

## 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?)

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

School Name:	Aspire Lionel Wilson College Preparatory Academy	Site #:	9123	
Pathway Name(s):	Designing for Social Change: An Engineering Pathway			

#### School Description

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.

#### **School Mission and Vision**

#### Visio

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.

#### Mission

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.

#### Pathway

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.

#### School Demographics 2023-2024 Total Enroll

Population

2023-202	4 Total Enrollmen	t Grades 9-12	246						
Special	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Populations		50.4%	91.9%	100.0%	5.7%	NA	4.5%	8.9%	NA
Student Population by	% African- American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
Race/Ethnicity		0.0%	0.8%	94.3%	0.0%	0.4%	0.0%	0.0%	0.4%
Food Ctudent							-		

#### SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators. \* Denotes changes for 2024-25 for continuation schools

Which student population will you focus on in order to reduce disparities?

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
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

(Analyze these two indicators together)

College Enrollment Data: Percentage of students enrolling in 2-year and 4-

year colleges within one year of graduation (Analyze these two indicators

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%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
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 cause indicators.	s of problems in ord	der to identify appropria		age in this process ev	ery 3 years to inform strate		d our identified data		
Indicator Instructions: Complete the Strengths and Challenges columns bold (lines 41-44). Then select ONE of the indicators from lines in peach) to complete. You will complete Strengths and Challeng indicators/combinations of indicators.	45-48 (color coded	What is our site doing	Strengths g well that's leading to indicator?	improvements in this	Challenges 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)		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 of 230 credit requirement.				
A-G Completion - 12th Grade  1 Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements		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.  We have noticed that policy is the starting point of shifting				

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

communities. We implemented internal instructional rounds at our school site to have teachers more frequently observe

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

and participate in weekly professional learning

one another to improve instruction.

least three dual enrollment courses.

hearts and minds when it comes to mastery based

credit recovery.

pre-COVID years.

instruction. We are refining our mastery based grading

policies to improve instruction and to reduce the likelihood for

There has been a decline in college enrollment compared to

internship or similar experience		through BUILD by er and utilizing public s juniors will participat various Bay Area co have guest lecturers career options. We a Search, Youth Uprisi partners to support uscholars. We recent!	ed real world application experience ngaging in the design thinking process peaking skills. In quarter four, our e in job shadowing opportunities at mpanies. During senior advisory, we who will speak to our students about are building a partnership with Summering, Genesys Works, and other industry us with internship opportunities for all ly received the K12 SWP grant that s to complete at least one internship by 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 of better in grades 9-12		for juniors and senio courses to do so dur typically during block G eligible are in dua		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 Learnin	ng pathways		ntly enrolled with the expectation that d 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 attempte completion and achieved a C- or better in both the Concentrat course		All of our students co cross curricular exhi		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				
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	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		-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 successWe need to have our dual enrollment aligned to our pathway	Interdisciplinary Exhibition Projects- Our pathway coordinator and instructional leadership team will meet monthly to discuss cross curricular pathway aligned exhibition projects with associated field trips.

	-We offer a flexible school schedule that allows for students who wish to have a work based learning	-Communicate Work Based Learning opportunities and expectations to scholars	WBL Curriculum Review, revise, and enhance our pathway WBL Continuum to reflect Linked Learning Gold Standards and Linked Learning
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	experiences to engage in them during their fourth blockNext year, all high school students must complete an internship to be on track to graduate from Lionel Wilson PrepWe are receiving the K12 SWP workforce grant that will support with our students getting Work-Based Learning experiencesOur Measure N Advisory Board supports us with getting local professionals on campus to speak with our scholarsOur BUILD partner regularly brings local professionals onto our campus to build Work-Based Learning awareness for our students.	-By 2023, form a partnership with Summer Search, Youth Uprising, Genesys Works, and other industry partnersHave our pathway coordinator collect data on Work-based Learning experiences.	pathway best practices. Assure that every student has work-based learning experiences that connect to classroom learning at each grade level.  Internships 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.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	-Implemented two norm-referenced Social-Emotional Learning surveys (i. e., Panorama and Six Seconds EVS)Implemented Youth Truth survey to get student inputStudent Government regularly interviews student body for input in decision-making and events programmingTaking 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 eventsTeachers need explicit professional development to expand the Social Emotional Learning toolkitThere is a need to implement mindfulness at our school for adults and studentsWe need to engage our students in emotional intelligence lessons.	-Form an Social-Emotional Learning committee to provide learning opportunities for adults on campusAudit our Social-emotional learning curriculum and advisory classes -Adopt a Social-Emotional Learning curriculum and approach at LWP.
	2023-2024: YEA	AR 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.

	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.
	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.

	Engineering teachers will hold "break school" during breaks t	o support students v	vith IEPs with comple	eting their pathway a	igned exhibition project	s and senior car	ostone.			
Strategic Actions for	The master schedule will include an alternative art pathway a manufacturing software allows engineers, architects, and destheir senior capstone.	ligned course to give	e students with IEPs	the option of using F	RIVET CAD (Computer-	aided design an	d computer-aided			
Goal #1	nsure all scholars and their parents understand A-G requirements and the pathway completer requirements. Ensure that A-G eligibility and pathway completion are included as goals each scholar's College and Career 10-Year Plan through monthly family and student engagement meetings, including a ninth-grade pathway orientation meeting.									
		evise and enhance a comprehensive Work Based Learning continuum for all students, with a scope and sequence that includes career awareness, career exploration, job shadows, formational interviews, resumes, mock interviews, internships, capstone projects, and other key aspects of work-based learning.								
	College and Career teacher will support students with applyin college and career culture which includes research-based pro-						eloping a strong			
Strategic	College and Career teacher will develop a senior seminar (C that focuses on a college and career portfolio that includes a				support of the pathway	coordinator, BU	JILD, and OneGoal			
Actions for Goal #2	Students will present their completed college and career port rubric.	folio and we will invi	te engineering leade	rs to interview our sc	holars and provide then	n with feedback	using a career aligned			
	Increase our pathway aligned dual enrollment to improve coll pathway.	ege matriculation ar	nd completion rates t	y having one of our	wo academic counselo	rs identify cours	es aligned to our			
	Assess dual enrollment opportunities and develop and imple	ment a plan to add c	ollege courses that a	are aligned with our p	athway theme.					
	Our pathway coordinator will support our teachers with expar 9-11.	nding our pathway a	ligned exhibition proj	ects from one per ye	ar to at least one per se	emester during the	ne SY 23-24 in grades			
Strategic	Our pathway coordinator and College and Career Readiness specifically engaging our students with IEPs with a personalize	zed college and care	er readiness transiti	on plan.						
Actions for Goal #3	We will continue to enhance professional development relate Pathway teachers will attend conferences to expand their rep									
	Our pathway coordinator will work with students, teachers, as our integrated project implementation and exhibitions of stud	ent work.	<u> </u>							
	Our pathway coordinator will engage industry professionals a partnerships that support work-based learning opportunities to		partners in support fo	or and evaluation of s	tudent project work and	to expand and	enhance industry			
<b>Budget Exp</b>	penditures									
2023-2024 Bu	dget: Enabling Conditions Whole School									
answers the belo For Object Codes additional Budge Instructions.  - What is the spe (no vague langua - How does the s	ne Items, enter 3-5 sentences to create a Proper Justification that we questions.  s 1120, 5825 and all FTE, please also make sure to respond to the t Justification questions outlined in the EIP Budget Justification.  cific expenditure or service type? Please provide a brief description age or hyperlinks) and quantify if applicable.  pecific expenditure impact students in the pathway? (Where nsider how the expenditure supports your 3-year goals or 2023-24	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)			
questions about	ou to refer to this list of <u>OUSD's Object Codes</u> if you have which object codes to use. Please note that this is a comprehensive object codes and not all of them are permissible uses of Measure refer to the Measure N Permissible Expenses document to confirm									
This teacher is our pathway-ali engineering cot curriculum to be pathway capset local Bay Area (Computer-aide engineers, arch assessment an	Lead the Way teacher, at 1.0 FTE certified in Project Lead the Way and is dedicated to teaching gned courses (Project Lead the Way), which are the core urses for the pathway. Other job duties include updating the atter support our scholars with IEPs, updating the senior one project, providing engineering job shadowing field trips to companies, and creating scaffolds for RIVET CAD ad design and computer-aided manufacturing software allows itects, and designers to create conceptual drawings for d approval.) to better meet the needs of our scholars with denefit costs are budgeted in Strategic Carryover.	\$86,408.98	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway			
This teacher is BUILD Enginee Other job duties center the need	defing Teacher at, 1.0 FTE dedicated to teaching pathway-aligned courses including ring Design and our Engineering Design Capstone. Is include updating the BUILD and engineering curricula to its of our scholars with IEPs and organizing events with local ders to spotlight the engineering industry. (Salary)	\$96,573.19	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway			

Benefit Costs a	associated with the Engineering Teacher position.	\$32,917.83	3000	Benefits		Designing for Social Change: An		
				2005 1/545 51	10	Engineering Pathway		
Dethuses Ctue	tonio Coolo		2024-	-2025: YEAR TV	<b>VO</b>			
Pathway Stra	tegic Goals  Pathway Quality Strategic 3 Year Goal		answer: pathway on track for a	accomplishing this goal				
to succeed in ou with IEPs. We w eligible; have co similar profession	Il increase academic supports and opportunities for students ur pathway program of study, with an emphasis on students vill ensure that at least 92% of our graduates are A-G ompleted a range of WBL activities, including internships or onal experiences; and have earned a C- or better in their tor and capstone courses.	percentages this ye exploration field trip collaborate with edu transition goals are staff to build awarer	ar as well because was and multiple internstication specialists to a part of the senior class of the important creased academic ri	ve tightened up our A ship fairs. Interviewir ensure that students capstone reports for ce of A-G completion	<ul> <li>G coursework offerings g a professional in their with IEPs participate in 00% of the students in t and creating new rubric</li> </ul>	at the beginning of the year to 82% in June of last year. We anticipate an increase in We have had 100% of seniors participate in various WBL activities, such as career career pathway is a new requirement of the senior capstone project. Pathway teachers WBL events successfully and complete the senior capstone project. EP support and ne graduating class who have IEPs. Having the pathway coordinator work with the colleg is for capstone projects has been helpful. The promotion of the Assistant Principal to hindered by staff turnover during the school year and learning loss due to remote		
incorporating a expanding dual	Il increase students' readiness for college and career by college and career portfolio into graduation requirements and enrollment offerings. This will be measured by 90% of lling in a 2 or 4-year college or pursuing a career pathway of	students must comp post-secondary plar year college. This ye University of Califor	plete a senior portfolion of and connection to a ear, as of March 1st, nia decisions are rele	o project with a path a career and complet the class of 2024 ha	way-aligned capstone the e a resume, cover letter, s received one hundred progress in dual enrolln	nd students must complete three college classes as a graduation requirement. All to sulturally responsive. The college and career section requires students to state their and LinkedIn profile. As of last year, 74% of the class of 2023 had enrolled in a two or 4- and twenty-one college acceptances. We expect that number to increase once the ent participation was doubled as we worked to bring our college classes to the 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 exhibition project with a capstone, a graduation requirement. We can meet this expectation through structured planning time during the break. The common planning time is with grade-level teachers a ensured. Each grade level will have a culminating pathway project at the end of each semester, giving projects throughout their four years at Lionel Wilson Prep. Each year, our staff updates the pathway responsive and relevant to our scholars.					tation through consistent professional development on Fridays and the expected vel teachers and education specialists, so support and accessibility for all students are semester, giving students several opportunities to participate in more than four pathway			
Pathway Stra	tegic Actions Reflection	·						
2023-2024 Strate	egic 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?						
	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.						
23-24 Strategic Actions for	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.	CAD or an art medium for their senior capstone project. This is a pathway-aligned class.						
Goal #1	Ensure all scholars and their parents understand A-G requirements and the pathway completer 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.  We are working with our pathway partner, BUILD, and our new partner, EarnLearn, to enhance our work-based learning professionals come to the school to offer feedback on student projects and give career advice. Seniors will have attend with EarnLearn and a career exploration event in February through a partnership with Junior Achievement. The capstor informational interview, and the creation of a LinkedIn profile, which one hundred percent of seniors will complete. We help compensate students for participation in internships. We are limited in our internship offerings due to the need for our students are in class until 2:30 pm, restricting their hours in an internship. Our surrounding neighborhood does not availability of internships remains an issue that we are ameliorating by creating partnerships with industry leaders in the					or advice. Seniors will have attended two different internship fairs through our partnership Junior Achievement. The capstone project and senior portfolio require a resume, an sent of seniors will complete. We have also worked with the Oakland Education Fund to ship offerings due to the need for more availability of internships in the East Oakland area trounding neighborhood does not have a business base in downtown Oakland, so the			

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.	Firstly, College reprint 4-year, public and professionals in variance.  The College and CaloneGoal. The paths	he 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 way irrstly, 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-ye-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 rofessionals in various fields and attend a college and opportunity fair.  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 the Goal. The pathway coordinator supports the implementation of this curriculum. The college and career portfolio requires a personal narrative, resume, cover letter, and inkedIn 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.	and city planners. F Department this yea	seniors will present their college and career portfolios to community leaders, including UC Berkeley's Department of Engineering members, Oakland city council members, Department of Engineering members, Oakland city council members, Peedback will be given using a career-aligned rubric made in consultation with our industry partmers. The pathway coordinator reached out to this spartment this year to create a partmership. The UC Berkeley Engineering Department hosted the sophomores to visit their labs and museums on campus. The Department of the 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.	the Peralta Commu	ar academic counselor is working to increase our pathway dual enrollment by arranging college classes to to take place on our campus through our CCAP agreement with e Peralta Community College District. The academic counselor is identifying courses aligned with our pathway and consulting with our college partners to offer pathwayemed 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.			the Peralta Community College District through our CCAP to offer college classes aligned with our career pathway. The counselor will our campus. This CCAP partnership is new.			
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.	semester. Our teach exhibition projective exhibition projects. projects. We also in year, our pathway n	ning faculty is conduct rubrics and assignm Last year, our high so vited city planners, p nanager is looking for	tor collaborated with our instructional coach to implement two pathway-aligned, cross-curricular integrated exhibition projects this school year, one per graculty is conducting ongoing professional development to incorporate the NGSS standards and the Science and Engineering Practices into the ubrics and assignments. Our pathway coordinator is working with local industry professionals to have folk provide our scholars feedback on their st year, our high school scholars attended pathway-aligned exhibition project field trips where they met with industry professionals to get input on their ted city planners, planning commissioners, and city council members to observe our exhibition projects last year. We will continue this practice, and this nager 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 set 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.	counselors, DCAC of senior exhibition pro extensively updated	ast year, we launched a College and Career Readiness Professional Learning Community where administrators, pathway coordinators, college advisors, academic ounselors, DCAC counselors, instructional coaches, and our college and career readiness teachers collaborated with our pathway teachers to update our pathway-aligned enior 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 ansitional 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.	nals Our pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work. The pathway coordinator has engaged with our industry partners BUILD, OneGoal, and Earn Learn in creating and evaluating student project work.					
tegic Actions 2024-2025						
	strategic actions (for e	ach goal) that you will t	take in 2024-2025 that will support continued progress toward your 3-year goals?			
succeed in our pathway program of study, with an emphasis IEPs. We will ensure that at least 92% of our graduates are / completed a range of WBL activities, including internships or experiences; and have earned a C- or better in their CTE co	on students with A-G eligible; have similar professional	New or Revised	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.  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			
capstone courses.		for Goal #1	to Summer Search, Youth Uprising, and Genesys Work to strengthen WBL opportunities, such as student internships. We are implementing our WBL continuum.  The pathway coordinator and principal will attend the Linked Learning Conference to better educate themselves on the steps needed			
	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.  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. 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 popportunities that we will document and showcase, including showcasing our integr	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 ladigned 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.  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 EPS 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. Project-based learning, and Linked Learning, project-based learning, and Linked Learning, project-based learning, and Linked Learning and connect classroom learning and work-based learning project-based learning and post-secondary pathers in support for and evaluation of student project wor	i applying to two and four year colleges. Additionally, the teacher will reseatabilish 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 &-C course) curriculum with the support of the pathway coordinator, BUILD, and One-Goal Ith 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 pathway. 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 schibition and capstone to meet CTE and components of Linked Learning, specifically engaging our students with lefts with a personalized college and career readiness transition plan.  Our pathway coordinator will work with students, teachers, and industry partners to develop on-campus WBL coportunities will attend conferences to expand their repertoire with the latest research on work-based learning, project-based learning, project-based learning, project-based learning, project-based learning, project-based learning, and to expand and enhance industry partners to develop on-campus WBL coportunities for all students on expand and enhance industry partners to develop on-campus WBL coportunities for			

Goal #2: By 2026 Goal #3: By 2026	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.  Goal #3: By 2026		New or Revised Strategic Actions for Goal #2 New or Revised Strategic Actions for Goal #3	enrollment offerings Our dual enrollment We will work with ou We are participating We launched a Coll We will offer studen eight projects. The pathway coordi capacity in interdisc The pathway coordi development to face exhibition projects.	aligned to our pathway courses are to happen in CCAP partner to expain the Peralta Summer ege and Career Center to a pathway-aligned into mater will work with the iplinary planning.  In the peralta Summer ege and Career Center to a pathway-aligned into mater will work with the iplinary planning.  In the peralta Summer of a high part of the peralta Summer of a high part of the peralta Summer of	and ethnic studen on our school of our school of and dual enrolling Institute to protect of all schole egrated project instructional leading-tructional leading-tructional leading-quality capst	dies for students. campus to remove trans nent offerings related to mote concurrent enrollm blars comprehensive coll e each semester. By the adership team to create dership team and pathy one and projects. Our st	portation costs as a barrie our pathway and build crit ient for our scholars. ege and career awarenes: time they graduate, studer pathway-aligned projects a vay-enrolled students to prudents will provide input in feedback on our scholar's	r to completion. icality in our scholars. s. ints will have completed and build our teachers' resent professional itto their pathway-aligned
Budget Exp Effective July	oenditures y 1, 2024 - June 30, 2025								
	udget: Enabling Conditions Whole School								
answers the belc Reference the M developing the ju For Object Code additional Budge Instructions for - What is the spe (no vague languary - How does the spossible, also cotrategic actions. We encourage you questions about comprehensive lives of Measure Permissible Experimental Control of tunds, it will be Fully Approved and will reference to tunds, it will be Fully Approved and will reference to tunds, it will be Fully Approved and will reference to tunds, it will be Fully Approved and will reference to tunds, it will be Fully Approved and will reference to the full succession of the full s	ne Items, enter 3-5 sentences to create a Proper Justification that by questions.  **easures** N and H Permissible Expenses document** when stification.  **s 1120, 5825 and all FTE, please also make sure to respond to the et Justification questions outlined in the **Measures** N and H.** a Proper Budget Justification.  **cific expenditure or service type? Please provide a brief description age or hyperfinks) and quantify if applicable.  **specific expenditure impact students in the pathway? (Where insider how the expenditure supports your 3-year goals or 2024-25.**)  **out to refer to this list of **QUSD's Object Codes** if you have which object codes to use. **Please note that this is NOT** a ist of all OUSD's object codes and not all of them are permissible is N and H funds. **Please refer to the Measures N and H enses document to confirm permissibility.  **a adequately detailed to be deemed a proper justification and permissible use of Approved. **If additional detail is needed, the justification will be Conditionally quive 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 MNV/H staff only)
Project Lead to This teacher is our pathway-ali engineering corcurriculum to be pathway capsto local Bay Area (Computer-aide engineers, archassessment an IEPs. (Salary) I relates to Goal scholars with IE and pathway ca	he Way teacher at 1.0 FTE certified in Project Lead the Way and is dedicated to teaching igned courses (Project Lead the Way), which are the core urses for the pathway. Other job duties include updating the etter support our scholars with IEPs, updating the senior one project, providing engineering job shadowing field trips to companies, and creating scaffolds for RIVET CAD ad design and computer-aided manufacturing software allows nitects, and designers to create conceptual drawings for id approval.) to better meet the needs of our scholars with Benefit costs are budgeted in Strategic Carryover. This #1 and Goal #3 of our strategic action related to servicing EPs and expanding our career and Linked Learning offerings apstone project.	\$96,350.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway		Conditionally Approved
Engineering To This teacher is BUILD Enginee Other job duties center the need engineering lea relates to Strate pathway and go	eacher at 1.0 FTE dedicated to teaching pathway-aligned courses including paring Design and our Engineering Design Capstone. s include updating the BUILD and engineering curricula to ds of our scholars with IEPs and organizing events with local adders to spotlight the engineering industry. (Salary) This egic Goal #1 of increased academic opportunities within our oal #3 of expanding our engineering capstone projects by hore Linked Learning Standards	\$100,000.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway		Conditionally Approved
			2025-2	026: YEAR THE	REE				
Pathway Stra	itegic 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, 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.	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.	
	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.	
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	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.	
their choice.	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.	
	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	
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 nu 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 ent 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	Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
We continuously increase academic support so that 100%	We are on track in accomplishing the 2024-2025 action of providing greater Integrated Student Supports for students with IEPs by:	
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	Hiring our reading specialist and multilingual coordinator for SpEd teaching positions and subsidizing their Master's credential in special education.	
better support our scholars with learning exceptionalities.	Establishing a Special Populations Administrator position and	
	Dedicating PD time to SpEd accommodation support and/or co-teaching inclusion strategies.	
	As a result: EL reclassification rate remained high at 39%	
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	Increase of 18% in ELPIs making progress as measured by California Dashboard (81%, second highest ELPI in Oakland and highest in Aspire Public Schools)  100% of students with IEPs in Class of 2024 graduated on time	
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.	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	
Strategic Implementing our WBL Continuum.	_continuum.	

Strategic Actions for Goal #1	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.	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.  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.  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.
24-25 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 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:  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.  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:  Access to Community College engineering courses require extensive prerequisites that serve as a barrier to entry.  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.  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.  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 2024-205 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 Center Readiness Indicator on the California Dashboard with 83.1% meeting the standard, an increase of 44.2%.
	We launched a College and Career Center to offer all scholars comprehensive college and career awareness.	
24-25 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	We are on track to complete the 2024-2025 strategic actions regarding interdisciplinary projects by:  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.  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.  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.
Pathway Stra	exhibition projects and presentations.	

#### Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

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

Goal #1: By 2026		New or Revised Strategic Actions for Goal #1	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.  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.  The Instructional Leadership Team will work towards crearing a freshman summer bridge program to be implemented in Summer 2025 in order to address the middle to high school transition.  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.			
inc	y 2026, we will increase students' readiness for college and career by corporating a college and career portfolio into graduation requirements and xpanding dual enrollment offerings. This will be measured by 90% of graduates nrolling in a 2 or 4-year college or pursuing a career pathway of their choice.	New or Revised Strategic Actions for Goal #2	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  The College and Careeer 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.  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 boar. They will also work to strategically match industry partners to grade-level outcomes and provide additional internship opportunities  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.			
int	y 2026, 100% of scholars will complete at least four pathway aligned itegrated projects each year during 9th through 11th grades and at least one ulminating pathway exhibition project during senior year.	for Goal #3	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 much 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.			
	Budget Expenditures  Effective July 1, 2025 - June 30, 2026					
2025-2026 Pathw						

	i				i		i	
BUDGET JUSTIFICATION  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  Reference the Measures N and H Permissible Expenses document when developing the justification.  For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)  We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.  **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)  (protected cells below are to be completed by MN/H staff only)	Conditionally Approved  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)  (protected cells below are to be completed by MN/H staff only)
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	Approved	
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	Approved	

### 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	ne students of Lionel Wilson Prep will o	levelop the skills and mindsets necessa	ry to design an equitable reality for
	themselves, their families, and their co	ommunities, engaging with rigorous lea	arning experiences grounded in Enginee	ring and Social Justice.
Pathway COP Meeting	9th Grade Program	10th Grade Program	11th Grade Program	12th Grade Program
Time:	Grade level meeting time: Wednesday			
	3:30-4:30 pm	3:30-4:30 pm	3:30-4:30 pm	3:30-4:30 pm
Academic Core	English 9: Dr. Kimberly Ross	English 10: Dr. Kimberly Ross	English 11: Ms Beatrice Velline	English 12: Ms. Beatrice Velline
Student Cohort Integrity	Social Science: Mr. Steven Rozzi	Social Science: Mr. Steven Rozzi	Social Science: Ms. Lucy Bunter	Social Science: Ms. Lucy Bunter
Course all students take	Science: Mr. Ace Crow	Science: Mr. Ace Crow	Science: Mr. Ace Crow	Science: Mr. Leslie Thilow
	Math: Ms. Sabrina Liu	Math: Ms. Sabrina Liu	Math: Mr. Steven Walker	Math: Mr. Steven Walker
(Replace with course	Engineering: Ms. Chelsea Carl	Engineering: Ms. Chelsea Carl	Engineering: Mr. Leslie Thilow	Engineering: Mr. Leslie Thilow
names linked to course	Spanish: Ms. Tiffany De La Torre	Spanish: Ms. Tiffany De La Torre	Art: Ms. Chelsea Carl	College and Career Readiness: Ms. Beatrice
descriptions)				Velline
Technical Core/Theme	Build Year 1	BUILD Year 2	[Engineering Course Description]	Engineering Course Description
(CTE Sequence)			Introduction to Engineering Design (PLTW)	Engineering Design and Development
CTE Course Resources				(PLTW)
Integration Types (include	Fall Project: Assimilation and Resistance	Fall Project: Popular Sovereignty	Fall Project: Toxic Masculinity	Fall Project: Orwellian Society
description)	Culminating Tasks- Present how Native	Culminating Task- Present how popular	Culminating Task Connect the themes of	Culminating Task Explain concepts of an
What will be true across	Americans groups used Assimilation and	sovereignty exists in our daily lives	Toxic Masculinity shown in "We the	Orwellian Society in the novel 1984 and
the pathway cohort	Resistance to survive		Animals to the current world	relate it to contemporary issues in 2024
classes?		Fall Project: Small Business Plan-Students		
	Spring Project: BUILD Pitch (See Below)	will design a small business that can be	Spring Project: Oakland Coliseum (See	Spring Project: Portfolio Defense
- Practice		housed in a shipping container.	Below)	
- Skills				
- Projects (see		Spring Project: BUILD Pitch (See Below)		
row below)				
- Events (WBL)  Dual Enrollment		Counciling 24 Counciling 57 Vinesials	Dual-Kinesiology 150	African American Studies 1, African
2425 LWP College		Counseling 24, Counseling 57, Kinesiology 134	Medical Terminology 1, Policy	American Literature
<u>Courses</u>		134	ivicultar reminiology 1, Policy	American Literature
COMISES				Concurrent-Anthropology 1, English 1A, EMT, Real Estate, French
Integrated Projects/	Build Project Design- Students will create a	Build Investor Pitch- Students will design a	11th Grade Project Outline	Senior Portfolio Documents
Common Performance	product using Fusion 360 that addresses a	project that solves a social issue to	Oakland Coliseum redesign. Students will	Semon rottiono Documents
Assessments	social issue. They will present their product	investors. They will create a plan for use of	learn about the history of redlining, as seen	
, 103033.1101103	to a panel of teachers and professionals.	funding.	in the novel A Raisin In the Sun. They will	

## 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).

Community Duscu Ful	tners: BUILD, One Goal, Junior Achieve	There, Dene, Larin Learn, Mishing Stars,		
			apply these concepts to create a redesign of the Oakland Coliseum	
Defenses or Capstones				Senior Seminar [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: WBL Continuum	Link to WBL Plan Template  Guest Speakers come to BUILD class to share their success stories, give life advice, and assist with product plans.	Link to WBL Plan Template  Guest speakers in BUILD Class to help students refine business plans and investor pitch  WBL field trip to professional office	Link to WBL Plan Template  UC Berkeley PLTW project Consultation and Support  Internship/ PT work for students.	Link to WBL Plan Template 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 College and Career Readiness Classroom Framework	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

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).

	<u> </u>	<u>, , , , , , , , , , , , , , , , , , , </u>		
Use of expanded learning		Dual and Concurrent Enrollment	Dual and Concurrent Enrollment	Dual and Concurrent Enrollment
time (before or after				
school)				





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

<u>Goals: Key data points we are trying to sustain or move in this pathway</u> (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> <li>Workplace tour</li> <li>Guest speaker / teacher</li> <li>Career fair</li> <li>Visit a workplace</li> </ul>	<ul> <li>Informational interview</li> <li>Job shadow</li> <li>Virtual exchange with a partner</li> </ul>	<ul> <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> <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	BUILD- Guest Speakers in class	BUILD- professional etiquette	BUILD- Project Presentation to	
	BUILD- Career Interests Survey	training	industry	
	DCAC- Advisory units on college     Secretary	·		
	& career  • 2 College Visits	Support		
	FIA A-G Workshops			
10th	BUILD- Guest Speakers in class	BUILD- professional etiquette	BUILD- Project Presentation to	Peralta Community College Courses

	<ul> <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  BUILD- Project Consultation & Support	industry  BUILD-Work Based Learning Trips to Partner Sites	
11th	2 College Visits	<ul> <li>One Goal Advisory- College readiness survey and planning</li> <li>DCAC- College Research Support</li> <li>One Goal- College Summit</li> </ul>	<ul> <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> <li>Internships with local businesses</li> <li>Peralta Community College Courses</li> </ul>
12th	• 1 College Visit	Junior Achievement- workshops on resumes, interviews & career readiness	<ul> <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> <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

M/W	M	Wed	9a	9b	10a	10b	11a	11b	12a	12b	Additional					
HSA	8:30 to 9:05	weu	Adv	Adv	Adv	Adv	Adv	Adv	Adv	Adv	Adv					
HS 1A	9:10 to 10:40	8:30 to 10:00	WIN M/W: ELD Elective A	WIN M/W: Math Intervention A	WIN M/W: PE/Health Elective A	WIN M/W: Int Math 2 CR A 9104402.1	WIN M/W: Soc Sci Elective A	WIN M/W: Spanish 3/CR A 9503003.1	College Readiness 12a 9803014.1	WIN M/W: Elective A	WIN: ELD Elective A					
			Eng 1 9a	Spanish 1 9b	BUILD 10a	World History	Physics 11a	PLTW Intr Eng	Stats 12a	Gov S1 EconS2 12b						
HS 2A	10:45 to 12:15	10:05 to 11:35	9103001.1	9503001.2	9803012.3	10b 9403009.2	9303008.1	Design 11b 9904424.2	9203022.1	9404008.2 9404001.2						
Lunch	12:20 to 12:50	11:40 to 12:10	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch Gov S1/EconS2	Lunch	Lunch					
HS 3A	12:55 to 2:25	12:15 to 1:45	Ethnic Studies 9a 9104245.1	Eng 1 9b 9103001.2	Chemistry 10a 9303003.1	Int Math 2 10b 9104199.2	Art 1 11a 9603004.1	Eng 3 11b 9103005.2	12a 9404008.1	Stats 12b 9203022.2						
									9404001.1		Seniors who bring in					
HS 4A	2:30 to 4:00	1:50 to 3:20	Spanish 1 9a 9503001.1	Ethnic Studies 9b 9104245.2	Int Math 2 10a 9104199.1	Chemistry 10b 9303003.2	Eng 3 11a 9103005.1	Art 11b 9603004.2	AfAm 12a (CC) OR	Env Sci (CC) Or	evidence of CC enrollment do not					
									ELA Elective 12	Sci Elective 12	need to be enrolled in a 4th period class					
T/Th	T/Th		9a	9b	10a	10b	11a	11b	12a	12b	Additional					
HSA	8:30 to 9:05		Adv WIN T/Th: HS Art	Adv WIN T/Th: Math	Adv WIN T/Th:	Adv WIN T/Th: World	Adv WIN T/Th: Int	Adv WIN T/Th:	Adv WIN T/Th:	Adv College	Adv					
HS 1B	9:10 to 10:40		Elective B	Intervention B	PE/Health Elective B	Hist (R) 9403010.1	Math 1 CR B 9104401.1	Student Gov B 9904481.1	Spanish 3/CR B 9503003.2	Readiness 12b 9803014.2	B B					
HS 2B	10:45 to 12:15		BUILD 9a 9803012.1	Bio 9b 9303001.2	Eng 2 10a 9103003.1	Spanish 2 10b 9503002.2	US History 11a 9403006.1	Int Math 3 11b 9104200.2	ERWC 12a 9104002.1	PLTW/BUILD Engineering Essentials 12b						
Lunch	12:20 to 12:50		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch					
HS 3B	12:55 to 2:25		Int Math 1 9a 9104198.1	BUILD 9b 9803012.2	World History 10a 9403009.1	Eng 2 10b 9103003.2	Int Math 3 11a 9104200.1	Physics 11b 9303008.2	PLTW/BUILD Engineering Essentials 12a	ERWC 12b 9104002.2						
							DITW Intr Eng			AfAm 12b (CC)	Seniors who bring in evidence of CC					
HS 4B	2:30 to 4:00		Bio 9a 9303001.1	Int Math 1 9b 9104198.2	Spanish 2 10a 9503002.1	BUILD 10b 9803012.4	PLTW Intr Eng Design 11a 9904424.1	US History 11b 9403006.2	Soc (CC) or Soc Elective 12	OR ELA Elective 12	enrollment do not need to be enrolled in					
											a 4th period class					
Friday	Friday		9a	9b	10a WIN M/W:	10b WIN M/W: Int	11a	11b WIN M/W:	12a College	12b	Additional					
HS 1	8:30 to 9:10		WIN M/W: ELD Elective A	WIN M/W: Math Intervention A	PE/Health Elective A	Math 2 CR A 9104402.1	WIN M/W: Soc Sci Elective A	Spanish 3/CR A 9503003.1	Readiness 12a 9803014.1	WIN M/W: Elective A	WIN: ELD Elective A					
HS 2	9:15 to 9:45		WIN T/Th: HS Art Elective B	WIN T/Th: Math Intervention B	WIN T/Th: PE/Health	WIN T/Th: World Hist (R)	WIN T/Th: Int Math 1 CR B	WIN T/Th: Student Gov B	WIN T/Th: Spanish 3/CR B	College Readiness 12b	WIN T/Th: ELD Elective					
					Elective B	9403010.1 World History	9104401.1	9904481.1 PLTW Intr Eng	9503003.2	9803014.2 Gov S1 EconS2						
HS 3	9:50 to 10:20		Eng 1 9a 9103001.1	Spanish 1 9b 9503001.2	BUILD 10a 9803012.3	10b 9403009.2	Physics 11a 9303008.1	Design 11b 9904424.2	Stats 12a 9203022.1	12b 9404008.2 9404001.2						
			Ethnic Studies 9a	Eng 1 9b	Chemistry 10a	Int Math 2 10b	Art 1 11a	Eng 3 11b	Gov S1/EconS2 12a	9404001.2 Stats 12b						
HS 4	10:25 to 10:55		9104245.1	9103001.2	9303003.1	9104199.2	9603004.1	9103005.2	9404008.1 9404001.1	9203022.2						
HS 5	11:00 to 11:30		BUILD 9a 9803012.1	Bio 9b 9303001.2	Eng 2 10a 9103003.1	Spanish 2 10b 9503002.2	US History 11a 9403006.1	Int Math 3 11b 9104200.2	ERWC 12a 9104002.1	PLTW/BUILD Engineering						
			Int Math 1 9a	BUILD 9b	World History	Eng 2 10b	Int Math 3 11a	Physics 11b	PLTW/BUILD	Essentials 12b  ERWC 12b						
HS 6	11:35 to 12:05		9104198.1	9803012.2	10a 9403009.1	9103003.2	9104200.1	9303008.2	Engineering Essentials 12a	9104002.2						
HS 7	12:10 to 12:40		Bio 9a	Int Math 19b	Spanish 2 10a	BUILD 10b	PLTW Intr Eng	US History 11b	Soc (CC) or Soc	AfAm 12b (CC) OR	Seniors who bring in evidence of CC					
П3 /	12.10 to 12.40		9303001.1	9104198.2	9503002.2	9803012.4	Design 11a 9904424.1	9403006.2	Elective 12	ELA Elective 12	enrollment do not need to be enrolled in a 4th period class					
			Coonigh 1 Oo	Ethnic Studies 9b	Int Math 2 10a	Chamistry 10h	Fng 2 110	Aut 11h	AfAm 12a (CC)	Env Sci (CC)	Seniors who bring in evidence of CC					
HS 8	12:45 to 1:15		Spanish 1 9a 9503001.1	9104245.2	9104199.1	Chemistry 10b 9303003.2	Eng 3 11a 9103005.1	Art 11b 9603004.2	OR ELA Elective 12	Or Sci Elective 12	enrollment do not need to be enrolled in					
											a 4th period class					
2404		Wed	0	Description of the second of t	Data Tarra	15.	Cod	Durater	Comm	Welling	M-W	Thile	Country	Deadadas		T
M/W HSA	M 8:30 to 9:05	Wed	Ross Adv	Rozzi Adv	De La Torre Adv	Liu Adv	Carl Adv	Bunter Adv	Crow Adv	Walker Adv	Velline Adv	Thilow Adv	Gayshan Adv	Boedecker Adv	Adv	Tomas Ativ
		Wed 8:30 to 10:00			Adv WIN M/W: Spanish 3/CR A	Adv WIN M/W: Int Math 2 CR A		Adv WIN M/W:		Adv WIN: Math Intervention B	Adv  College Readiness 12a	Adv WIN M/W: Env	Adv WIN M/W: HS Art	Adv	Adv WIN M/W: ELD Flective A	Tomas Ariv
HSA	8:30 to 9:05			Adv	Adv WIN M/W:	Adv WIN M/W: Int		Adv WIN M/W: Student Gov		Adv WIN: Math	Adv	Adv WIN M/W: Env Sci A	Adv	Adv	Adv WIN M/W: ELD Elective A	Tomas Adiv  HS ELD Elective B
HSA	8:30 to 9:05			Adv  PREP  World History 10b	Adv WIN M/W: Spanish 3/CR A	Adv WIN M/W: Int Math 2 CR A		Adv WIN M/W:		Adv WIN: Math Intervention B Academic Math 9	Adv  College Readiness 12a	Adv WIN M/W: Env Sci A  PLTW Intr Eng Design 11b	Adv WIN M/W: HS Art	Adv		Adv
HSA HS 1A	8:30 to 9:05 9:10 to 10:40	8:30 to 10:00	Adv PREP Eng 1 9a	Adv PREP World History	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b	Adv WIN M/W: Int Math 2 CR A	Adv PREP BUILD 10a	Adv WIN M/W: Student Gov Gov S1 EconS2 12b	Adv PREP Physics 11a	Adv WIN: Math Intervention B Academic Math 9 9803042 Stats 12a	Adv  College Readiness 12a	Adv WIN M/W: Env Sci A PLTW Intr Eng	Adv WIN M/W: HS Art	Adv		Adv
HS 1A HS 2A Lunch	8:30 to 9:05 9:10 to 10:40 10:45 to 12:15 12:20 to 12:50	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10	Adv  Eng 1 9a 9103001.1  Lunch  Eng 1 9b	Adv World History 10b 9403009.2 Lunch Ethnic Studies 9a	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  PREP  Lunch Int Math 2 10b	Adv PREP  BUILD 10a 9803012.3  Lunch  Art 1 11a	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 9404001.2 Lunch Gov S1/EconS2 12a	Physics 11a 9303008.1  Lunch  Chemistry 10a	Adv WIN: Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch Stats 12b	Adv College Readiness 12a 9803014.1  Pare P  Lunch Eng 3 11b	Adv WIN M/W: Env Sci A  PLTW Intr Eng Design 11b 9904424.2	Adv WIN M/W: HS Art 1	Adv WIN M/W: HS PE	Elective A	Adv
HS 1A	8:30 to 9:05 9:10 to 10:40 10:45 to 12:15	8:30 to 10:00 10:05 to 11:35	Adv PREP Eng 1 9a 9103001.1 Lunch	Adv  PREP  World History 10b 9403009.2  Lunch	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  PREP	Adv PREP BUILD 10a 9803012.3 Lunch	Adv WIN M/W: Student Gov Gov S1 EconS2 12b 9404008.2 9404001.2 Lunch Gov S1/EconS2	Physics 11a 9303008.1	Adv WIN: Math Intervention B Academic Math 9 9803042 Stats 12a 9203022.1 Lunch	Adv  College Readiness 12a 9803014.1	Adv WIN M/W: Env Sci A  PLTW Intr Eng Design 11b 9904424.2	Adv WIN M/W: HS Art 1	Adv WIN M/W: HS PE	Elective A	Adv
HS 1A HS 2A Lunch	8:30 to 9:05 9:10 to 10:40 10:45 to 12:15 12:20 to 12:50	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10	Adv  Eng 1 9a 9103001.1  Lunch  Eng 1 9b	Morld History 10b 9403009.2 Lunch Ethnic Studies 9a 9104245.1	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch	Adv WIN M/W: Int Math 2 CR A 9104402.1  Lunch  Int Math 2 10b 9104199.2	BUILD 10a 9803012.3 Lunch Art 111a 9603004.1	Adv Win M/W: Student Gov Gov S1 EconS2 12b 9404008.2 9404001.2 Lunch Gov S1/EconS2 12a 9404008.1	Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1	Adv WIN: Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch Stats 12b	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2	Adv WIN M/W: Env Sci A  PLTW Intr Eng Design 11b 9904424.2	Adv WIN M/W: HS Art 1	Adv WIN M/W: HS PE	Lunch  Seniors who bring in evidence	Adv
HS 1A HS 2A Lunch	8:30 to 9:05 9:10 to 10:40 10:45 to 12:15 12:20 to 12:50	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10	Adv  Eng 19a 9103001.1  Lunch  Eng 19b 9103001.2	Adv World History 10b 9403009.2 Lunch Ethnic Studies 9a	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  PREP  Lunch Int Math 2 10b	Adv PREP  BUILD 10a 9803012.3  Lunch  Art 1 11a	Adv Win M/W: Student Gov Gov S1 EconS2 12b 9404008.2 9404001.2 Lunch Gov S1/EconS2 12a 9404008.1	Physics 11a 9303008.1  Lunch  Chemistry 10a	Adv WIN: Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch Stats 12b	Adv College Readiness 12a 9803014.1  Pare P  Lunch Eng 3 11b	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch	Adv WIN M/W: HS Art 1	Adv WIN M/W: HS PE	Lunch  Seniors who bring in evidence of CC enrollment do not need to	Adv
HS 1A  HS 2A  Lunch  HS 3A	8:30 to 9:05 9:10 to 10:40 10:45 to 12:15 12:20 to 12:50 12:55 to 2:25	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Adv Eng 1 9a 9103001.1 Lunch Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo	World History 10b 9403009.2 Lunch Ethnic Studies 9a 9104245.1	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch PMEP  Spanish 1 9a	Adv WIN M/W: Int Math 2 CR A 9104402.1  PMSP  Lunch  Int Math 2 10b 9104199.2	BUILD 10a 9803012.3 Lunch Art 11a 9603004.1	Adv Win M/W: Student Gov Gov S1 EconS2 12b 9404008.2 9404001.2 Lunch Gov S1/EconS2 12a 9404008.1	Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1	Adv WIN: Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch Stats 12b	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch PREP	Adv WIN M/W: HS Art 1	Adv WIN M/W: HS PE	Elective A  Lunch  Seniors who bring in evidence of CC enrollment	Adv
HS 1A  HS 2A  Lunch  HS 3A  HS 4A	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Adv Eng 1 9a 9103001.1 Lunch Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch FREP  Spanish 1 9a 9503001.1	Adv WIN M/W: Int Math 2 CR A 9104402.1  DRIP  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1	BUILD 10a 9803012.3 Lunch Art 11a 9603004.1	Adv WIN M/W: Student Gov Gov S1 EconS2 12b 9404008.2 9404001.1 Lunch Gov S1/EconS2 12a 9404008.1 9404001.1	Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1	Adv W/N. Math intervention 8 Academic Math 9 9803042  Stats 12a 9203022.1  Lunch Stats 12b 9203022.2	Adv  College Readiness 12a 9803014.1  PREP  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch PREP	Adv WIN M/W: HS Art 1 Lunch Gayshan	Adv WIN M/W: HS PE  Lunch  Boedecker	Lunch  Seniors who bring in evidence of CC enrollment do not need to be enrolled in a	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am LR 12a/12b combo Senior Elective	Adv World History 10b 9403009.2 Lunch Ethnic Studies 9a 9104245.1 Ethnic Studies 9b 9104245.2  Rozzi Adv WIN T/Th: World	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th:	Adv WIN M/W: Int Math 2 CR A 9104402.1  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv WIN T/Th: Int	Adv  BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 Lunch  Gov S1/EconS2 12a 9404001.1  PREP  Bunter  Adv  WIN T/Th:	Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2	Adv WIN: Math intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv	Adv WIN M/W: Env Sci A  PLTW Intr Eng Design 11b 9904424.2  Lunch  PREP  Environmental Science 12a/12b Combo	Adv WIN M/W: HS Art 1 Lunch Gayshan Adv	Adv WIN M/W: HS PE  Lunch  Boedecker Adv	Lunch  Seniors who bring in evidence of CC enrollment do not need to be enrolled in a 4th period class	Adv
HS 1A  HS 2A  Lunch  HS 3A  HS 4A	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am LR 12a/12b combo Senior Elective	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch PMP  Spanish 1 9a 9503001.1  De La Torre Adv	Adv WIN M/W: Int Math 2 CR A 9104402.1  PMEP  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv	Adv  BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 9404001.1  Lunch  Gov S1/EconS2 12a 9404008.1 9404008.1  PREP  Bunter  Adv	Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2	Adv WiN. Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  PREP  Walker Adv WIN M/W: Math	Adv  College Readiness 12a 9803014.1  PREP  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1	Adv WIN M/W: Env Sci A  PLTW Intr Eng Design 11b 9904424.2  Lunch  PREP  Environmental Science 12a/12b Combo	Adv WIN M/W: HS Art 1 Lunch Gayshan	Adv WIN M/W: HS PE  Lunch  Boedecker	Lunch  Seniors who bring in evidence of CC enrollment do not need to be enrolled in a	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch Eng 1 9b 9103001.2  Af Am Lit 123/3 2b combo Senior Elective  Ross Adv	Morld History 10b 9403009.2 Lunch Ethnic Studies 9a 9104245.1 Ethnic Studies 9b 9104245.2  Rozzi Adv WIN T/Th: World Hist (R)	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch PREP  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Spanish 2 10b	Adv WIN M/W: Int Math 2 CR A 9104402.1  PMSP  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui  Adv  WIN T/Th: Int Math 1 CR B	Adv  BUILD 10a 9803012.3  Lunch  Art 11a 9603004.1  Art 11b 9603004.2  Carl Adv  PREP	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404001.2 Lunch Gov S1/EconS2 12a 9404001.1  PREP  Bunter Adv WIN T/Th: Student Gov B 9904481.1  US History 11a	Physics 11a 9303008.1  Lunch Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow Adv	Adv WIN: Math intervention 8 Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  PREP  Walker Adv WIN M/W: Math intervention A Academic Math 11 9083050  Int Math 3 11b	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv  College Readiness 12b 9803014.2  ERWC 12a	Adv WIN M/W: Env SGI A PLTW Intr Eng Design 11b 9904424.2 Lunch PREP Environmental Science 12a/12b Combo Thillow Adv PREP	Adv WiN M/W: HS Art  1  Lunch  Gayshan Adv WiN T/Th: HS Art	Adv WIN M/W: HS PE  Lunch  Boedecker Adv	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a 4th period class	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A T/Th HSA HS 1B	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo Senior Elective  Ross Adv	Morld History 10b 9403009.2 Lunch Ethnic Studies 9a 9104245.1 Ethnic Studies 9b 9104245.2  Rozzi Adv WIN T/Th: World Hist (R)	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  PMSP  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui  Adv  WIN T/Th: Int Math 1 CR B	Adv  BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2  Carl  Adv	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 Lunch Gov S1/EconS2 12a 9404001.1  PREP  Bunter Adv  WIN T/Th: Student Gov B 9904481.1	Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv	Adv WIN Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  Walker Adv WIN M/W. Math Intervention A Academic Math 11 - 9083050	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv  College Readiness 12b 9803014.2	Adv WIN M/W: Env Sci A  PLTW Intr Eng Design 11b 9904424.2  Lunch  PREP  Environmental Science 12a/12b Combo  Thilow Adv	Adv WiN M/W: HS Art  1  Lunch  Gayshan Adv WiN T/Th: HS Art	Adv WIN M/W: HS PE  Lunch  Boedecker Adv	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a 4th period class	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A T/Th HSA HS 1B	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40  10:45 to 12:15	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am LR 12a/12b combo Senior Elective  Ross Adv  Eng 2 10a 9103003.1  Lunch  Eng 2 10b	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2  Rozzi Adv  WIN T/Th: World Hist (R) 9403010.1  Pill  Lunch  World History 10a	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  PREP  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Spanish 2 10b 9503002.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  PMEP  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv WIN T/Th: Int Math 1 CR B 9104401.1  PMEP  Lunch  Int Math 1 9a	Adv  BUILD 10a 9803012.3  Lunch  Art 11a 9603004.1  Art 11b 9603004.2  Carl  Adv  PASP  BUILD 9a 9803012.1  Lunch	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 Lunch Gov S1/EconS2 12a 9404001.1  PREP  Bunter Adv WIN T/Th: Student Gov B 9904481.1  US History 11a 9403006.1	Adv  Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv  PHEP  Bio 9b 9303001.2  Lunch  Physics 11b	Adv WIN: Math intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  PREP  Walker Adv WIN M/W: Math intervention A Academic Math 11 - 9083050  Int Math 3 11b 9104200.2  Lunch  Int Math 3 11a	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch  ERWC 12b	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch PREP Environmental Science 12a/12b Combo  Thillow Adv  PEP Engineering Essentials 12b Lunch PLTW Engineering Engineering	Adv WIN M/W: HS Art  Lunch  Gayshan Adv WIN T/Th: HS Art 2	Adv WIN M/W: HS PE  Lunch  Boedecker Adv WIN T/Th: HS PE	Lunch  Seniors who bring in evidence of CC enrollment do not need to be enrolled in a 4th period class  WIN T/Th: ELD Elective B	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A T/Th HSA HS 1B HS 2B Lunch	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40  10:45 to 12:15	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo Senior Elective  Ross Adv  Eng 2 10a 9103003.1  Lunch	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2  Rozzi Adv  WIN T/Th: World Hist (R) 9403010.1  Pure the third of the third of the thirty 10a 9403009.1	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  PREP  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Spanish 2 10b 9503002.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  PMEP  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv WIN T/Th: Int Math 1 CR B 9104401.1  PMEP  Lunch	Adv  BUILD 10a 9803012.3  Lunch  Art 11a 9603004.1  Art 11b 9603004.2  Carl  Adv  BUILD 9a 9803012.1  Lunch	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 Lunch Gov S1/EconS2 12a 9404001.1  PREP  Bunter Adv WIN T/Th: Student Gov B 9904481.1  US History 11a 9403006.1	Adv  Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv  Physics 11a 9303003.2  Lunch  Bio 9b 9303001.2  Lunch	Adv WIN. Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  Walker Adv WIN M/W: Math Intervention A Academic Math 11 - 9083050  Int Math 3 11b 9104200.2  Lunch	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch  FREP  Environmental Science 12a/12b Combo  Thillow Adv  PREP  PLTW Engineering Essentials 12b Lunch PLTW	Adv WIN M/W: HS Art  Lunch  Gayshan Adv WIN T/Th: HS Art 2	Adv WIN M/W: HS PE  Lunch  Boedecker Adv WIN T/Th: HS PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a 4th period class  WIN T/Th: ELD Elective B	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A T/Th HSA HS 1B HS 2B Lunch	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40  10:45 to 12:15	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo Senior Elective  Ross Adv  Eng 2 10a 9103003.1  Lunch Eng 2 10b 9103003.2	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2  Rozzi Adv  WIN T/Th: World Hist (R) 9403010.1  Successive Studies 9b 9403009.1  Sociology 122/128 Combo	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Spanish 2 10b 9503002.2  Lunch  Spanish 2 10a	Adv WIN M/W: Int Math 2 CR A 9104402.1  Lunch Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv WIN T/Th: Int Math 1 CR B 9104401.1  PHP Lunch Int Math 1 9a 9104198.1	Adv  BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2  Carl  Adv  PREP  BUILD 9a 9803012.1  Lunch  BUILD 9b 9803012.2	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 9404008.1 12a 940408.1 940408.1 940408.1 940408.1  Bunter  Adv  WIN T/Th: Student Gov B 9904481.1  US History 11a 9403006.1  Lunch  PMEP	Adv  Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv  PREP  Bio 9b 9303001.2  Lunch  Physics 11b 9303008.2	Adv WIN: Math intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  PREP  Walker Adv WIN M/W: Math intervention A Academic Math 11 - 9083050  Int Math 3 11b 9104200.2  Lunch  Int Math 3 11a	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch  ERWC 12b	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch PREP Environmental Science 12a/12b Combo Thillow Adv PREP Engineering Essentials 12b Lunch PLTW Engineering Essentials 12a PLTW Intr Eng Design 11a	Adv WIN M/W: HS Art  Lunch  Gayshan Adv WIN T/Th: HS Art 2	Adv WIN M/W: HS PE  Lunch  Boedecker Adv WIN T/Th: HS PE	Seniors who bring in evidence of CC enrollment dunch	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A  T/Th HSA HS 1B HS 2B Lunch HS 3B	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo Senior Elective  Ross Adv  Eng 2 10a 9103003.1  Lunch  Eng 2 10b 9103003.2	Adv World History 10b 9403009.2 Lunch Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2  Rozzi Adv WIN T/Th: World Hist (R) 9403010.1  PEEP Lunch World History 10a 9403009.1	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  DREP  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Spanish 2 10b 9503002.2  Lunch	Adv WIN M/W: Int Math 2 CR A 9104402.1  PMEP  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv WIN T/Th: Int Math 1 CR B 9104401.1  PMEP  Lunch  Int Math 1 9a 9104198.1	BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2  Carl Adv  BUILD 9a 9803012.1  Lunch  BUILD 9b 9803012.2	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 Lunch  Gov S1/EconS2 12a 9404001.1  PREP  Bunter Adv WIN T/Th: Student Gov B 9904481.1  US History 11a 9403006.1 Lunch	Adv  Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv  Physics 11b 9303008.2	Adv WIN: Math intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  PREP  Walker Adv WIN M/W: Math intervention A Academic Math 11 - 9083050  Int Math 3 11b 9104200.2  Lunch  Int Math 3 11a	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch  ERWC 12b	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch PREP Environmental Science 12a/12b Combo Thilow Adv PREP Engineering Essentials 12b Lunch PLTW Engineering Essentials 12a PLTW Intr Eng	Adv WIN M/W: HS Art  Lunch  Gayshan Adv WIN T/Th: HS Art 2	Adv WIN M/W: HS PE  Lunch  Boedecker Adv WIN T/Th: HS PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a 4th period class  WIN T/Th: ELD Elective B  Lunch  Seniors who bring in evidence	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A  T/Th HSA HS 1B  Lunch HS 3B  Lunch	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo Senior Elective  Ross Adv  Eng 2 10a 9103003.1  Lunch Eng 2 10b 9103003.2  Af Am Lit 12a/12b combo Senior Elective	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2  Rozzi Adv  WIN T/Th: World Hist (R) 9403010.1  PIEP  Lunch  World History 10a 9403009.1  Sociology 129/129 Combo Senior Sective 9904633	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  DELA Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Lunch  Spanish 2 10b 9503002.2  Lunch  DELA Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  Lunch Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv WIN T/Th: Int Math 1 CR B 9104401.1  Data Int Math 1 9a 9104198.1	Adv  BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2  Carl Adv  PREP  BUILD 9a 9803012.1  Lunch  BUILD 9b 9803012.2	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 9404008.1 9404008.1 9404008.1 9404001.1  PMEP  Bunter Adv WIN T/Th: Student Gov B 9904481.1  US History 11a 9403006.1  Lunch PMEP	Adv  Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv  Physics 11b 9303001.2  Lunch  Physics 11b 9303001.2  Bio 9a 9303001.1	Adv W/N. Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch Stats 12b 9203022.2  Walker Adv WIN M/W. Math Intervention A Academic Math 11 = 9083050  Int Math 3 11a 9104200.1	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch  ERWC 12b 9104002.2	Adv WIN M/W: Env Soci A PLTW Intr Eng Design 11b 9904424.2 Lunch  PREP  Environmental Science 12a/12b Combo  Thillow Adv  PREP  Lunch PLTW Engineering Essentials 12b Lunch PLTW Engineering Essentials 12a PLTW Intr Eng Design 11a 9904424.1	Adv WiN M/W: HS Art 1 Lunch Gayshan Adv WIN T/Th: HS Art 2 Lunch	Boedecker Adv WIN T/Th: HS PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a Mary William Seniors who bring in evidence of CC enrollment do not need to be enrolled in a seniors who bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be e	HS ELD Elective B
HSA HS 1A HS 2A Lunch HS 3A HS 4A  T/Th HSA HS 1B HS 2B Lunch HS 3B  HS 4B	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo Senior Elective  Ross Adv  Eng 2 10a 9103003.1  Lunch Eng 2 10b 9103003.2	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2  Rozzi Adv  WIN T/Th: World Hist (R) 9403010.1  2222  Lunch  World History 10a 9403009.1  Sociology 124/124 Combo	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch PREP  Spanish 1 9a 9503001.1  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Spanish 2 10b 9503002.2  Lunch PREP  Spanish 2 10a 9503002.2  De La Torre WIN M/W: Dual	Adv WIN M/W: Int Math 2 CR A 9104402.1  Ph.D  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui Adv WIN T/Th: Int Math 1 CR B 9104401.1  Ph.D  Lunch Int Math 1 9a 9104198.1  Int Math 1 9b 9104198.2	BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2  Carl  Adv  PREP  BUILD 9a 9803012.1  Lunch  BUILD 9b 9803012.2  BUILD 10b 9803012.4  Carl  WIN T/TH Dual	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 Lunch Gov S1/EconS2 12a 9404001.1  PREP  Bunter Adv WIN T/Th: Student Gov B 9904481.1  US History 11a 9403006.1 Lunch PREP  US History 11b 9403006.2	Adv  Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv  PREP  Bio 9b 9303001.2  Lunch  Physics 11b 9303008.2	Adv WiN. Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  PREP  Walker Adv WiN M/W: Math Intervention A Academic Math 11 - 9083050  Int Math 3 11b 9104200.2  Lunch  Int Math 3 11a 9104200.1	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch  ERWC 12b	Adv WIN M/W: Env Sci A PLTW Intr Eng Design 11b 9904424.2 Lunch PREP Environmental Science 12a/12b Combo  Thillow Adv  PREP Engineering Essentials 12b Lunch PLTW Engineering Essentials 12a PLTW Intr Eng Design 11a 9904424.1  Thillow WIN M/W:	Adv WIN M/W: HS Art  Lunch  Gayshan Adv WIN T/Th: HS Art 2  Lunch  Lunch	Adv WIN M/W: HS PE  Lunch  Boedecker Adv WIN T/Th: HS PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a Mary William Seniors who bring in evidence of CC enrollment do not need to be enrolled in a seniors who bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be e	HS ELD Elective B
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Math intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  Walker  WWW. MATH Intervention A Academic Math 9 104200.1  Walker  WIN M/W. Math intervention B Academic Math 11 - 9083050  Walker  WIN M/W. Math intervention B Academic Math 17 9104200.1  WIN T/Th: Math Intervention B Academic Math 17 9803042.1  WIN T/Th: Math Intervention A	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch  ERWC 12b 9104002.2  Velline  College Readiness 12a 9803014.1	Adv WIN M/W: Env Soc A PLTW Intr Eng Design 11b 9904424.2 Lunch  PREP  Environmental Science 12a/12b Combo  Thillow Adv  PLTW Engineering Essentials 12b Lunch PLTW Engineering Essentials 12a PLTW Intr Eng Design 11a 9904424.1  Thillow WIN M/W: Environmental Science 9104173.1	Adv WiN M/W: HS Art  Lunch  Gayshan Adv WIN T/Th: HS Art 2  Lunch  Gayshan WIN M/W: HS Intro to Art 9907090.1 1001 WIN T/Th: HS Intro to Art	Boedecker Adv WIN T/Th: HS PE  Lunch  Boedecker Adv WIN T/Th: HS PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a Mary William Seniors who bring in evidence of CC enrollment do not need to be enrolled in a seniors who bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be e	HS ELD Elective B
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9083050.1  Will T/Th: Math Intervention A Academic Math 9 9803042.1  Will T/Th: Math Intervention A Academic Math 11 - 9083050.1	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.2  PREP  Velline  College Readiness 12a 9803014.1	Adv  WIN M/W: Env SG A  PLTW Intr Eng Design 11b 9904424.2  Lunch  PEEP  Environmental Science 12a/12b Combo  Thillow Adv  PEEP  PLTW Engineering Essentials 12b Lunch PLTW Engineering Essentials 12b PLTW Intr Eng Design 11a 9904424.1  Thillow WIN M/W: Environmental Science 9104173.1	Gayshan Adv WiN M/W: HS Art  Lunch  Lunch  Gayshan Adv  WIN T/Th: HS Art 2  Cayshan WIN M/W: HS Intro to Art 9907090.1 1001  WIN T/Th: HS Intro to Art 9907090.2	Boedecker Adv WIN T/Th: H5 PE  Lunch  Boedecker Adv WIN T/Th: H5 PE  Lunch  WIN T/Th: H5 PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a Mary William Seniors who bring in evidence of CC enrollment do not need to be enrolled in a seniors who bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be e	HS ELD Elective B
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HSA HS 1A HS 2A Lunch HS 3A HS 4A  T/Th HSA HS 1B Lunch HS 3B  Lunch HS 3B  HS 4B  Friday HS 1 HS 2	8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  T/Th  8:30 to 9:05  9:10 to 10:40  10:45 to 12:15  12:20 to 12:50  12:55 to 2:25  2:30 to 4:00  Friday  8:30 to 9:10  9:15 to 9:45	8:30 to 10:00 10:05 to 11:35 11:40 to 12:10 12:15 to 1:45	Eng 1 9a 9103001.1  Lunch  Eng 1 9b 9103001.2  Af Am Lit 12a/12b combo Senior Elective  Ross Adv  Eng 2 10a 9103003.1  Lunch Eng 2 10b 9103003.2  Af Am Lit 12a/12b combo Senior Elective  Ross  All Lunch Eng 2 10b 9103003.2  Af Am Lit 12a/12b combo Senior Elective  Ross  Eng 1 10a 9103003.1  Lunch Eng 1 10a 9103003.1  Eng 1 9a 9103003.1  Eng 1 9a 9103003.1  Eng 1 9a 9103003.3	Adv  World History 10b 9403009.2  Lunch  Ethnic Studies 9a 9104245.1  Ethnic Studies 9b 9104245.2  Rozzi  Adv  WIN T/Th: World Hist (R) 9403010.1  Sociolopy 12,4/12b Combo Semor Elective 9304633  Rozzi  WIN T/Th: World Hist (R) 9403010.1  World History 10a 9403009.1  Combo Semor Elective 9304633  WIN T/Th: World Hist (R) 9403010.1  World History 10b 9403009.2 1002  Ethnic Studies 9a 9104245.1	Adv WIN M/W: Spanish 3/CR A 9503003.1  Spanish 1 9b 9503001.2  Lunch  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Lunch  De La Torre Adv WIN T/Th: Spanish 3/CR B 9503003.2  Lunch  De La Torre  WIN M/W: Dual Enrollment / CR 9904558.2  Lunch De La Torre  WIN M/W: Dual Enrollment / CR 9904558.2  1002 WIN T/Th: Spanish 3/CR B 9503003.2  TA: 1001  Spanish 1 9b 9503001.2  1002  Spanish 1 9b 9503001.2  1002  Spanish 1 1 9b 9503001.2	Adv WIN M/W: Int Math 2 CR A 9104402.1  Lunch  Int Math 2 10b 9104199.2  Int Math 2 10a 9104199.1  Lui  Adv WIN T/Th: Int Math 1 CR B 9104401.1  Int Math 1 9a 9104198.2  Liu WIN M/W: Int Math 2 CR A 9104402.1 1001  WIN T/Th: Int Math 1 CR B 9104402.1 1001  WIN T/Th: Int Math 1 CR B 9104402.1 1001	BUILD 10a 9803012.3  Lunch  Art 111a 9603004.1  Art 11b 9603004.2  Carl  Adv  PREP  BUILD 9a 9803012.1  Lunch  BUILD 9b 9803012.2  BUILD 10b 9803012.4  Carl  WIN T/TH Dual Enrollment 9904558.1 1001  BUILD 10a 9803012.3  Art 111a 9603004.1  BUILD 10a 9803012.3	Adv  WIN M/W: Student Gov  Gov S1 EconS2 12b 9404008.2 9404008.1 9404001.1  End of the student Gov WIN T/Th: Student Gov Bunter WIN M/W: Student Gov M/W 9904481.1  US History 11b 9403006.2  Bunter WIN M/W: Student Gov B 9904481.1  Gov S1/EconS2 12b  Gov S1/EconS2 12a  US History 11a	Adv Physics 11a 9303008.1  Lunch Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow Adv Physics 11b 9303001.2  Lunch Physics 11b 9303001.1  Crow Physics 11a 9303008.2  Physics 11a 9303008.3  1001 Physics 10a 9303008.3  1003  Bio 9b 9303001.2	Adv Win Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch Stats 12b 9203022.2  Walker Adv Win M/W. 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Math Intervention B Academic Math 11 - 9083050.1  Win T/Th: Math Intervention A Academic Math 11 - 9083050.1  Stats 12a 9203022.1  Stats 12b 9203022.2	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv  College Readiness 12b 9803014.2  ERWC 12a 9104002.1  Lunch  ERWC 12b 9104002.2  College Readiness 12b 9803014.2  College Readiness 12a 9803014.1  College Readiness 12a 9803014.2  ERWC 12a 9803014.2  ERWC 12a 9803014.2	Adv  WIN M/W: Env SSC A  PLTW Intr Eng Design 11b 9904424.2  Lunch  PREP  Environmental Science 12a/12b Combo  Thilow Adv  PITW Engineering Essentials 12a  PLTW Intr Eng Design 11a 9904424.1  Thilow WIN M/W: Environmental Science 9104173.1	Gayshan Adv WiN M/W: HS Art  Lunch  Lunch  Gayshan Adv  WIN T/Th: HS Art 2  Cayshan WIN M/W: HS Intro to Art 9907090.1 1001  WIN T/Th: HS Intro to Art 9907090.2	Boedecker Adv WIN T/Th: H5 PE  Lunch  Boedecker Adv WIN T/Th: H5 PE  Lunch  WIN T/Th: H5 PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a Mary William Seniors who bring in evidence of CC enrollment do not need to be enrolled in a seniors who bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be e	HS ELD Elective B
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Math Intervention B Academic Math 11 - 9083050.1  Will T/Th: Math Intervention A Academic Math 11 9104200.1	Adv  College Readiness 12a 9803014.1  Lunch  Eng 3 11b 9103005.2  Eng 3 11a 9103005.1  Velline  Adv  College Readiness 12b 9803014.2  Velline  College Readiness 12b 9803014.2  College Readiness 12b 9803014.2  College Readiness 12b 9803014.2	Adv  WIN M/W: Env SG A  PLTW Intr Eng Design 11b 9904424.2  Lunch  PEEP  Environmental Science 12a/12b Combo  Thillow Adv  PEEP  PLTW Engineering Essentials 12b Lunch PLTW Engineering Essentials 12b PLTW Intr Eng Design 11a 9904424.1  Thillow WIN M/W: Environmental Science 9104173.1	Gayshan Adv WiN M/W: HS Art  Lunch  Lunch  Gayshan Adv  WIN T/Th: HS Art 2  Cayshan WIN M/W: HS Intro to Art 9907090.1 1001  WIN T/Th: HS Intro to Art 9907090.2	Boedecker Adv WIN T/Th: H5 PE  Lunch  Boedecker Adv WIN T/Th: H5 PE  Lunch  WIN T/Th: H5 PE	Seniors who bring in evidence of CC enrollment do not need to be enrolled in a Mary William Seniors who bring in evidence of CC enrollment do not need to be enrolled in a seniors who bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be enrolled in a bring in evidence of CC enrollment do not need to be e	HS ELD Elective B
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Student Gov 12b 9404008.2 12b 9404008.2 12a 9404001.1  Bunter Adv WIN T/Th: Student Gov WIN T/Th: Student Gov Bunter WIN M/W: Student Gov M/W 9904481.1  US History 11b 9403006.2  Bunter WIN M/W: Student Gov M/W 9904481.1  US History 11b 9403006.1	Adv  Physics 11a 9303008.1  Lunch  Chemistry 10a 9303003.1  Chemistry 10b 9303003.2  Crow  Adv  PAEP  Bio 9b 9303001.2  Lunch  Physics 11b 9303008.2  Bio 9a 9303001.1  Crow  Physics 11a 9303008.1  Crow  Physics 11b 9303008.2  Physics 11b 9303008.2  Physics 11b 9303008.3  1003	Adv  WIN. Math Intervention B Academic Math 9 9803042  Stats 12a 9203022.1  Lunch  Stats 12b 9203022.2  Walker  Adv WIN MAW. Math Intervention B Academic Math 11 9104200.2  Lunch  WIN MAW. 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