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?
\$10,000.00	\$15,000.00	\$10,000.00	\$52,484.20	\$58,201.46	COST
5825	4310	4200	2205	1120	OBJECT CODE
Consultant Contract	Supplies	Books-Other Than Textbooks	Classified Support Salaries	Teacher Salaries Stipends	OBJECT CODE DESCRIPTION
			College & Career Readiness Specialist		POSITION
			.50 FTE		FTE
Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway	Community Leadership and Innovation Pathway	PATHWAY NAME (if applicable)