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

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

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

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes, High School Network Superintendent
Board Meeting Date	
Subject	2024-2025 Measure N/Measure H Education Improvement Plan & Assessment Services For: Coliseum College Preparatory Academy 232

Action Requested and Recommendation	Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Coliseum College Preparatory Academy as "Approved," with a total allocation not to exceed $328,100.00.

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

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan - Coliseum College Preparatory Academy
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Coliseum College Preparatory Academy

2024-2025 MEASURE H BUDGET

School: COLISEUM COLLEGE PREPARATORY ACADEMY

Effective: July 1, 2024 - June 30, 2025

Site #: 232

Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	$328,100.00	$328,100.00	$0.00

*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (386) multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
232-1	Classified Support Salaries: Hire a College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their pathway learning with opportunities outside of school, including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, maker space, and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and see a through line to a future job or educational opportunity that they are excited about pursuing. Our goal is to have all students engaged in their learning including internship and dual enrollment and seeing a through line to a future job or educational opportunity they are excited about pursuing. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	$56,819.46	2205	CLERICAL	Spec College/Career Readiness	0.50	Community Leadership and Innovation Pathway (CLIP)
232-2	Classified Support Salaries: Assistant Newcomer Support (.5FTE)- To provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to successfully grow the capstone and other opportunities students need. PCN 7862, DANIEL O LAZARUS (Salary & Benefit costs included)	$41,677.32	2205	CLERICAL	Asst Newcomer Learning Lab	0.50	Community Leadership and Innovation Pathway (CLIP)

232-3	Classified Support Salaries: College Counselor at .115 FTE Support pathway students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance, long-term determine educational planning and support needs, supervise and support after school study hall, coordinate educational field trips, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organize high school fairs, support college and career programs, student and family advocacy with courts around involvement with the justice system. PCN 8305 Vanessa Magana (Salary & Benefit costs included)"	$10,380.92	1205	CE OTH6	Counselor	0.12	Community Leadership and Innovation Pathway (CLIP)
232-4	Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 23-24. PCN8576, Sarah Carter	$95,068.78	1105	TEACHER	Teacher Structured Eng Immersn	1.00	Community Leadership and Innovation Pathway (CLIP)
232-5	Teacher Salaries: Hire a Computer Science Pathway Teacher, at 0.4FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 23-24. PCN 8783 Dominique Brassey	$42,752.04	1105	TEACHER	Teacher Structured Eng Immersn	0.40	Community Leadership and Innovation Pathway (CLIP)
232-6	Classified Support Salaries: Hire a 10-month Case Manager at .15 FTE. The Case Manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. This position will help to create the positive and productive pathway environment needed to successfully grow the capstone and other opportunities students need. PCN 9589 Diana Santillan	$16,569.44	2405	CASEMGR	Case Manager 20	0.15	Community Leadership and Innovation Pathway (CLIP)
232-7	Classified Support Salaries: Hire a College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, maker space 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 including internship and dual enrollment and seeing a through line to a future job or educational opportunity they are excited about pursuing. PCN 9884 Hozmar Fierro Ortega (Salary & Benefit costs included)	$64,774.05	2205	CLERICAL	Spec College/Career Readiness	0.50	Community Leadership and Innovation Pathway (CLIP)

232-8	Teacher Salaries Stipends: Extended contracts to pay teachers for new curriculum development, collaboration, planning, and coaching specifically for pathway development and expansion, through June 30, 2024. This serves all high school students at CCPA grades 9-12 approximately 400 students though we are still expanding and increasing our high school by 70 students for the next two school years.	$57.99	1120	Teachers Salaries Stipends			Community Leadership and Innovation Pathway (CLIP)

2023-2024 MEASURE N BUDGET

School: COLISEUM COLLEGE PREPARATORY ACADEMY

Effective July 1, 2023 - June 30, 2024

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	$269,450.00	$269,450.00	$0.00

Site #: 232

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (317) multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
232-1	Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 8783 Dominique Brassey	$88,287.87	1105	Teacher Salaries	Computer Science Pathway Teacher	1.0 FTE	Community Leadership and Innovation Pathway
232-2	Teacher Salaries: Hire a Computer Science Pathway Teacher, at .7 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This was a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with Strategic Carryover funding. PCN 8576 Sarah Carter	$66,426.29	1105	Teacher Salaries	Computer Science Pathway Teacher	.70 FTE	Community Leadership and Innovation Pathway
232-3	Classified Support Salaries: 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. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	$46,954.59	2205	Classified Support Salaries	College and Career Readiness Specialist	.50 FTE	Community Leadership and Innovation Pathway
232-4	Classified Support Salaries: Hire a 10-month Case Manager at .75 FTE. The Case manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. PCN 9589 Diana Santillan	$67,781.25	2205	Classified Support Salaries	Case Manager 20	.75 FTE	Community Leadership and Innovation Pathway

School Name:	Coliseum College Preparatory Academy		Site #:		232
Pathway Name(s):	Community Leadership & Innovation Pathway				

School Description

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

School Mission and Vision

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

School Demographics

									% Current Newcomers
2023-24 Total Enrollment Grades 9-12		**392**							0.5%

	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
Special Populations	49.0%	50.8%	98.5%	97.4%	35.2%	33.4%	9.2%	1.5%	2.6%

	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
Student Population by Race/Ethnicity	15.1%		1.3%	79.1%	0.8%		1.5%	1.0%	1.3%

Focal Student Population	**Which student population will you focus on in order to reduce disparities?**		**African American**

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators.

Whole School Indicator	*2021-22 Baseline Data*	*2022-23 Data*	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	83.6%	93.4%	88.0%	TBD	90.0%		95.0%
Four-Year Cohort Dropout Rate	2.7%	0.0%	2.0%	TBD	1.5%		1.0%
A-G Completion Rate (12th Grade Graduates)	87.3%	88.5%	89.0%	TBD	92.0%		95.0%
On Track to Graduate - 9th Graders	79.1%	74.1%	79.0%	78.5%	82.0%		85.0%
9th Graders meeting A-G requirements	79.1%	73.3%	79.0%	79.7%	82.0%		85.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	16.7%	1.4%	15.0%	TBD	20.0%		25.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	86.7%	82.9%	75.0%	85.7%	80.0%		85.0%
Percentage of 10th-12th grade students in Linked Learning pathways	94.2%	90.0%	95.0%	91.1%	96.0%		97.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	21.2%	0.0%	30.0%	TBD	32.0%		3500.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	19.1%	TBD	20%%	TBD	25.0%		30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	42.6%	TBD	50.0%	TBD	50.0%		50.0%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	85.7%	88.9%	85.0%	TBD	90.0%		95.0%
Four-Year Cohort Dropout Rate	0.0%	0.0%	0.0%	TBD	1.0%		1.0%
A-G Completion - 12th Grade (12th Grade Graduates)	33.3%	62.5%	33.0%	TBD	90.0%		95.0%
On Track to Graduate - 9th Graders	66.7%	33.3%	50.0%	56.3%	70.0%		85.0%
9th Graders meeting A-G requirements	66.7%	33.3%	60.0%	60.0%	60.0%		85.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	36.4%	0.0%	36.0%	TBD	30.0%		25.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	85.7%	77.8%	65.0%	84.6%	75.0%		85.0%
Percentage of 10th-12th grade students in Linked Learning pathways	89.7%	81.5%	98.0%	90.0%	98.0%		97.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	0.0%	TBD	25.0%		5000.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	28.6%	TBD	20.0%	TBD	25.0%		30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	28.6%	TBD	50.0%	TBD	50.0%		50.0%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

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

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Collaboration among CTE instructors is high. We also have a four-year sequence of CTE courses, that all high school students complete.	Integration of CTE courses with other subjects - particularly the Ethnic Studies course Providing time for deliberate planning across Ethnic Studies and Computer Science.	Continue to grow student choice options for 11th grade to build investment

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	We provide 3 years of work-based-learning opportunities for our students. Given that, most of our students participate within a work-based-learning opportunity.	The sequence should be reviewed so that it is more aligned to current student post-secondary goals. Survey students to identify current post-secondary goals and then provide planning time for staff to shape WBL opportunities accordingly.	Re-engage with past internship providers and attempt to restart internships.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	We provide a variety of supports to students including socio-emotional, academic remediation, skill building, credit recovery and academic support spaces.	In our current structure, students who don't meet expectations languish in internship and college experiences. we need to build in another option that is more supportive and on campus for students who are not yet in the place of success in college classes or internship.	Continue to develop student support options for D3 students

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** *By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

Goal #1: By 2026	By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.
Goal #2: By 2026	By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.
Goal #3: By 2026	By 2026, reestablish a 10th grade capstone.

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	Survey students about pathway offerings and interests
	Conduct focus groups with students to understand their perspective on our pathway offering
	Analyze the performance of 10th graders in CSP. Is this an accessible class for all.
	Grow community buy-in for our pathway
Strategic Actions for Goal #2	Reach out to previous partners and try to re-establish a connection
	Seek additional partnership
Strategic Actions for Goal #3	Support the growth of CCPA's first expanded class into 10th grade.
	Grow collaboration between 10th grade staff
	Establish a list of learning outcomes of 10th graders at CCPA

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 8783 Dominique Brassey	$88,287.87	1105	Teacher Salaries	Computer Science Pathway Teacher	1.0 FTE	Community Leadership and Innovation Pathway
Teacher Salaries: Hire a Computer Science Pathway Teacher, at .7 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with Strategic Carryover funding. PCN 8576 Sarah Carter	$66,426.29	1105	Teacher Salaries	Computer Science Pathway Teacher	.70 FTE	Community Leadership and Innovation Pathway
Classified Support Salaries: 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. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	$46,954.59	2205	Classified Support Salaries	College and Career Readiness Specialist	.50 FTE	Community Leadership and Innovation Pathway
Classified Support Salaries: Hire a 10-month Case Manager at .75 FTE. The Case manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. PCN 9589 Diana Santillan	$67,781.25	2205	Classified Support Salaries	Case Manager 20	.75 FTE	Community Leadership and Innovation Pathway

2024-2025: YEAR TWO	
Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.	We did this. Decisions were to shift stand in order to offer courses that engage a diversity of students
By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.	Hiring an Internship Coordinator to focus on this work next year.
By 2026, reestablish a 10th grade capstone.	Once we have internships, we will use the capstone as a place for students to reflect on learning and make choices around internship and DE strand options as well as other opportunities.
Pathway Strategic Actions Reflection	

	2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?		
23-24 Strategic Actions for Goal #1	Survey students about pathway offerings and interests	CCPA is conducting student panels for feedback Pathway stand shift was well received and discussed positively New state mandates around computer science increased staff buy-in in the pathway. UC favors CSP, so we intend to keep it over a dual enrollment course at this point.		
	Conduct focus groups with students to understand their perspective on our pathway offering			
	Analyze the performance of 10th graders in CSP. Is this an accessible class for all.			
	Grow community buy-in for our pathway			
23-24 Strategic Actions for Goal #2	Reach out to previous partners and try to re-establish a connection	Seeking an internship coordinator to specifically build internship opportunities with both past and current partners.		
	Seek additional partnership			
23-24 Strategic Actions for Goal #3	Support the growth of CCPA's first expanded class into 10th grade.	This all began this year. Strategically shifting some staff, but this seems to be the place to ratchet up rigor back to pre-pandemic/ pre-expansion levels		
	Grow collaboration between 10th grade staff			
	Establish a list of learning outcomes of 10th graders at CCPA			

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.	**New or Revised Strategic Actions for Goal #1**	We are proposing a shift from the Software and Systems Development industry sector to Games and Simulation Pathway. Both are part of Information and Communication Technology.
			Coliseum College Prep Academy 232 Pathway Change Form 24-25
			This was done. We broadened the diversity of 11th-grade course offerings by shifting the stand to game design and simulation. This offers a lot more courses that engage students interests.
Goal #2: By 2026	By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.	**New or Revised Strategic Actions for Goal #2**	Will focus on as we expand into 12th grade, 25-26
			Hiring an Internship coordinator this year
			Coordinator will grow more quality experiences
			Plan to align with 10th grade capstone and 11th grade options
Goal #3: By 2026	By 2026, reestablish a 10th grade capstone.	**New or Revised Strategic Actions for Goal #3**	Will focus on as we are more established in our 10th grade team.
			Potentially hold during SBAC Week
			Capstone answers questions needed for scheduling- 11th-grade pathway strand of work, Internship interest and plan, YSR enrollment, other D3 plans
			Hiring 12th grade internship coordinator to grow internship options and improve the quality of that experience
			Not clear which class holds this....needs to be an interdisciplinary project (need PD) but also need the team to hold the capacity (working on that now).

Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*
Classified Support Salaries: Hire a College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their pathway learning with opportunities outside of school, including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, maker space, and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and see a through line to a future job or educational opportunity that they are excited about pursuing. Our goal is to have all students engaged in their learning including internship and dual enrollment and seeing a through line to a future job or educational opportunity they are excited about pursuing. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	$56,819.46	2205	CLERICAL	Spec College/Career Readiness	0.5	Community Leadership and Innovation Pathway (CLIP)	Approved	
Classified Support Salaries: Assistant Newcomer Support (.5FTE)- To provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to successfully grow the capstone and other opportunities students need. PCN 7862, DANIEL O LAZARUS (Salary & Benefit costs included)	$41,677.32	2205	CLERICAL	Asst Newcomer Learning Lab	0.5	Community Leadership and Innovation Pathway (CLIP)	Approved	
Classified Support Salaries: College Counselor at .115 FTE Support pathway students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance, long-term determine educational planning and support needs, supervise and support after school study hall, coordinate educational field trips, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organize high school fairs, support college and career programs, student and family advocacy with courts around involvement with the justice system. PCN 8305 Vanessa Magana (Salary & Benefit costs included)"	$10,380.92	1205	CE OTH6	Counselor	0.115	Community Leadership and Innovation Pathway (CLIP)	Approved	

Description	Amount	Code	Type	Position	FTE	Pathway	Status	
Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 23-24. PCN8576, Sarah Carter	$95,068.78	1105	TEACHER	Teacher Structured Eng Immersn	1	Community Leadership and Innovation Pathway (CLIP)	Approved	
Teacher Salaries: Hire a Computer Science Pathway Teacher, at 0.4FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 23-24. PCN 8783 Dominique Brassey	$42,752.04	1105	TEACHER	Teacher Structured Eng Immersn	0.4	Community Leadership and Innovation Pathway (CLIP)	Approved	
Classified Support Salaries: Hire a 10-month Case Manager at .15 FTE. The Case Manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. This position will help to create the positive and productive pathway environment needed to successfully grow the capstone and other opportunities students need. PCN 9589 Diana Santillan	$16,569.44	2405	CASEMGR	Case Manager 20	0.15	Community Leadership and Innovation Pathway (CLIP)	Approved	
Classified Support Salaries: Hire a College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, maker space 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 including internship and dual enrollment and seeing a through line to a future job or educational opportunity they are excited about pursuing. PCN 9884 Hozmar Fierro Ortega (Salary & Benefit costs included)	$64,774.05	2205	CLERICAL	Spec College/Career Readiness	0.5	Community Leadership and Innovation Pathway (CLIP)	Approved	
Teacher Salaries Stipends: Extended contracts to pay teachers for new curriculum development, collaboration, planning, and coaching specifically for pathway development and expansion, through June 30, 2024. This serves all high school students at CCPA grades 9-12 approximately 400 students though we are still expanding and increasing our high school by 70 students for the next two school years.	$57.99	1120	Teachers Salaries Stipends			Community Leadership and Innovation Pathway (CLIP)	Approved	

MEASURE N 2022-2023 CARRYOVER PLAN

School Name	COLISEUM COLLEGE PREPARATORY ACADEMY	Site Number		232

Why were you unable to expend all your funds in the 2022-2023 school year?	We were unable to expend all of our Measure N funds due to shifting plans and structure post pandemic and with covid as a continuing factor.			

Total Measure N Funds Received in Fiscal Year 2022-2023 *(including accumulated carryover from previous years)*	$497,552.61	Projected Carryover Amount from Fiscal Year 2022-2023	$194,651.20
Projected Carryover Amount from Fiscal Year 2022-2023	$194,651.20	Total Budgeted Amount	$194,651.20
Percentage of 2022-2023 Carryover to Measure N Funds	39.1%	Remaining Amount	$0.00

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.
Resources:	2023-2024 Measures N and H Permissible Expenses
	Measures N and H Justification Examples - A Resource for EIP Development

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **Budget Expenditure Instructions** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions? We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Teacher Salaries Stipends: Extended contracts to pay teachers for new curriculum development, collaboration, planning, and coaching specifically for pathway development and expansion, through June 30, 2024. Teacher compensation for planning meetings to address the plan and design as we expand. This serves all high school students at CCPA grades 9-12 approximately 400 students though we are still expanding and increasing our high school by 70 students for the next two school years.	$30,000.00	1120	Teacher Salaries Stipends			Community Leadership and Innovation Pathway	Work-Based Learning
Teacher Salaries Stipends: Extended Contracts to pay teachers for participating in academic support and credit recovery options to maximize student progress towards graduation, through June 30, 2024. This includes intersession, responsive intervention, dual enrollment, ECCO Internship and dual enrollment, mastery assignment completion and possession. This serves all high school students at CCPA grades 9-12 approximately 400 students though we are still expanding and increasing our high school by 70 students for the next two school years	$40,000.00	1120	Teacher Salaries Stipends			Community Leadership and Innovation Pathway	Work-Based Learning
BART & Bus Passes: Purchase AC Transit and/or BART tickets for pathway students to attend internships, college visits, career exploration visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our pathway. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	$20,000.00	5820	BART & Bus Passes			Community Leadership and Innovation Pathway	Work-Based Learning

Consultant Contract with the Oakland Public Ed Fund to facilitate and pay-out the Exploring College, Career, and Community Options (ECCCO) 2024 Summer Internship Program, through June 30, 2024. ECCCO will provide the opportunity for approximately 25 students to experience college and career options. The stipends for students are paid through the Oakland Public Ed Fund, but the program is administered by the High School Linked Learning Office. Internships provide pathway students the opportunity to apply their problem solving and project management skills in a real environment with real problems. This deepens their learning and value for their skills. Additionally, internships build students motivation to grow into the field they are interning within. (Administrative Fees Included)	$17,004.65	5825	Consultant Contracts			Community Leadership and Innovation Pathway	Career Technical Education (Integrated Program)
Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE for the Spring semester; January 2024 through May 2024. This teacher will teach a 10th grade pathway course design to our expanded 10th grade cohort (128 students as opposed to 70) as they enter our pathway and as we expand our pathway. We are doubling the size of high school currently so we are seeking staff to provide mid year remediation for pathway students who are struggling. We are also attempting to get ahead on our hiring given our program expansion (going into our 6th year of 7 years) and managing the challenges associated with finding teachers and growing them into our complicated school all at one time. (Salary & Benefits Included)	$61,439.00	1105	Teacher Salaries	Computer Science Teacher	1.0 FTE	Community Leadership and Innovation Pathway	Rigorous Academics (Integrated Program)
Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.	$26,207.55	1xxx & 3xxx	Salary & Benefit Costs Negatives			Whole School	Rigorous Academics (Integrated Program)

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN
(for Fiscal Year 2023-24)

Name of School Site	Coliseum College Preparatory Academy	**Site #**	**232**

Approved Strategic Carryover *(from prior years - Carryover Plan)*	**$14,264.11**	**In the box below, please indicate why you decided to allocate Strategic Carryover.**
Total Budgeted Amount	$0.00	CCPA's strongest investment is in our staffing as this is the highest leverage way we know to impact our students. Given how we budget, we needed more money to meet the projected salary of staff who will serve our students academic and social emotional needs and support them to the post secondary opportunities they choose.
Remaining Amount to Budget	$14,264.11	

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. ****Proper justification is required below** and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.
Resources:	Measure N 2022-2023 Permissible Expenses
	Measure N Justification Examples - A Resource for EIP Development

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Teacher Salaries: Hire a Computer Science Pathway Teacher, at .2 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This was a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with funding from the Whole School tab. PCN 8576 Sarah Carter	$14,264.11	1105	Teacher Salaries	Computer Science Pathway Teacher	0.20	Community Leadership and Innovation Pathway	Career Technical Education

Measures N and H 2024-2025 Education Improvement Plan Assessment
(Year Two of Three-Year Cycle)

[CCPA]

Checklist of Required Elements:

✔ Submitted Measures N and H Education Improvement Plan   ✔ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
Evidence of Progress toward Pathway Program(s)' *2023-26 College and Career for All and Linked Learning Quality Standards* *Instructions: Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:* ● Meaningful reflection about progress toward strategic goals (whole school and pathway) ● Clear articulation of connections between these reflections and new or adapted strategic actions ● Evidence of progress toward pathway programs' quality standards	**Score: 2** **Rationale:** ● Reflections include some completed actions in support of 23-24 goals ● EIP includes high-level descriptions of new or adjusted key actions **Feedback for continued progress monitoring:** ● EIP and ongoing program development should include additional information about strategic action implementation, including what worked, what didn't work, why, and how those reflections led to the development or revision of 24-25 and 25-26 strategic actions			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1

Strategic Actions
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning
  - Integrated Program of Study
  - Work-Based Learning
  - Integrated Student Support
- Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges their reflection logically into their actions

Score: 3

Rationale:
- New and revised strategic actions identify the high-level actions to be taken in 24-25

Feedback for continued progress monitoring:
- In addition to the actions the site will take, the site would benefit from identifying the strategies they will implement to advance their actions, for instance, how the Internship coordinator will grow more quality experience, how the alignment of 10th and 11th-grade capstones will occur, as well as the additional actions and strategies needed to complete the shift from one pathway strand to another.

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1

Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.

Budget
- A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan
- Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning.
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)

Score: 3

Rationale:
- Allocations are permissible and primarily aligned to Comprehensive Student Supports and Integrated Academic Program domains of linked learning
- Expenditures to support 24-25 strategic actions are not specifically identified in CCPA's EIP assessment

Final Recommendation

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

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

Strengths:
- Strategic actions remain stable. This indicates a continued focus on 2023-2026 goals.
- The site team was able to transition from one pathway strand to another with minimal disruption to the current program or student experience by identifying a new pathway strand within the same industry/CTE sector.

Key Questions:
- *What strategies will your team implement to advance your strategic actions? For instance, how will the internship coordinator develop more quality student internship experiences? How will the alignment of 10th and 11th-grade capstones occur? What additional actions and strategies must you implement to complete the shift from one pathway strand to another?*

Budget Feedback:
- *If Measures N/H resources are not utilized to directly support your strategic actions, which resources will be used to support pathway improvement?*

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

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

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