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**Measure N - 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** Services For: Aspire Lionel Wilson College Preparatory Academy

**Action Requested and Recommendation**

Presentation to and discussion by Measures N and H Commission of Aspire Lionel Wilson College Preparatory Academy Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of \$182,750.00, in a total amount not to exceed \$182,750.00.

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

N/A

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

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

**Attachments**

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

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$182,750.00	\$182,750.00	\$0.00
*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (215) multiplied by the per pupil amount of \$850.			

School: Aspire Lionel Wilson Preparatory Academy

Site #: 9123

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9123-1	Project Lead the Way teacher at 1.0 FTE This teacher is certified in Project Lead the Way and is dedicated to teaching our pathway-aligned courses (Project Lead the Way), which are the core engineering courses for the pathway. Other job duties include updating the curriculum to better support our scholars with IEPs, updating the senior pathway capstone project, providing engineering job shadowing field trips to local Bay Area companies, and creating scaffolds for RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) to better meet the needs of our scholars with IEPs. (Salary) Benefit costs are budgeted in Strategic Carryover. This relates to Goal #1 and Goal #3 of our strategic action related to servicing scholars with IEPs and expanding our career and Linked Learning offerings and pathway capstone project.	\$82,750.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
9123-2	Engineering Teacher at 1.0 FTE This teacher is dedicated to teaching pathway-aligned courses including BUILD Engineering Design and our Engineering Design Capstone. Other job duties include updating the BUILD and engineering curricula to center the needs of our scholars with IEPs and organizing events with local engineering leaders to spotlight the engineering industry. (Salary) This relates to Strategic Goal #1 of increased academic opportunities within our pathway and goal #3 of expanding our engineering capstone projects by incorporating more Linked Learning Standards	\$100,000.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway

<b>School Name:</b>	<b>Aspire Lionel Wilson College Preparatory Academy</b>						<b>Site #:</b>	<b>9123</b>	
<b>Pathway Name(s):</b>	<b>Designing for Social Change: An Engineering Pathway</b>								
<b>School Description</b>									
<p>Lionel Wilson College Preparatory Academy is a 6th -12th grade public charter school in the Sobrante Park Neighborhood of East Oakland. We are currently serving 465 students. The school is located at 400 105th Ave and is part of the Aspire Public Schools charter network. The purpose of Aspire Public Schools is to operate small, high-quality charter schools in low-income neighborhoods in order to increase the academic performance of underserved students, develop effective educators, share successful practices with other forward-thinking educators, and catalyze change in public schools nationwide. At Wilson Prep, we are in the midst of shifting focus toward making sure that students are both prepared to succeed in college and that they are well positioned for meaningful careers, whether those careers involve four-year university, community college, technical training, or other post-secondary options.</p>									
<b>School Mission and Vision</b>									
<p><b>Vision</b> With the support of the community, the students of Lionel Wilson Prep will develop the skills and mindsets necessary to design an equitable reality for themselves, their families, and their communities.</p>									
<p><b>Mission</b> Provide our students with rigorous learning experiences grounded in Engineering and Social Justice. Operate with Joy. Engage our students through work-based learning opportunities to prepare them for college and careers. Create an inclusive school community where all students, staff, and families are valued, celebrated, and safe. Build deep relationships with students to cultivate their advocacy and voice. Partner with families in all aspects of it our student's development. Develop and continuously refine equitable systems of support and intervention. Interrogate the impacts of power, privilege, and oppression within our community to dismantle white supremacist culture.</p>									
<p><b>Pathway</b> All scholars a LWP participate in our Design for Social Change: An Engineering Pathway. Our pathway follows the CTE standards under the Engineering and Design Pathway. In our pathway, our students engage in the Design Thinking Process to develop products and structures using various software applications. Our students learn Computer Aided Design programs, specifically the Autodesk Suite of programs, which are industry standard design tools used by engineers, designers, and architects throughout the world. Our seniors complete an engineering design capstone which asks students to use their engineering knowledge, skills, and tools to design a solution to a social justice challenge.</p>									
<b>School Demographics</b>									
<b>2023-2024 Total Enrollment Grades 9-12</b>			<b>246</b>						
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTTEL</b>	<b>% Current Newcomers</b>	<b>% SPED</b>	<b>% SPED Severe</b>
	49.6%	50.4%	91.9%	100.0%	5.7%	NA	4.5%	8.9%	NA
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	4.1%	0.0%	0.8%	94.3%	0.0%	0.4%	0.0%	0.0%	0.4%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>								
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>									
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools									
<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	92.0%	97.2%	94.0%	92.3%	N/A	96.0%			97.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	8.0%	2.8%	6.0%	6.2%	N/A	4.0%			3.0%
A-G Completion - 12th Grade (12th Grade Graduates)	67.0%	81.9%	73.0%	90.8%	N/A	88.0%			92.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders	75.0%	72.0%	90.0%	65.1%	N/A	90.0%			90.0%
9th Graders meeting A-G requirements	75.0%	62.2%	90.0%	65.1%	N/A	90.0%			90.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	21.0%	28.6%	31.0%	0.0%	N/A	41.0%			51.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	37.0%	52.9%	47.0%	73.3%	N/A	57.0%			67.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	80.0%	100.0%	85.0%	0.0%	N/A	90.0%			92.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.0%	22.9%	24.0%	4.6%	N/A	30.0%			40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	34.0%	24.3%	50.0%	36.9%	N/A	50.0%			50.0%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	100.0%	100.0%	100.0%	100.0%	N/A	100.0%			100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	0.0%	0.0%	0.0%	0.0%	N/A	0.0%			0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	50.0%	55.6%	60.0%		N/A	70.0%			80.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders	64.0%	63.6%	74.0%	87.5%	N/A	84.0%			94.0%
9th Graders meeting A-G requirements	54.0%	45.5%	64.0%	87.5%	N/A	74.0%			84.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	23.0%	20.0%		N/A	40.0%			60.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	15.0%	42.9%	25.0%	60.0%	N/A	35.0%			45.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	100.0%	100.0%	100.0%	0.0%	N/A	100.0%			100.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.0%	28.6%	20.0%	5.0%	N/A	30.0%			40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	34.0%	14.3%	38.0%	37.0%	N/A	42.0%			46.0%

**ROOT CAUSE ANALYSIS**

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

<b>Indicator</b> <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>	<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)	We completed transcripts evaluations and determined that we needed to implement mastery based instruction. We regularly have senior meetings with students and families to ensure that they are on track of graduating. As an organization, we will no longer give credit for Ds and Fs starting next school year. We are offering consistent Break School during student vacation to support our scholars with meeting A-G eligibility	Distance learning and the pandemic drastically set us back. We implemented structures to curtail the negative implications of distance learning. For instance, our seniors started with year with only 37% on track to graduate. As of March 2023, we have 87% on track to graduate.  We noticed that some students with IEPs need to complete the California minimum to be on track to graduate and not our 230 credit requirement.
<b>A-G Completion - 12th Grade</b>	Our A-G completion went from 33% at the beginning of the year to 73% percent in March. We continue to create systems to promote A-G eligibility because our master schedule ensures our students core classes are A-G aligned.	The pandemic adversely impacted our scholars. Our online credit recovery platform, according to the research, is not sufficient in preparing scholars with mastering content and skills because students in credit recovery need an actual teacher guiding them through the content. Our students with IEPs are not meeting our 230 A-G graduation requirements. Many of our students with learning exceptionalities meet the CA state minimum graduation requirement.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)	Now that we have mastery based grading and consistent break school implemented, we are noticing a reduced need to support students with meeting there A-G requirements. Our 9th grade teachers get weekly personalized coaching and participate in weekly professional learning communities. We implemented internal instructional rounds at our school site to have teachers more frequently observe one another to improve instruction.	We have noticed that policy is the starting point of shifting hearts and minds when it comes to mastery based instruction. We are refining our mastery based grading policies to improve instruction and to reduce the likelihood for credit recovery.
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)	Our school has historically sent most students to college. All high school students are expected to be A-G eligible to be position to enter college if they choose to do so. We require students to graduate with at least 230 credits and take at least three dual enrollment courses.	There has been a decline in college enrollment compared to pre-COVID years.

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Students have gained real world application experience through BUILD by engaging in the design thinking process and utilizing public speaking skills. In quarter four, our juniors will participate in job shadowing opportunities at various Bay Area companies. During senior advisory, we have guest lecturers who will speak to our students about career options. We are building a partnership with Summer Search, Youth Uprising, Genesys Works, and other industry partners to support us with internship opportunities for all scholars. We recently received the K12 SWP grant that requires our students to complete at least one internship by the end of the high school.	Students have not been afforded the opportunity to seek off campus internship experience this year because our partnership will begin this forthcoming summer.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	The schedule structures at our school provide opportunity for juniors and seniors who wish to engage in college level courses to do so during the academic school day, which is typically during block four. Most of our students who are A-G eligible are in dual enrollment.	We currently offer four dual enrollment courses that are not necessarily aligned to our pathway. We are applying for a dual enrollment grant in the coming weeks to expand our dual enrollment courses here on campus.
Percentage of 10th-12th grade students in Linked Learning pathways	We have 94% currently enrolled with the expectation that 100% will be involved with our Linked Learning pathway.	Some seniors need to complete core classes to be A-G eligible. Hence, they were not able to participate in our senior pathway this year.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	All of our students complete an end of year pathway aligned cross curricular exhibition project.	Our pathway coordinator is in the process of expanding our exhibition offerings to at least two next year and four within the next two years.

**PATHWAY QUALITY ASSESSMENT**

<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	-100% of students enrolled in pathway beginning in ninth grade (including Multilingual Learners and students with IEPs) -BUILD programmatic support -Mastery Based Grading -Senior Capstone -Yearly pathway aligned and cross curricular exhibitions -Measure N advisory Board that meets monthly to provide input in pathway programming -Office hours for students to get support with pathway work -Our pathway coordinator is coordinating dual enrollment for our scholars. We are now offering two additional courses this school year. -Created a system to track credit recovery and A-G Eligibility -Implemented a Looking at Grades Protocol where grade level members engage in looking at student grades.	-An increase of pathway aligned exhibition projects by SY 24-25 (at least one per quarter) -Refining rubric for senior capstone project to prepare our student for post-secondary life. -Thematic exhibition projects with exemplars, associated field trips, and clear criteria for success. -We need to have our dual enrollment aligned to our pathway	<b>Interdisciplinary Exhibition Projects-</b> Our pathway coordinator and instructional leadership team will meet monthly to discuss cross curricular pathway aligned exhibition projects with associated field trips.

<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	-We offer a flexible school schedule that allows for students who wish to have a work based learning experiences to engage in them during their fourth block. -Next year, all high school students must complete an internship to be on track to graduate from Lionel Wilson Prep. -We are receiving the K12 SWP workforce grant that will support with our students getting Work-Based Learning experiences. -Our Measure N Advisory Board supports us with getting local professionals on campus to speak with our scholars. -Our BUILD partner regularly brings local professionals onto our campus to build Work-Based Learning awareness for our students.	-Communicate Work Based Learning opportunities and expectations to scholars -By 2023, form a partnership with Summer Search, Youth Uprising, Genesys Works, and other industry partners. -Have our pathway coordinator collect data on Work-based Learning experiences.	<b>WBL Curriculum</b> Review, revise, and enhance our pathway WBL Continuum to reflect Linked Learning Gold Standards and Linked Learning pathway best practices. Assure that every student has work-based learning experiences that connect to classroom learning at each grade level.  <b>Internships</b> Create a partnership with Summer Search, Youth Uprising, and Genesys Works to support us with providing internships for 100% of our high school students by 2026.
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	-Seniors take a college and career course where they get college and career awareness. -We have 90%+ FAFSA completion. -College field trips at every grade level -Student led conferences every semester -Community Outreach Manager that is expanding our Social-Emotional Learning programming at LWP -Completed a needs assessment and community mapping to identify our next steps and community's strengths -Implemented two norm-referenced Social-Emotional Learning surveys (i. e., Panorama and Six Seconds EVS). -Implemented Youth Truth survey to get student input. -Student Government regularly interviews student body for input in decision-making and events programming. -Taking off the Mask partnership to provide Social-Emotional Learning workshops.	-We need to match every student with a mentor teacher to be a trauma-informed school -We need to have more frequent Social-Emotional Learning data days using the Panorama and EVS surveys to plan Social-Emotional Learning units and student events. -Teachers need explicit professional development to expand the Social Emotional Learning toolkit. -There is a need to implement mindfulness at our school for adults and students. -We need to engage our students in emotional intelligence lessons.	-Form an Social-Emotional Learning committee to provide learning opportunities for adults on campus. -Audit our Social-emotional learning curriculum and advisory classes -Adopt a Social-Emotional Learning curriculum and approach at LWP.

### 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.

<b>Goal #1:</b> By 2026	By 2026, we will increase academic supports and opportunities for students to succeed in our pathway program of study, with an emphasis on students with IEPs. We will ensure that at least 92% of our graduates are A-G eligible; have completed a range of WBL activities, including internships or similar professional experiences; and have earned a C- or better in their CTE concentrator and capstone courses.
<b>Goal #2:</b> By 2026	By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 90% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.
<b>Goal #3:</b> By 2026	By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.

#### 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?

Pathway coordinator will refine mastery based instruction grading policies by adding supports for students with IEPs.

<b>Strategic Actions for Goal #1</b>	Engineering teachers will hold "break school" during breaks to support students with IEPs with completing their pathway aligned exhibition projects and senior capstone.
	The master schedule will include an alternative art pathway aligned course to give students with IEPs the option of using RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) for their capstone or using an art medium to complete their senior capstone.
	Ensure all scholars and their parents understand A-G requirements and the pathway completion requirements. Ensure that A-G eligibility and pathway completion are included as goals in each scholar's College and Career 10-Year Plan through monthly family and student engagement meetings, including a ninth-grade pathway orientation meeting.
	Revise and enhance a comprehensive Work Based Learning continuum for all students, with a scope and sequence that includes career awareness, career exploration, job shadows, informational interviews, resumes, mock interviews, internships, capstone projects, and other key aspects of work-based learning.
<b>Strategic Actions for Goal #2</b>	College and Career teacher will support students with applying to two and four year colleges. Additionally, the teacher will reestablish an intentional focus on developing a strong college and career culture which includes research-based practices that support the development of every student as a college and career-ready graduate.
	College and Career teacher will develop a senior seminar (College and Career Readiness A-G course) curriculum with the support of the pathway coordinator, BUILD, and OneGoal that focuses on a college and career portfolio that includes a personal narrative, resume, cover letter, and LinkedIn profile.
	Students will present their completed college and career portfolio and we will invite engineering leaders to interview our scholars and provide them with feedback using a career aligned rubric.
	Increase our pathway aligned dual enrollment to improve college matriculation and completion rates by having one of our two academic counselors identify courses aligned to our pathway.
<b>Strategic Actions for Goal #3</b>	Assess dual enrollment opportunities and develop and implement a plan to add college courses that are aligned with our pathway theme.
	Our pathway coordinator will support our teachers with expanding our pathway aligned exhibition projects from one per year to at least one per semester during the SY 23-24 in grades 9-11.
	Our pathway coordinator and College and Career Readiness teacher will update our pathway aligned senior exhibition and capstone to meet CTE and components of Linked Learning, specifically engaging our students with IEPs with a personalized college and career readiness transition plan.
	We will continue to enhance professional development related to high-quality, interdisciplinary Project-based learning and connect classroom learning and work-based learning. Pathway teachers will attend conferences to expand their repertoire with the latest research on work-based learning, project-based learning, and Linked Learning.
	Our pathway coordinator will work with students, teachers, and industry partners to develop on-campus WBL opportunities that we will document and showcase, including showcasing our integrated project implementation and exhibitions of student work.
<b>Strategic Actions for Goal #3</b>	Our pathway coordinator will engage industry professionals and post-secondary partners in support for and evaluation of student project work and to expand and enhance industry partnerships that support work-based learning opportunities for all students.

**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.*

**Hire a Project Lead the Way teacher, at 1.0 FTE**

This teacher is certified in Project Lead the Way and is dedicated to teaching our pathway-aligned courses (Project Lead the Way), which are the core engineering courses for the pathway. Other job duties include updating the curriculum to better support our scholars with IEPs, updating the senior pathway capstone project, providing engineering job shadowing field trips to local Bay Area companies, and creating scaffolds for RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) to better meet the needs of our scholars with IEPs. (Salary) Benefit costs are budgeted in Strategic Carryover.

**Hire an Engineering Teacher at, 1.0 FTE**

This teacher is dedicated to teaching pathway-aligned courses including BUILD Engineering Design and our Engineering Design Capstone. Other job duties include updating the BUILD and engineering curricula to center the needs of our scholars with IEPs and organizing events with local engineering leaders to spotlight the engineering industry. (Salary)

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
\$86,408.98	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
\$96,573.19	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway



Benefit Costs associated with the Engineering Teacher position.		\$32,917.83	3000	Benefits		Designing for Social Change: An Engineering Pathway
2024-2025: YEAR TWO						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal		<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -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, we will increase academic supports and opportunities for students to succeed in our pathway program of study, with an emphasis on students with IEPs. We will ensure that at least 92% of our graduates are A-G eligible; have completed a range of WBL activities, including internships or similar professional experiences; and have earned a C- or better in their CTE concentrator and capstone courses.		In the previous year, we increased the percentage of A-G eligible students from 33% at the beginning of the year to 82% in June of last year. We anticipate an increase in percentages this year as well because we tightened up our A-G coursework offerings. We have had 100% of seniors participate in various WBL activities, such as career exploration field trips and multiple internship fairs. Interviewing a professional in their career pathway is a new requirement of the senior capstone project. Pathway teachers collaborate with education specialists to ensure that students with IEPs participate in WBL events successfully and complete the senior capstone project. IEP support and transition goals are a part of the senior capstone reports for 100% of the students in the graduating class who have IEPs. Having the pathway coordinator work with the college staff to build awareness of the importance of A-G completion and creating new rubrics for capstone projects has been helpful. The promotion of the Assistant Principal to Principal has also increased academic rigor. Our progress on A-G eligibility has been hindered by staff turnover during the school year and learning loss due to remote learning during COVID.				
By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 90% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.		We have a dual enrollment partnership with the Peralta Community College District, and students must complete three college classes as a graduation requirement. All students must complete a senior portfolio project with a pathway-aligned capstone that is culturally responsive. The college and career section requires students to state their post-secondary plan and connection to a career and complete a resume, cover letter, and LinkedIn profile. As of last year, 74% of the class of 2023 had enrolled in a two or 4-year college. This year, as of March 1st, the class of 2024 has received one hundred and twenty-one college acceptances. We expect that number to increase once the University of California decisions are released. This year, our progress in dual enrollment participation was doubled as we worked to bring our college classes to the campus instead of expecting the students to travel through Oakland to a college campus.				
By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.		Every student in grades 9-11 this fall completed a pathway-aligned project, and there will be a similar requirement in the spring. The seniors will have a culminating pathway exhibition project with a capstone, a graduation requirement. We can meet this expectation through consistent professional development on Fridays and the expected structured planning time during the break. The common planning time is with grade-level teachers and education specialists, so support and accessibility for all students are ensured. Each grade level will have a culminating pathway project at the end of each semester, giving students several opportunities to participate in more than four pathway projects throughout their four years at Lionel Wilson Prep. Each year, our staff updates the pathway-aligned exhibition projects with student input to ensure they are culturally responsive and relevant to our scholars.				
Pathway Strategic Actions Reflection						
2023-2024 Strategic Actions		<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -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	Pathway coordinator will refine mastery based instruction grading policies by adding supports for students with IEPs.	This year, we adopted an inclusion model of co-teaching and co-planning between education specialists and general education teachers. Our principal is leading the special education department to increase the collaboration between ed specialists and general education teachers to accelerate the learning of our scholars with learning exceptionalities. Our pathway teachers meet regularly with our education specialists to collaborate and make instruction accessible based on the individual student's IEP. 100% of students with IEPs had their accommodations inserted into their senior pathway capstone project. Pathway teachers also received professional development on reading and understanding student IEPs. The pathway coordinator reached out to the UC Berkeley Department of Engineering for guidance on Engineering rubrics for the capstone project.				
	Engineering teachers will hold "break school" during breaks to support students with IEPs with completing their pathway aligned exhibition projects and senior capstone.	Break school was held over winter break to support students with IEPs and other students needing support to complete exhibition projects. The Pathway Coordinator and teachers collaborated with school administrators to assist several students with their pathway-aligned projects. Break school is also scheduled during the spring break to assist students with their senior capstone and other pathway projects. Intercession school during the spring break is also offered to help support students.				
	The master schedule will include an alternative art pathway aligned course to give students with IEPs the option of using RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) for their capstone or using an art medium to complete their senior capstone.	An engineering class that is A-G approved and has an art focus was created to give students with IEPs and other pathway students, fifteen in total, the option of using RIVET CAD or an art medium for their senior capstone project. This is a pathway-aligned class.				
	Ensure all scholars and their parents understand A-G requirements and the pathway completion requirements. Ensure that A-G eligibility and pathway completion are included as goals in each scholar's College and Career 10-Year Plan through monthly family and student engagement meetings, including a ninth-grade pathway orientation meeting.	Our school counselors and Berkeley Destination Corps Advising Corps (DCAC) staff members meet with parents and students in pathway classes on all grade levels to promote understanding of A-G requirements and pathway completion. Back-to-school nights and parent meetings have occurred at different times for school counselors and DCAC fellows to speak with parents. DCAC fellow aims to talk to 100% percent of students in our high school on A-G completion. Our progress in having monthly and family meetings could be improved due to families having a variety of work schedules and childcare obligations throughout the day. The Pathway Coordinator will oversee and support DCAC fellows in completing their work. The Pathway Coordinator will use the ParentSquare to send information to parents more regularly.				
	Revise and enhance a comprehensive Work Based Learning continuum for all students, with a scope and sequence that includes career awareness, career exploration, job shadows, informational interviews, resumes, mock interviews, internships, capstone projects, and other key aspects of work-based learning.	We are working with our pathway partner, BUILD, and our new partner, EarnLearn, to enhance our work-based learning program. During fall and spring exhibitions, professionals come to the school to offer feedback on student projects and give career advice. Seniors will have attended two different internship fairs through our partnership with EarnLearn and a career exploration event in February through a partnership with Junior Achievement. The capstone project and senior portfolio require a resume, an informational interview, and the creation of a LinkedIn profile, which one hundred percent of seniors will complete. We have also worked with the Oakland Education Fund to help compensate students for participation in internships. We are limited in our internship offerings due to the need for more availability of internships in the East Oakland area. Our students are in class until 2:30 pm, restricting their hours in an internship. Our surrounding neighborhood does not have a business base in downtown Oakland, so the availability of internships remains an issue that we are ameliorating by creating partnerships with industry leaders in the Bay Area.				

23-24 Strategic Actions for Goal #2	College and Career teacher will support students with applying to two and four year colleges. Additionally, the teacher will reestablish an intentional focus on developing a strong college and career culture which includes research-based practices that support the development of every student as a college and career-ready graduate.	The College and Career Center has supported all seniors in their application to two and four-year colleges. The pathway coordinator established a college culture in two ways. Firstly, College representatives came to the campus to speak to classes. Secondly, every grade was allowed to visit a college campus each semester. Students went to 2-year, 4-year, public and private colleges and universities. 100% of our juniors and seniors will attend the OneGoal Summit in March at UC Berkeley. They will meet industry professionals in various fields and attend a college and opportunity fair.	
	College and Career teacher will develop a senior seminar (College and Career Readiness A-G course) curriculum with the support of the pathway coordinator, BUILD, and OneGoal that focuses on a college and career portfolio that includes a personal narrative, resume, cover letter, and LinkedIn profile.	The College and Career Readiness teacher developed a senior seminar (College and Career Readiness A-G course) using a curriculum created by our partners BUILD and OneGoal. The pathway coordinator supports the implementation of this curriculum. The college and career portfolio requires a personal narrative, resume, cover letter, and LinkedIn profile. The OneGoal and BUILD curriculum is used to assist the seniors with this portion of the rubric.	
	Students will present their completed college and career portfolio and we will invite engineering leaders to interview our scholars and provide them with feedback using a career aligned rubric.	All seniors will present their college and career portfolios to community leaders, including UC Berkeley's Department of Engineering members, Oakland city council members, and city planners. Feedback will be given using a career-aligned rubric made in consultation with our industry partners. The pathway coordinator reached out to this Department this year to create a partnership. The UC Berkeley Engineering Department hosted the sophomores to visit their labs and museums on campus. The Department will be invited to campus to give feedback on the presentations.	
	Increase our pathway aligned dual enrollment to improve college matriculation and completion rates by having one of our two academic counselors identify courses aligned to our pathway.	Our academic counselor is working to increase our pathway dual enrollment by arranging college classes to take place on our campus through our CCAP agreement with the Peralta Community College District. The academic counselor is identifying courses aligned with our pathway and consulting with our college partners to offer pathway-themed classes in the fall.	
	Assess dual enrollment opportunities and develop and implement a plan to add college courses that are aligned with our pathway theme.	Our college counselor is partnering with the Peralta Community College District through our CCAP to offer college classes aligned with our career pathway. The counselor will also be working to bring these classes to our campus. This CCAP partnership is new.	
23-24 Strategic Actions for Goal #3	Our pathway coordinator will support our teachers with expanding our pathway aligned exhibition projects from one per year to at least one per semester during the SY 23-24 in grades 9-11.	Our pathway coordinator collaborated with our instructional coach to implement two pathway-aligned, cross-curricular integrated exhibition projects this school year, one per semester. Our teaching faculty is conducting ongoing professional development to incorporate the NGSS standards and the Science and Engineering Practices into the exhibition projective rubrics and assignments. Our pathway coordinator is working with local industry professionals to have folx provide our scholars feedback on their exhibition projects. Last year, our high school scholars attended pathway-aligned exhibition project field trips where they met with industry professionals to get input on their projects. We also invited city planners, planning commissioners, and city council members to observe our exhibition projects last year. We will continue this practice, and this year, our pathway manager is looking for a venue to host our exhibition projects, where we will invite our community partners and families. All grades 9-12 students will have a pathway-aligned project once per semester.	
	Our pathway coordinator and College and Career Readiness teacher will update our pathway aligned senior exhibition and capstone to meet CTE and components of Linked Learning, specifically engaging our students with IEPs with a personalized college and career readiness transition plan.	Last year, we launched a College and Career Readiness Professional Learning Community where administrators, pathway coordinators, college advisors, academic counselors, DCAC counselors, instructional coaches, and our college and career readiness teachers collaborated with our pathway teachers to update our pathway-aligned senior exhibition project and capstone. Our team incorporated CTE and Linked Learning Gold Certification components into the senior portfolio and rubrics. Our team extensively updated the senior portfolio to prepare our scholars for postsecondary life. Our senior education specialist works closely with our college and career team to embed transitional plans for seniors with IEPs into this year's portfolio. The transition plans will incorporate our pathway work, too.	
	We will continue to enhance professional development related to high-quality, interdisciplinary Project-based learning and connect classroom learning and work-based learning. Pathway teachers will attend conferences to expand their repertoire with the latest research on work-based learning, project-based learning, and Linked Learning.	In April, our pathway coordinator and principal will attend this year's Linked Learning Conference in Los Angeles, California. During the first semester, we attended UC Berkeley's College Access Symposium to deepen our learning on supporting our scholars with college readiness. Our pathway teachers were trained over the summer with our community partner BUILD, and one of our pathway teachers attended the Project Lead the Way training. Every pathway teacher is assigned a BUILD and academic coach to support them with developing their expertise in our pathway work. Our partners of BUILD and OneGoal meet with teachers to offer support on implementation of curriculum.	
	Our pathway coordinator will work with students, teachers, and industry partners to develop on-campus WBL opportunities that we will document and showcase, including showcasing our integrated project implementation and exhibitions of student work.	Our pathway coordinator partnered with EarnLearn to create an internship fair on campus featuring multiple employers for the senior class in April. The seniors attended an internship fair at Berkeley City College in the fall. In addition, there will be a senior portfolio and spring exhibitions that will showcase student project work. The pathway coordinator will collaborate with education specialists to ensure that students with IEPs not just participate but create exceptional pathway-aligned exhibition projects and acquire transferrable skills from this process.	
	Our pathway coordinator will engage industry professionals and post-secondary partners in support for and evaluation of student project work and to expand and enhance industry partnerships that support work-based learning opportunities for all students.	Our pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator attended a paid internship summit in Sacramento hosted by State Superintendent Tony Thurmond and a Youthworks professional development to gain support for work-based learning opportunities. We have also begun partnerships with Junior Achievement and the University of California at Berkeley's Department of Engineering.	
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, we will increase academic supports and opportunities for students to succeed in our pathway program of study, with an emphasis on students with IEPs. We will ensure that at least 92% of our graduates are A-G eligible; have completed a range of WBL activities, including internships or similar professional experiences; and have earned a C- or better in their CTE concentrator and capstone courses.	New or Revised Strategic Actions for Goal #1	<p>We continuously increase academic support so that 100% of students with IEPs can complete CTE concentrator and capstone courses. We restructured our special education department and shifted to an inclusion co-teaching model to better support our scholars with learning exceptionalities.</p> <p>The pathway coordinator will use new partnerships with Earn &amp; Learn, BUILD, and the UC Berkeley Department of Engineering to create more WBL activities, such as internship fairs and career exploration opportunities. The Pathway Coordinator will also reach out to Summer Search, Youth Uprising, and Genesys Work to strengthen WBL opportunities, such as student internships. We are implementing our WBL continuum.</p> <p>The pathway coordinator and principal will attend the Linked Learning Conference to better educate themselves on the steps needed to obtain the Linked Learning Gold Certification. We hope to make connections at these conferences that can lead to new partnerships and opportunities for students, especially for our scholars with IEPs.</p>

Goal #2: By 2026	By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 90% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.	New or Revised Strategic Actions for Goal #2	We developed a College and Career Access Pathways (CCAP) with the Peralta Community College District to expand dual enrollment offerings aligned to our pathway and ethnic studies for students.
			Our dual enrollment courses are to happen on our school campus to remove transportation costs as a barrier to completion.
			We will work with our CCAP partner to expand dual enrollment offerings related to our pathway and build criticality in our scholars.
			We are participating in the Peralta Summer Institute to promote concurrent enrollment for our scholars.
			We launched a College and Career Center to offer all scholars comprehensive college and career awareness.
Goal #3: By 2026	By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.	New or Revised Strategic Actions for Goal #3	We will offer students a pathway-aligned integrated project each semester. By the time they graduate, students will have completed eight projects.
			The pathway coordinator will work with the instructional leadership team to create pathway-aligned projects and build our teachers' capacity in interdisciplinary planning.
			The pathway coordinator will work with the instructional leadership team and pathway-enrolled students to present professional development to faculty on elements of a high-quality capstone and projects. Our students will provide input into their pathway-aligned exhibition projects.
			Industry leaders, city planners, university professionals, and politicians will provide feedback on our scholar's exhibition projects and presentations.

**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.*

**Project Lead the Way teacher at 1.0 FTE**

This teacher is certified in Project Lead the Way and is dedicated to teaching our pathway-aligned courses (Project Lead the Way), which are the core engineering courses for the pathway. Other job duties include updating the curriculum to better support our scholars with IEPs, updating the senior pathway capstone project, providing engineering job shadowing field trips to local Bay Area companies, and creating scaffolds for RIVET CAD (Computer-aided design and computer-aided manufacturing software allows engineers, architects, and designers to create conceptual drawings for assessment and approval.) to better meet the needs of our scholars with IEPs. (Salary) Benefit costs are budgeted in Strategic Carryover. This relates to Goal #1 and Goal #3 of our strategic action related to servicing scholars with IEPs and expanding our career and Linked Learning offerings and pathway capstone project.

**Engineering Teacher at 1.0 FTE**

This teacher is dedicated to teaching pathway-aligned courses including BUILD Engineering Design and our Engineering Design Capstone. Other job duties include updating the BUILD and engineering curricula to center the needs of our scholars with IEPs and organizing events with local engineering leaders to spotlight the engineering industry. (Salary) This relates to Strategic Goal #1 of increased academic opportunities within our pathway and goal #3 of expanding our engineering capstone projects by incorporating more Linked Learning Standards

**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 MNH staff only)***Conditionally Approved**  
(Justification Form is required)*(protected cells below to be completed by MNH staff only)*

\$96,350.00

1110

Teacher Salaries

Teacher

1.0 FTE

Designing for Social Change: An Engineering Pathway

Conditionally Approved

\$100,000.00

1110

Teacher Salaries

Teacher

1.0 FTE

Designing for Social Change: An Engineering Pathway

Conditionally Approved

**2025-2026: YEAR THREE****Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal		<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -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, we will increase academic supports and opportunities for students to succeed in our pathway program of study, with an emphasis on students with IEPs. We will ensure that at least 92% of our graduates are A-G eligible; have completed a range of WBL activities, including internships or similar professional experiences; and have earned a C- or better in their CTE concentrator and capstone courses.		<p>We are on track to accomplishing the whole school and pathway 3-year goal of increasing academic support and opportunities for students, with an emphasis on students with IEPs. We have advanced this goal by promoting our reading specialist to a Special Education (SpEd) teaching position. In addition, we created a new position, Special Populations Administrator, to further enhance our focus in accelerating the learning of our scholars with learning exceptionalities. We are investing in individual student success and building a sustainable co-teaching inclusion model by establishing a new position in our special education department. As a whole school and pathway, we continue to utilize professional development (PD) and professional learning communities (PLCs) time to hone our inclusion model of co-teaching and co-planning, ensuring all staff are well-equipped with specific accommodations and instructional strategies that best support students with IEPs.</p> <p>Regarding A-G eligibility, we are nearing our 3-year goal of 92% of graduates meeting these requirements. 90.8% of our current seniors are on track to graduate A-G eligible. Despite losing our academic counselor and struggling to find a replacement, the College and Career Readiness team, including the pathway manager, has worked to fill this gap by adjusting senior course placements to ensure eligibility. Additionally, the COVID-era policy that allowed students to complete courses with a D impacted A-G eligibility. That policy has been revised, and students must earn a C- or better in A-G required courses. With the anticipated hiring of a new academic counselor, we are confident we will continue to improve our A-G rate and postsecondary outcomes for all scholars.</p>
By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 90% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.		<p>We are on track to accomplishing our 3-year school-wide and pathway goal by successfully implementing a college and career portfolio requirement for graduation, and 100% of our graduates are on track to completing this requirement. Structures that have supported this include implementing a senior exit interview, which requires reflection and portfolio review and time during college and career readiness courses to work on their portfolio.</p> <p>We are on track to accomplishing our 3-year school-wide and pathway goal of expanding dual enrollment offerings thanks to our partnership with Peralta through our College and Career Pathways (CCAP) and leveraging other course offerings at sister schools (e.g., Chabot College). This year, we provided four college courses on campus. Additionally, twenty-six students are taking at least one concurrent college course virtually or on the college campus this spring. Given that it is a graduation requirement that students take at least three college courses, providing college course offerings is a priority of the College and Career Readiness Center. We have also added a study hall course so that students can receive support from staff in their college courses. We are also considering additional strategies to help students manage the demands of high school and college courses, such as mentoring or tutoring, including peer tutoring. We will strategically group students for concurrent enrollment to increase their chances of successful completion.</p> <p>We are on track to meeting our 3-year school-wide and pathway goal of 90% of graduates enrolling in a 2-or-4-year college or entering a job within a career pathway. 95% of</p>
By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.		We are on track to meeting our 3-year school-wide and pathway goal of 100% of scholars completing two integrated projects each year and are looking to expand the number of projects students will complete each year. This past fall, every student in grades 9-12 completed a pathway-aligned project and must complete another one by the end of the school year. The seniors will have a culminating pathway exhibition project with a capstone, a graduation requirement. We met this expectation through consistent professional development and common collaborative planning time with grade-level teachers and education specialists. Each year, our staff updates the pathway-aligned exhibition projects with student and partner input to ensure they are culturally responsive, real-world aligned, and relevant to our scholars.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		<b>Reflection on 2024-2025 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic	We continuously increase academic support so that 100% of students with IEPs can complete CTE concentrator and capstone courses. We restructured our special education department and shifted to an inclusion co-teaching model to better support our scholars with learning exceptionalities.	<p>We are on track in accomplishing the 2024-2025 action of providing greater Integrated Student Supports for students with IEPs by:</p> <p>Hiring our reading specialist and multilingual coordinator for SpEd teaching positions and subsidizing their Master's credential in special education.</p> <p>Establishing a Special Populations Administrator position and</p> <p>Dedicating PD time to SpEd accommodation support and/or co-teaching inclusion strategies.</p> <p>As a result: EL reclassification rate remained high at 39%</p>
	The pathway coordinator will use new partnerships with Earn & Learn, BUILD, and the UC Berkeley Department of Engineering to create more WBL activities, such as internship fairs and career exploration opportunities. The Pathway Coordinator will also reach out to Summer Search, Youth Uprising, and Genesys Work to strengthen WBL opportunities, such as student internships. We are implementing our WBL continuum.	<p>Increase of 18% in ELPIs making progress as measured by California Dashboard (81%, second highest ELPI in Oakland and highest in Aspire Public Schools)</p> <p>100% of students with IEPs in Class of 2024 graduated on time</p> <p>One student with an IEP successfully completed an internship with Center for Youth Development through Law</p> <p>We have made progress but are still working towards accomplishing the 2024-2025 action of establishing more Work Based Learning opportunities with a robust WBL continuum.</p>

<b>Strategic Actions for Goal #1</b>	<p>The pathway coordinator and principal will attend the Linked Learning Conference to better educate themselves on the steps needed to obtain the Linked Learning Gold Certification. We hope to make connections at these conferences that can lead to new partnerships and opportunities for students, especially for our scholars with IEPs.</p>	<p>continuum.</p> <p>We have increased student participation in internships. Last year, four students completed an internship and this year we more than doubled that with ten students completing an internship during the school year and anticipate that number increasing over the summer.</p> <p>We must create a more robust WBL continuum with strategic and long-term partnerships to ensure partner organizations are paired with appropriate grade levels and provide the specific WBL experiences our community needs. This continues to be an area of growth due to transportation issues (e.g., parents must take students to internships, and we are not close to a BART station). In addition, post-COVID has left fewer employees in offices to serve at job sites. Juniors take classes until 4:00 p.m., and many seniors work part-time jobs. Lastly, finding engineering partnerships and pathway-specific internships proves difficult.</p> <p>We are on track to advance toward Linked Learning Gold Certification and accomplish this 2024-2025 action step. We are completing our Silver Certification this semester and have crafted a plan of action to move towards Gold Certification by 2026. Due to our attendance at the Linked Learning conference, we established a working relationship with the Center for Powerful Public Schools, an organization with extensive experience in guiding pathways towards certification, and we are working with a certification coach to ensure successful completion.</p>
<b>24-25 Strategic Actions for Goal #2</b>	<p>We developed a College and Career Access Pathways (CCAP) with the Peralta Community College District to expand dual enrollment offerings aligned to our pathway and ethnic studies for students.</p> <p>Our dual enrollment courses are to happen on our school campus to remove transportation costs as a barrier to completion.</p> <p>We will work with our CCAP partner to expand dual enrollment offerings related to our pathway and build criticality in our scholars.</p> <p>We are participating in the Peralta Summer Institute to promote concurrent enrollment for our scholars.</p> <p>We launched a College and Career Center to offer all scholars comprehensive college and career awareness.</p>	<p>We are on track to expanding our dual enrollment offerings and deepening our partnership with Peralta Community College District, thereby accomplishing our 2024-2025 strategic action:</p> <p>This fall and spring, we offered four college courses on our campus. Additionally, this spring, twenty-six students are taking at least one college course, either online or on the college campus. This represents an increase from fifteen students last year.</p> <p>We have made progress but are still working towards aligning dual and concurrent enrollment course offerings to our pathway theme. The reasons as to why this continues to be a work in progress are:</p> <p>Access to Community College engineering courses require extensive prerequisites that serve as a barrier to entry.</p> <p>Given that our personnel lack engineering certification, we cannot offer Community College engineering-aligned course offerings on our high school campus. We must work with partners to identify possible mini-certification options and courses that address specific engineering skills/trades.</p> <p>As such, we plan to collaborate with sister schools in Oakland to advocate for Peralta for access to dual enrollment course offerings similar to OUSD, which includes engineering-aligned courses.</p> <p>We are on track and have launched our College and Career Readiness Center, which includes four full-time staff members and one part-time staff member: a college counselor, a college and career pathway manager, a college advisor, an afterschool college advisor, and a DCAC college readiness coach. As a result of this investment, we have completed this 2024-2025 strategic action and have seen significant increases in college course concurrent enrollment, internship completion, and support for post-secondary preparation. We are currently in the blue section for College and Career Readiness Indicator on the California Dashboard with 83.1% meeting the standard, an increase of 44.2%.</p>
<b>24-25 Strategic Actions for Goal #3</b>	<p>We will offer students a pathway-aligned integrated project each semester. By the time they graduate, students will have completed eight projects.</p> <p>The pathway coordinator will work with the instructional leadership team to create pathway-aligned projects and build our teachers' capacity in interdisciplinary planning.</p> <p>The pathway coordinator will work with the instructional leadership team and pathway-enrolled students to present professional development to faculty on elements of a high-quality capstone and projects. Our students will provide input into their pathway-aligned exhibition projects.</p> <p>Industry leaders, city planners, university professionals, and politicians will provide feedback on our scholar's exhibition projects and presentations.</p>	<p>We are on track to complete the 2024-2025 strategic actions regarding interdisciplinary projects by:</p> <p>Having end-of-semester project exhibitions. PDs are held with specific staff to ensure interdisciplinary project planning, and whole-school PDs are held to ensure full participation in final presentation days.</p> <p>Additionally, students are invited to PDs to give feedback on project development, and key industry and university partners serve as project support providers and attend final presentations as judges. This feedback helps us modify projects to ensure rigor and relevance.</p> <p>Investing in the professional development of our educators in project-based learning and industry alignment to courses/units ensures that they are well-trained and inspired to engage students in a rigorous and meaningful pathway experience.</p>
<b>Pathway Strategic Actions 2025-2026</b>		
<b>2025-2026 Strategic Actions</b> Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		

<b>Goal #1:</b> By 2026	By 2026, we will increase academic supports and opportunities for students to succeed in our pathway program of study, with an emphasis on students with IEPs. We will ensure that at least 92% of our graduates are A-G eligible; have completed a range of WBL activities, including internships or similar professional experiences; and have earned a C- or better in their CTE concentrator and capstone courses.	<b>New or Revised Strategic Actions for Goal #1</b>	<p>Looking at Student Work protocols, Plan-Do-Study-Act cycles, Lesson Studies, and other skill gap analysis strategies will be the focus of Friday Department PDs and PLCs with a focus on targeted populations.</p> <p>The academic counselor will implement transcript scrubs/evaluations every semester and engage partners such as DCAC to facilitate transcript reading workshops. The College and Career Readiness team will establish an off track warning system, with a focus on freshmen and will work with the grade level leads to dedicate portions of Grade Level Meetings to support students of concern.</p> <p>The Instructional Leadership Team will work towards creating a freshman summer bridge program to be implemented in Summer 2025 in order to address the middle to high school transition.</p> <p>The investment of our school in a Special Population Administrator, two new special education teachers, and an after-school college advisor, is a structural and long-term plan for our students with IEPs. However, after looking at our data, many of our ninth graders end the year off track, particularly in Spanish and integrated mathematics 1. Therefore, we will establish an additional focus on ninth graders as well as instituting structural changes such as an Early Warning System and Summer Bridge Transition Program, which is also a requirement for Linked Learning Gold Certification.</p>
<b>Goal #2:</b> By 2026	By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 90% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.	<b>New or Revised Strategic Actions for Goal #2</b>	<p>The academic counselor along with the College and Career Readiness Team and the Pathway Coordinator will work to establish cohorts of students to take specific college courses together to ensure course completion and to provide more targeted support, peer mentoring and tutoring opportunities</p> <p>The College and Career Readiness Team and Pathway Coordinator will identify two engineering-aligned competency certification courses students can take with fewer prerequisites and work towards ensuring students enroll in courses by the end of the 2025-2026 school year. We also apply for CCAP and MCEC grants to participate in efforts to align Engineering preparation college course offerings across the Aspire Bay Area region.</p> <p>The College and Career Readiness Team and Pathway Coordinator will finalize a robust WBL continuum, identifying additional partners to begin crafting a local industry advisory board. They will also work to strategically match industry partners to grade-level outcomes and provide additional internship opportunities</p> <p>We have seen a significant increase in students taking college courses and completing internships. Therefore, the goal is to continue and refine that work. This refinement includes focusing on engineering-aligned college coursework offerings and increasing the number of internship offerings so that our students are motivated and confident in their post-secondary options, including two or four-year colleges or pursuing a career pathway of choice.</p>
<b>Goal #3:</b> By 2026	By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.	<b>New or Revised Strategic Actions for Goal #3</b>	<p>We are on track to meeting our 3-year school-wide and pathway goal of 100% of scholars completing two integrated projects each year and are looking to expand the number of projects students will complete each year.</p> <p>This past fall, every student in grades 9-12 completed a pathway-aligned project and much complete another one by the end of the school year.</p> <p>The seniors will have a culminating pathway exhibition project with a capstone a graduation requirement. We met this expectation through consistent professional development and common collaborative planning time with grade-level teachers and education specialists.</p> <p>Each year, our staff updates the pathway-aligned exhibition projects with student and partner input to ensure they are culturally responsive, real-world aligned, and relevant to our scholars.</p>
<b>Budget Expenditures</b> <b>Effective July 1, 2025 - June 30, 2026</b> <b>2025-2026 Pathway Budget</b>			



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# Aspire Lionel Wilson-Designing for Social Change: An Engineering Pathway Program of Study

*Industry Sector: Engineering Design*

*Internship Partners: Oakland Ed Fund, Unity Council, Roots Community Health, Alameda Health System, Center for Youth Development through Law, Central Legal*

*Post-Secondary Partners: UC Berkeley Dept of Engineering, SFSU, and Peralta Community College District*

*Community-Based Partners: BUILD, One Goal, Junior Achievement, DCAC, Earn Learn, Rising Stars, and Families in Action (FIA).*

Pathway Vision	With the support of the community, the students of Lionel Wilson Prep will develop the skills and mindsets necessary to design an equitable reality for themselves, their families, and their communities, engaging with rigorous learning experiences grounded in Engineering and Social Justice.			
Pathway COP Meeting Time:	<b>9th Grade Program</b> Grade level meeting time: Wednesday 3:30-4:30 pm	<b>10th Grade Program</b> Grade level meeting time: Wednesday 3:30-4:30 pm	<b>11th Grade Program</b> Grade level meeting time: Wednesday 3:30-4:30 pm	<b>12th Grade Program</b> Grade level meeting time: Wednesday 3:30-4:30 pm
<b>Academic Core</b> Student Cohort Integrity <i>Course all students take</i>  (Replace with course names linked to course descriptions)	English 9: Dr. Kimberly Ross Social Science: Mr. Steven Rozzi Science: Mr. Ace Crow Math: Ms. Sabrina Liu Engineering: Ms. Chelsea Carl Spanish: Ms. Tiffany De La Torre	English 10: Dr. Kimberly Ross Social Science: Mr. Steven Rozzi Science: Mr. Ace Crow Math: Ms. Sabrina Liu Engineering: Ms. Chelsea Carl Spanish: Ms. Tiffany De La Torre	English 11: Ms Beatrice Velline Social Science: Ms. Lucy Bunter Science: Mr. Ace Crow Math: Mr. Steven Walker Engineering: Mr. Leslie Thilow Art: Ms. Chelsea Carl	English 12: Ms. Beatrice Velline Social Science: Ms. Lucy Bunter Science: Mr. Leslie Thilow Math: Mr. Steven Walker Engineering: Mr. Leslie Thilow College and Career Readiness: Ms. Beatrice Velline
Technical Core/Theme (CTE Sequence) <a href="#">CTE Course Resources</a>	<a href="#">Build Year 1</a>	<a href="#">BUILD Year 2</a>	<a href="#">[Engineering Course Description]</a> Introduction to Engineering Design (PLTW)	<a href="#">[Engineering Course Description]</a> Engineering Design and Development (PLTW)
Integration Types (include description) <i>What will be true across the pathway cohort classes?</i>  - Practice - Skills - Projects (see row below) - Events (WBL)	<b>Fall Project:</b> Assimilation and Resistance Culminating Tasks- Present how Native Americans groups used Assimilation and Resistance to survive  <b>Spring Project:</b> BUILD Pitch (See Below)	<b>Fall Project:</b> Popular Sovereignty Culminating Task- Present how popular sovereignty exists in our daily lives  <b>Fall Project:</b> Small Business Plan-Students will design a small business that can be housed in a shipping container.  <b>Spring Project:</b> BUILD Pitch (See Below)	<b>Fall Project:</b> Toxic Masculinity Culminating Task Connect the themes of Toxic Masculinity shown in “We the Animals to the current world  <b>Spring Project:</b> Oakland Coliseum (See Below)	<b>Fall Project:</b> Orwellian Society Culminating Task Explain concepts of an Orwellian Society in the novel 1984 and relate it to contemporary issues in 2024  <b>Spring Project:</b> Portfolio Defense
Dual Enrollment <a href="#">2425 LWP College Courses</a>		Counseling 24, Counseling 57, Kinesiology 134	Dual-Kinesiology 150 Medical Terminology 1, Policy	African American Studies 1, African American Literature  Concurrent-Anthropology 1, English 1A, EMT, Real Estate, French
Integrated Projects/ Common Performance Assessments	Build Project Design- Students will create a product using Fusion 360 that addresses a social issue. They will present their product to a panel of teachers and professionals.	Build Investor Pitch- Students will design a project that solves a social issue to investors. They will create a plan for use of funding.	<a href="#">11th Grade Project Outline</a> Oakland Coliseum redesign. Students will learn about the history of redlining, as seen in the novel <i>A Raisin In the Sun</i> . They will	<a href="#">Senior Portfolio Documents</a>



# Aspire Lionel Wilson-Designing for Social Change: An Engineering Pathway Program of Study

**Industry Sector: Engineering Design**

**Internship Partners: Oakland Ed Fund, Unity Council, Roots Community Health, Alameda Health System, Center for Youth Development through Law, Central Legal**

**Post-Secondary Partners: UC Berkeley Dept of Engineering, SFSU, and Peralta Community College District**

**Community-Based Partners: BUILD, One Goal, Junior Achievement, DCAC, Earn Learn, Rising Stars, and Families in Action (FIA).**

			apply these concepts to create a redesign of the Oakland Coliseum	
Defenses or Capstones				<a href="#">Senior Seminar</a> [Graduate Capstone] Senior Portfolio Defense
Other Courses / Electives	Computer Science, Physical Education, Art, Get Empowered	Computer Science, Physical Education, Art, Get Empowered	Computer Science, Physical Education, Art, Get Empowered	Computer Science, Physical Education, Art, Get Empowered
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Credit recovery Intersession (winter and summer offerings), monthly town halls led by Student Government, and a minimum of 2 field trips/ college trips per year.	Student Government Association, Credit Recovery Intersession (winter and summer offerings), monthly town halls led by Student Government, and a minimum of 2 field trips/ college trips per year.	Student Government Association, Credit Recovery Intersession (winter and summer offerings), monthly town halls led by Student Government, and a minimum of 2 field trips/ college trips per year.	Student Government Association, Credit Recovery Intersession (winter and summer offerings), monthly town halls led by Student Government, and a minimum of 2 field trips/ college trips per year.
Work Based Learning  [reference documents: <a href="#">WBL Continuum</a> ]	<a href="#">Link to WBL Plan Template</a>  Guest Speakers come to BUILD class to share their success stories, give life advice, and assist with product plans.	<a href="#">Link to WBL Plan Template</a>  Guest speakers in BUILD Class to help students refine business plans and investor pitch  WBL field trip to professional office	<a href="#">Link to WBL Plan Template</a>  UC Berkeley PLTW project Consultation and Support  Internship/ PT work for students.	<a href="#">Link to WBL Plan Template</a>  Earn Learn- Engineering Job Visits Junior Achievement- Engineering Job Visit Junior Achievement Career Accelerator UC Berkeley PLTW project consultation and support Internship/ PT work for students
Student Leadership, including CTSO		Student Government Association	Student Government Association	Student Government Association
Summer Learning (Summer Bridge, summer learning, credit recovery)		Peralta Summer Institute	Summer Internships through Center for Youth Employment Through Law Peralta Summer Institute	Peralta Summer Institute
College Awareness & Exploration <a href="#">College and Career Readiness Classroom Framework</a>	College Trips DCAC advisory units include college and career awareness topics	College Trips DCAC advisory units include college and career awareness topics.	College Trips, OneGoal College Summit UC Berkeley- college student panel Rising Stars- College Admissions mentor and counselor	College Trips, College Representatives in College and Career Class One Goal- curriculum for College Readiness class DCAC- college application, job application & FAFSA support One Goal- college application support
Community Building and Motivational Activities and Trips	College trips, comprehensive after-school programming for high schools students: -college and career/ scholarship writing support, and personalized tutoring.	College trips, comprehensive after-school programming for high schools students: -college and career/ scholarship writing support, and personalized tutoring.	College trips, comprehensive after-school programming for high schools students: -college and career/ scholarship writing support, personalized tutoring, and Driver’s Ed. offering.	College trips, comprehensive after-school programming for high schools students: -college and career/ scholarship writing support, personalized tutoring, and Driver’s Ed. offering.
Advisory	Three Days a Week: Monday, Tuesday, and Thursday (8:30-9:05 am)	Three Days a Week: Monday, Tuesday, and Thursday (8:30-9:05 am)	Three Days a Week: Monday, Tuesday, and Thursday (8:30-9:05 am)	Three Days a Week: Monday, Tuesday, and Thursday (8:30-9:05 am)
Personalized Supports	DCAC, BUILD, Sylvan Tutoring	DCAC, BUILD, Sylvan Tutoring	DCAC, BUILD, Sylvan Tutoring	DCAC, Junior Achievement, Earn/Learn, Sylvan Tutoring

# Aspire Lionel Wilson-Designing for Social Change: An Engineering Pathway Program of Study

*Industry Sector: Engineering Design*

*Internship Partners: Oakland Ed Fund, Unity Council, Roots Community Health, Alameda Health System, Center for Youth Development through Law, Central Legal*

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*Community-Based Partners: BUILD, One Goal, Junior Achievement, DCAC, Earn Learn, Rising Stars, and Families in Action (FIA).*

Use of expanded learning time (before or after school)		Dual and Concurrent Enrollment	Dual and Concurrent Enrollment	Dual and Concurrent Enrollment
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Work-Based Learning Lead: Scott Pullman

Pathway Name: Design for Social Change: An Engineering Pathway

Collaborators: Tommy Gonzalez, Chelsea Carl, Leslie Thilow, Ta Nyka Avington

#### Central Resources

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

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

1. Our A-G completion rate will be sustained at a rate of 88% or higher
2. Suspensions will be reduced from 8% two years ago to 1.7% this year
3. Our college and Career readiness indicator on the California Dashboard will remain in the blue

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> <li>• Workplace tour</li> <li>• Guest speaker / teacher</li> <li>• Career fair</li> <li>• Visit a workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Informational interview</li> <li>• Job shadow</li> <li>• Virtual exchange with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Student-run enterprise with partner involvement</li> <li>• Virtual enterprise</li> <li>• Integrated projects with partners</li> <li>• Service projects</li> <li>• Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Internship required for a credential or entry to occupation</li> <li>• Apprenticeship</li> <li>• Clinical experience</li> <li>• On-the-job training</li> <li>• Work experience</li> </ul>
9th	<ul style="list-style-type: none"> <li>• BUILD- Guest Speakers in class</li> <li>• BUILD- Career Interests Survey</li> <li>• DCAC- Advisory units on college &amp; career</li> <li>• 2 College Visits</li> <li>• FIA A-G Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• BUILD- professional etiquette training</li> <li>• BUILD- Project Consultation &amp; Support</li> </ul>	<ul style="list-style-type: none"> <li>• BUILD- Project Presentation to industry</li> </ul>	
10th	<ul style="list-style-type: none"> <li>• BUILD- Guest Speakers in class</li> </ul>	<ul style="list-style-type: none"> <li>• BUILD- professional etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• BUILD- Project Presentation to</li> </ul>	<ul style="list-style-type: none"> <li>• Peralta Community College Courses</li> </ul>

	<ul style="list-style-type: none"> <li>BUILD- Career Interests Survey</li> <li>DCAC- Advisory units on college &amp; career</li> <li>2 College Visits</li> <li>FIA A-G Workshops</li> </ul>	training <ul style="list-style-type: none"> <li>BUILD- Project Consultation &amp; Support</li> </ul>	industry <ul style="list-style-type: none"> <li>BUILD-Work Based Learning Trips to Partner Sites</li> </ul>	
11th	<ul style="list-style-type: none"> <li>2 College Visits</li> </ul>	<ul style="list-style-type: none"> <li>One Goal Advisory- College readiness survey and planning</li> <li>DCAC- College Research Support</li> <li>One Goal- College Summit</li> </ul>	<ul style="list-style-type: none"> <li>UC Berkeley PLTW project Consultation and Support</li> <li>UC Berkeley- college student panel</li> <li>Rising Stars- College Admissions mentor and counselor</li> </ul>	<ul style="list-style-type: none"> <li>Internships with local businesses</li> <li>Peralta Community College Courses</li> </ul>
12th	<ul style="list-style-type: none"> <li>1 College Visit</li> </ul>	<ul style="list-style-type: none"> <li>Junior Achievement- workshops on resumes, interviews &amp; career readiness</li> </ul>	<ul style="list-style-type: none"> <li>Earn Learn- Engineering Job Visits</li> <li>Junior Achievement and Earn Learn- Engineering Job Visit</li> <li>One Goal- curriculum for College Readiness class</li> <li>UC Berkeley PLTW project consultation and support</li> </ul>	<ul style="list-style-type: none"> <li>Peralta Community College Courses</li> <li>Internships with local businesses</li> <li>DCAC- college application, job application &amp; FAFSA support</li> <li>One Goal- college application support</li> </ul>

General Roles/Responsibilities:

Person or Position	Responsibilities
Scott Pullman	Oversee program, coordinate with partners, find internships, lead trips
Chelsea Carl	Teach 9th and 10th grade Engineering Classes
Leslie Thilow	Teach 11th and 12th grade Engineering Classes
Jasmin Ochoa	Coordinate BUILD Program

Next Steps in Plan Development / Implementation:

- We have seen a significant increase in students taking college courses and completing internships. Therefore, the goal is to refine that work. This refinement includes focusing on engineering-aligned college coursework offerings and increasing the number of internship offerings
- Craft a local industry advisory board and work to strategically match industry partners to grade-level projects and additional internship opportunities.
- Apply for Silver Certification by end of Spring 2025 and Gold Certification by End of Fall 2025

[illegible]