

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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Oakland, CA 94607-



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: Coliseum College Preparatory Academy

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Coliseum College Preparatory Academy as “Approved,” with a base allocation of \$430,950.00, and a strategic carryover plan and budget of \$21,574.18, for a total amount not to exceed \$\$452,524.18.

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 H

Attachments

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

Coliseum College Preparatory Academy

Measures N and H 2026-2027 Education Improvement Plan Assessment

(Year Four of a Four-Year Cycle)

Final Recommendation

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

Rating¹: Fully Approved Approved Conditionally Approved

Strengths:

- Expenditures are aligned to the goals for the pathway/school: increasing internship opportunities, re-establishing a 10th grade capstone aligned to grade-level academic expectations.

Key Questions:

- How will you authentically engage community and manage the impact of a possible pathway focus change?

Budget Feedback:

- See below

Next Steps for Conditionally Approved Schools:

¹Fully Approved

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

Approved

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

Conditionally Approved

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

Coliseum College Preparatory Academy

Measures N and H 2026-2027 Education Improvement Plan Assessment

(Year Four of a Four-Year Cycle)

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

Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)

<p><i>Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways</i></p>	<p>Strategic & Aligned</p> <p>4</p>	<p>Partially Strategic & Aligned</p> <p>3</p>	<p>Unclear Strategy & Alignment</p> <p>2</p>	<p>Missing or Non-Compliant</p> <p>1</p>
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The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.

Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).

Score: 3

Rationale: *Provide feedback only if the site receives a score of 3 or below.*

Coliseum College Preparatory Academy

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

Criterion: Evidence of Progress and Linked Learning Implementation

Section to be completed by Measures N and H Staff

Instructions: Review the *Work-Based Learning template*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input checked="" type="checkbox"/> Program of Study	<ul style="list-style-type: none"> - Consider including partners who host student interns, such as Chabot Space and Science Center - Explore additional post-secondary partners to inform preparation of students - UC Berkeley, Cal State East Bay, etc. - Develop Pathway Student Learning Outcomes that reflect what students should know and be able to do by the time they graduate; these are shared by all teachers and assessed throughout a student's progression to graduation - Explore the full range of Integration Types to update program of study - Strong DE program, including CTE and electives - Unclear integration of ICT, Games and Simulation in core academics <ul style="list-style-type: none"> - Prioritize teacher participation in district PBL PD to design integrated units - Leverage dedicated planning time to design integration in core academics to maximize engagement and skills mastery
<input type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> - WBL benchmarks are not integrated into the plan. Add WBL along the continuum that will prepare students to successfully complete an internship. - Many industry partners are listed, but it is unclear how partners are engaging with students through WBL - Include specific names of post secondary insitution students will visit for career themed college visits - Add the WBL listed in the program of study, and list when it will happen within the WBL plan. - Remove non-WBL from plan: AP testing
<input checked="" type="checkbox"/> Master Schedule	<p>MST submitted and color coded by pathway and by grade level</p> <p>Clear that academic courses and sections are aligned to each pathway and grade level</p> <p>Schedule seems to show that students are cohorted into a pathway with their academic courses and CTE pathway for a majority of the school day</p> <p>What is the senior "Pathway" course?</p> <p>How is teachers' common planning period structured?</p>

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$430,950.00	\$430,950.00	\$0.00

**Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (507) multiplied by the per pupil amount of \$850.*

School: Coliseum College Preparatory Academy

Site #: 232

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
232-1	<p>Teacher Salaries: Hire a Teacher Structured English Immersion to support as the Computer Science and Multimedia Arts Pathway Teacher at .20 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Plan and implement the Computer Science course sequence for CCPA's pathway Plan with regard to intervention for missed skills during the pandemic/ middle school Plan with regard to course content Plan with regard to the vertical alignment of skills needed for AP-CSP Plan for the following 3-year expansion. Plan course choice in 11th grade Plan and build associated opportunities and experiences for students with partner organizations Support students in their growth and progression through the requisite experience- summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals ANTICIPATED OUTCOMES: Students at CCPA complete their capstone project Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. New PCN 3305 - Dominique Brassey (this PCN is split-funded for a total of .40 FTE out of Measure H; .20 FTE is in the EIP, and .20 FTE in the SCO Plan) (Salary & Benefit Costs)</p>	\$20,496.08	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English Immersion	0.20 FTE	Community Leadership and Innovation Pathway (CLIP)

<p>232-2</p>	<p>Classified Support Salaries: Hire an Assistant Newcomer Learning Lab at .90 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in virtual dual enrollment courses- typically virtual but sometimes in person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create supports for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. PCN 8154 - Pedro J. Castillo Zamarripa (Salary & Benefit costs included)</p>	<p>\$69,042.06</p>	<p>2205 - Classified Support Salaries</p>	<p>Classified Support Salaries</p>	<p>Assistant Newcomer Learning Lab</p>	<p>0.90 FTE</p>	<p>Community Leadership and Innovation Pathway (CLIP)</p>
<p>232-3</p>	<p>Teacher On Special Assignment School: Hire a Teacher on Special Assignment School (TSA) at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): In addition to teaching, coaching multiple first and second-year teachers in our pathway to success. Co-Teaching classes with a new teacher to support their growth as a teacher, as well as differentiating instruction to meet the needs of all learners. Conceiving of and making decisions about effective STEM interventions. Plan and implement the CCPA pathway Plan with regard to intervention for missed skills during the pandemic/ middle school Plan with regard to course content Plan with regard to the vertical alignment of skills needed for AP-CSP Plan for the following 3-year expansion. Plan course choice in 11th grade Plan and build associated opportunities and experiences for students with partner organizations Support students in their growth and progression through the requisite experience- summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals ANTICIPATED OUTCOMES: Students at CCPA complete their capstone project Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. New PCN 10763 - Ali King (Salary & Benefit Costs)</p>	<p>\$152,762.29</p>	<p>1119 - Teacher on Special Assignment School</p>	<p>Teacher on Special Assignment School</p>	<p>Teacher on Special Assignment School 11M 12P</p>	<p>1.00 FTE</p>	<p>Community Leadership and Innovation Pathway (CLIP)</p>

232-4	<p>Classified Support Salaries: Hire a College and Career Readiness Specialist (CCRS) at 0.50 FTE. DESCRIPTION OF RESPONSIBILITIES The College and Career Readiness Specialist is designed to support students in aligning their schoolwork with opportunities outside of school, including summer programs and other enrichment activities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace, and engineering to explore related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and to see a clear line to a future job or educational opportunity they are excited to pursue. PCN 7378 - Naomi Montenegro-Alarcon (Salary & Benefit costs included)</p>	\$67,177.56	2205 - Classified Support Salaries	Classified Support Salaries	Specialist College & Career	0.50 FTE	Community Leadership and Innovation Pathway (CLIP)
232-5	<p>Classified Support Salaries: Hire an Assistant Newcomer Learning Lab at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in Computer Science Principles, Web Design, and Computer Science dual enrollment courses Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create supports for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. PCN 7862 - Arnetta C. Olden (Salary & Benefit costs included)</p>	\$83,338.28	2205 - Classified Support Salaries	Classified Support Salaries	Assistant Newcomer Learning Lab	1.00 FTE	Community Leadership and Innovation Pathway (CLIP)

<p>232-6</p>	<p>Teacher Salaries: Hire a Teacher Structured English Immersion to support as the Pathway Teacher at .10 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in our dual enrollment courses- virtual and in-person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create support for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities, are in inclusion programming and less restrictive placements. New PCN 7398 - Stella O. Ray (Salary & Benefit Costs)</p>	<p>\$11,565.02</p>	<p>1105 - Teacher Salaries</p>	<p>Teacher Salaries</p>	<p>Teacher Structured English Immersion</p>	<p>0.10 FTE</p>	<p>Community Leadership and Innovation Pathway (CLIP)</p>
<p>232-7</p>	<p>Teacher Salaries: Hire a Teacher Structured English Immersion to support as the Pathway Teacher at .10 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in our dual enrollment courses- virtual and in-person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create support for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities, are in inclusion programming and less restrictive placements. New PCN 8783 - Maria G. Robles Hernandez (Salary & Benefit Costs)</p>	<p>\$11,409.76</p>	<p>1105 - Teacher Salaries</p>	<p>Teacher Salaries</p>	<p>Teacher Structured English Immersion</p>	<p>0.10 FTE</p>	<p>Community Leadership and Innovation Pathway (CLIP)</p>

<p>232-8</p>	<p>Supervisor & Admin Salaries: Hire a Program Manager, Community Schools at .05 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The CSM will support with coordinating dual enrollment across our campus, including course requests, professor meetings, student enrollment, transcript advising, and all aspects of our very large dual enrollment program. Collaborative Leadership Work at D3 and support the development of partnerships to further students' opportunities in secondary education and other post-HS opportunities ANTICIPATED OUTCOMES: Students at CCPA complete their capstone project Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year College course completion, student competitiveness to college/ university application process FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA in 9th-12th grades New PCN 3201 - Claudia Walker (Salary & Benefit Costs)</p>	<p>\$10,301.61</p>	<p>2305 - Supervisor & Admin Salaries</p>	<p>Supervisor & Admin Salaries</p>	<p>Program Manager Community Schools</p>	<p>0.05 FTE</p>	<p>Community Leadership and Innovation Pathway (CLIP)</p>
<p>232-9</p>	<p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts to pay teachers for coordinating and teaching academic support and credit recovery options to maximize student progress towards graduation, through June 30, 2027. Accomplishment Standards: The academic support and credit recovery options include intersession, post-session, summer school, responsive intervention, dual enrollment courses, ECCCO Internship, and mastery assignment completion. This serves all high school students at CCPA, grades 9-12, approximately 500 students. The goal of providing this service is to reduce dropout rates and increase graduation rates. Budget Calculation: The hourly rate is \$47.50 + 25% Benefit Costs = \$59.38. The hours will vary by teacher, but the overall strategic action cannot exceed the approved \$4,857.34 limit.</p>	<p>\$4,857.34</p>	<p>1120 - Teacher Salaries Stipends</p>	<p>Teacher Salaries Stipends</p>			<p>Community Leadership and Innovation Pathway (CLIP)</p>

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

School Description

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

School Mission and Vision

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

School Demographics

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

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

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data *as of 1/27/2025* (Optional)	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data (Optional)	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	83.6%	93.4%	88.0%	91.5%	N/A	90.0%	92.6%	N/A	95.0%	TBD	95.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	
Four-Year Cohort Dropout Rate	2.7%	0.0%	2.0%	0.0%	N/A	1.5%	1.5%	N/A	1.0%	TBD	1.0%
A-G Completion Rate (12th Grade Graduates)	88.5%	89.5%	89.0%	85.5%	N/A	92.0%	91.9%	N/A	95.0%	TBD	95.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	
On Track to Graduate - 9th Graders	79.1%	74.1%	79.0%	77.0%	82.0%	82.0%	91.6%	87.5%	85.0%	TBD	85.0%
9th Graders meeting A-G requirements	79.1%	73.3%	79.0%	77.0%	85.1%	82.0%	91.6%	89.5%	85.0%	TBD	85.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	26.7%	41.4%	15.0%	14.3%	21.6%	20.0%	22.2%	20.8%	25.0%	TBD	25.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	88.0%	82.9%	75.0%	87.1%	83.8%	80.0%	86.1%	91.1%	85.0%	TBD	85.0%
Percentage of 10th-12th grade students in Linked Learning pathways	94.2%	90.0%	95.0%	92.5%	93.5%	96.0%	93.1%	91.1%	97.0%	TBD	97.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	21.2%	0.0%	30.0%	3.1%	0.0%	32.0%	25.4%	39.1%	35.0%	TBD	35.0%
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	20.3%	10.9%	20.0%	7.5%	N/A	25.0%	4.5%	N/A	30.0%	TBD	30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	43.5%	70.3%	50.0%	65.7%	N/A	50.0%	74.2%	N/A	50.0%	TBD	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)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	85.7%	88.9%	85.0%	83.3%	N/A	90.0%	100.0%	N/A	95.0%	TBD	95.0%
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	1.0%	0.0%	N/A	1.0%	TBD	1.0%
A-G Completion - 12th Grade (12th Grade Graduates)	33.3%	62.5%	33.0%	70.0%	N/A	90.0%	83.3%	N/A	95.0%	TBD	95.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A		N/A	

On Track to Graduate - 9th Graders	66.7%	33.3%	50.0%	56.3%	70.6%	70.0%	100.0%	71.4%	85.0%	TBD	85.0%
9th Graders meeting A-G requirements	66.7%	33.3%	60.0%	56.3%	80.0%	60.0%	100.0%	76.9%	85.0%	TBD	85.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	57.1%	22.2%	36.0%	23.1%	11.1%	30.0%	14.3%	11.1%	25.0%	TBD	25.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	85.7%	77.8%	65.0%	84.6%	55.6%	75.0%	57.1%	88.9%	85.0%	TBD	85.0%
Percentage of 10th-12th grade students in Linked Learning pathways	89.7%	81.5%	98.0%	92.7%	88.6%	98.0%	87.8%	84.4%	97.0%	TBD	97.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	0.0%	7.7%	0.0%	25.0%	0.0%	12.5%	50.0%	TBD	50.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	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	28.6%	11.1%	20.0%	0.0%	N/A	25.0%	0.0%	N/A	30.0%	TBD	30.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	28.6%	44.4%	50.0%	63.6%	N/A	50.0%	66.7%	N/A	50.0%	TBD	50.0%

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

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

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Collaboration among CTE instructors is high. We also have a four-year sequence of CTE courses, that all high school students complete.	Integration of CTE courses with other subjects - particularly the Ethnic Studies course Providing time for deliberate planning across Ethnic Studies and Computer Science.	Continue to grow student choice options for 11th grade to build investment
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	We provide 3 years of work-based-learning opportunities for our students. Given that, most of our students participate within a work-based-learning opportunity.	The sequence should be reviewed so that it is more aligned to current student post-secondary goals. Survey students to identify current post-secondary goals and then provide planning time for staff to shape WBL opportunities accordingly.	Re-engage with past internship providers and attempt to restart internships.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	We provide a variety of supports to students including socio-emotional, academic remediation, skill building, credit recovery and academic support spaces.	In our current structure, students who don't meet expectations languish in internship and college experiences. we need to build in another option that is more supportive and on campus for students who are not yet in the place of success in college classes or internship.	Continue to develop student support options for D3 students

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals						
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.						
Goal #1: By 2026	By 2027, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.					
Goal #2: By 2026	By 2027, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.					
Goal #3: By 2026	By 2027, reestablish a 10th grade capstone.					
Pathway Strategic Actions						
Strategic Actions for 2023-24						
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?						
Strategic Actions for Goal #1	Survey students about pathway offerings and interests					
	Conduct focus groups with students to understand their perspective on our pathway offering					
	Analyze the performance of 10th graders in CSP. Is this an accessible class for all.					
	Grow community buy-in for our pathway					
Strategic Actions for Goal #2	Reach out to previous partners and try to re-establish a connection					
	Seek additional partnership					
Strategic Actions for Goal #3	Support the growth of CCPA's first expanded class into 10th grade.					
	Grow collaboration between 10th grade staff					
	Establish a list of learning outcomes of 10th graders at CCPA					
Budget Expenditures						
2023-2024 Budget: Enabling Conditions Whole School						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 22-23. PCN 8783 Dominique Brassey	\$88,287.87	1105	Teacher Salaries	Computer Science Pathway Teacher	1.0 FTE	Community Leadership and Innovation Pathway
Teacher Salaries: Hire a Computer Science Pathway Teacher, at .7 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students as opposed to 70) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This was a new position in 2022-23; hiring two teachers is a strategic action as we expanded our pathway into the 9th grade in 22-23. This position will be funded at a total of 0.9 FTE when combined with Strategic Carryover funding. PCN 8576 Sarah Carter	\$66,426.29	1105	Teacher Salaries	Computer Science Pathway Teacher	.70 FTE	Community Leadership and Innovation Pathway
Classified Support Salaries: Hire an College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and seeing a through line to a future job or educational opportunity that they are excited about pursuing. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)	\$46,954.59	2205	Classified Support Salaries	College and Career Readiness Specialist	.50 FTE	Community Leadership and Innovation Pathway

Classified Support Salaries: Hire a 10-month Case Manager at .75 FTE. The Case manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. PCN 9589 Diana Santillan		\$67,781.25	2205	Classified Support Salaries	Case Manager 20	.75 FTE	Community Leadership and Innovation Pathway
2024-2025: YEAR TWO							
Pathway Strategic Goals							
Pathway Quality Strategic 3 Year Goal				Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?			
By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.				We did this. Decisions were to shift stand in order to offer courses that engage a diversity of students			
By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.				Hiring an Internship Coordinator to focus on this work next year.			
By 2026, reestablish a 10th grade capstone.				Once we have internships, we will use the capstone as a place for students to reflect on learning and make choices around internship and DE strand options as well as other opportunities.			
Pathway Strategic Actions Reflection							
2023-2024 Strategic Actions				Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?			
23-24 Strategic Actions for Goal #1	Survey students about pathway offerings and interests			CCPA is conducting student panels for feedback			
	Conduct focus groups with students to understand their perspective on our pathway offering			Pathway stand shift was well received and discussed positively			
	Analyze the performance of 10th graders in CSP. Is this an accessible class for all.			New state mandates around computer science increased staff buy-in in the pathway.			
	Grow community buy-in for our pathway			UC favors CSP, so we intend to keep it over a dual enrollment course at this point.			
23-24 Strategic Actions for Goal #2	Reach out to previous partners and try to re-establish a connection			Seeking an internship coordinator to specifically build internship opportunities with both past and current partners.			
	Seek additional partnership						
23-24 Strategic Actions for Goal #3	Support the growth of CCPA's first expanded class into 10th grade.			This all began this year. Strategically shifting some staff, but this seems to be the place to ratchet up rigor back to pre-pandemic/ pre-expansion levels			
	Grow collaboration between 10th grade staff						
	Establish a list of learning outcomes of 10th graders at CCPA						
Pathway Strategic Actions 2024-2025							
2024-2025 Strategic Actions <i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i>							
Goal #1: By 2026	By 2026, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.			New or Revised Strategic Actions for Goal #1	We are proposing a shift from the Software and Systems Development industry sector to Games and Simulation Pathway. Both are part of Information and Communication Technology. Coliseum College Prep Academy 232 Pathway Change Form 24-25 This was done. We broadened the diversity of 11th-grade course offerings by shifting the stand to game design and simulation. This offers a lot more courses that engage students interests.		
Goal #2: By 2026	By 2026, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.			New or Revised Strategic Actions for Goal #2	Will focus on as we expand into 12th grade, 25-26 Hiring an Internship coordinator this year Coordinator will grow more quality experiences Plan to align with 10th grade capstone and 11th grade options		
Goal #3: By 2026	By 2026, reestablish a 10th grade capstone.			New or Revised Strategic Actions for Goal #3	Will focus on as we are more established in our 10th grade team. Potentially hold during SBAC Week Capstone answers questions needed for scheduling- 11th-grade pathway strand of work, Internship interest and plan, YSR enrollment, other D3 plans Hiring 12th grade internship coordinator to grow internship options and improve the quality of that experience Not clear which class holds this....needs to be an interdisciplinary project (need PD) but also need the team to hold the capacity (working on that now).		
Budget Expenditures <i>Effective July 1, 2024 - June 30, 2025</i>							
2024-2025 Budget: Enabling Conditions Whole School							

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
<p>Classified Support Salaries: Hire a College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their pathway learning with opportunities outside of school, including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace, and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and see a through line to a future job or educational opportunity that they are excited about pursuing. Our goal is to have all students engaged in their learning including internship and dual enrollment and seeing a through line to a future job or educational opportunity they are excited about pursuing. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)</p>	\$56,819.46	2205	CLERICAL	Spec College/Career Readiness	0.5	Community Leadership and Innovation Pathway (CLIP)	Approved	
<p>Classified Support Salaries: Assistant Newcomer Support (.5 FTE)- To provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to successfully grow the capstone and other opportunities students need. PCN 7862, DANIEL O LAZARUS (Salary & Benefit costs included)</p>	\$41,677.32	2205	CLERICAL	Asst Newcomer Learning Lab	0.5	Community Leadership and Innovation Pathway (CLIP)	Approved	
<p>Classified Support Salaries: College Counselor at .115 FTE Support pathway students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance, long-term determine educational planning and support needs, supervise and support after school study hall, coordinate educational field trips, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organize high school fairs, support college and career programs, student and family advocacy with courts around involvement with the justice system. PCN 8305 Vanessa Magana (Salary & Benefit costs included)</p>	\$10,380.92	1205	CE OTH6	Counselor	0.115	Community Leadership and Innovation Pathway (CLIP)	Approved	
<p>Teacher Salaries: Hire a Computer Science Pathway Teacher, at 1.0 FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 23-24. PCN8576, Sarah Carter</p>	\$95,068.78	1105	TEACHER	Teacher Structured Eng Immersion	1	Community Leadership and Innovation Pathway (CLIP)	Approved	
<p>Teacher Salaries: Hire a Computer Science Pathway Teacher, at 0.4FTE. This teacher will teach the 9th grade pathway course web design to our expanded 9th grade cohort (128 students) as they enter our pathway. This teacher will also teach the 10th grade pathway course- AP Computer Science Principles. This is a new position; hiring two teachers is a strategic action as we are expanding our pathway into the 9th grade in 23-24. PCN 8783 Dominique Brassey</p>	\$42,752.04	1105	TEACHER	Teacher Structured Eng Immersion	0.4	Community Leadership and Innovation Pathway (CLIP)	Approved	
<p>Classified Support Salaries: Hire a 10-month Case Manager at .15 FTE. The Case Manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. This position will help to create the positive and productive pathway environment needed to successfully grow the capstone and other opportunities students need. PCN 9589 Diana Santillan</p>	\$16,569.44	2405	CASEMGR	Case Manager 20	0.15	Community Leadership and Innovation Pathway (CLIP)	Approved	

	Plan to align with 10th grade capstone and 11th grade options	This work has not been done due to continued work to expand and limited capacity
24-25 Strategic Actions for Goal #3	Will focus on as we are more established in our 10th grade team.	We have amassed multiple partners with internship opportunities. They all have different timelines, application processes, parameters, and compensation. We are working to grow these relationships and opportunities before we attempt to make them more standardized for students
	Potentially hold during SBAC Week	We do not yet have a set plan for how to standardize expectations. We aim to see what level of experience we can create and try to build lesser experiences up to that standard.
	Capstone answers questions needed for scheduling- 11th-grade pathway strand of work, Internship interest and plan, YSR enrollment, other D3 plans	Concurrent Enrollment opportunities to further kids' skills and allow them to qualify for high-level internships are key to our work. Many times, these classes are virtual and require staff with special knowledge to support them. We have a diversity of positions to ensure that we capture a diversity of skill sets to support the diversity of courses students need.
	Hiring 12th grade internship coordinator to grow internship options and improve the quality of that experience	
	Not clear which class holds this...needs to be an interdisciplinary project (need PD) but also need the team to hold the capacity (working on that now).	

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions
 Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

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

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

2025-2026 Pathway Budget

<p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>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.</p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>								COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>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)</p>	<p>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)</p>
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<p>Pupil Support Salaries/Counselor: Hire a Counselor at .20 FTE to support pathway students identified as failing or most at risk of failing, alert the school of struggling students, and assist with planning and support to improve student performance. Long-term, the counselor will determine educational planning and support needs, supervise and support after-school study hall, coordinate educational field trips, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organizing high school fairs, supporting college and career programs, and student and family advocacy with courts around involvement with the justice system. New PCN 10753 - Citali Espinoza (Salary & Benefit Costs)</p>	\$27,464.95	1205	Pupil Support Salaries/Counselor	Counselor	.20 FTE	Whole School	Approved
<p>Teacher On Special Assignment: Hire a Teacher on Special Assignment (TSA) at .5 FTE. The TSA will support with teacher coaching and student support within the pathway, including re-establishing grade level capstones that existed pre-pandemic. Support students in their growth and progression through the requisite experience, summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make. Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals New PCN 10759 - Rachel Korschun (Salary & Benefit Costs)</p>	\$77,762.59	1119	Teacher on Special Assignment School	TSA 11 Mon 12Pay	.5 FTE		Approved
<p>Teacher Salaries: Hire a Pathway Teacher at .10 FTE. This teacher will support tracking and facilitating virtual and in-person Dual Enrollment for students (128 students) as they progress through our pathway. Duties: Support students in all aspects of success in our dual enrollment courses- virtual and in-person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included parent and school staff communication of student progress and needs. Create support for students in meeting college demands, such as help creating study groups or using studying strategies for assessments Anticipated Outcomes: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities, are in inclusion programming and less restrictive placements. All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year New PCN 10762 - Vacancy (Salary & Benefit Costs)</p>	\$12,445.40	1105	Teacher Salaries	Teacher Structured Eng Immersion	.10 FTE		Approved
<p>Classified Support Salaries: Hire a College and Career Readiness Specialist, at .50 FTE. The College and Career Readiness Specialist is designed to support students in aligning their work in school with opportunities outside of school including summer programs and other enrichment opportunities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace and engineering in exploring related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and seeing a through line to a future job or educational opportunity that they are excited about pursuing. PCN 7378 Naomi Montenegro-Alarcon (Salary & Benefit costs included)</p>	\$59,364.94	2205	Classified Support Salaries	Spec College/Career Readiness	.50 FTE		Approved
<p>Classified Support Salaries: Hire an Assistant Newcomer at .90 FTE. This position will provide academic support and progress monitoring for students in dual enrollment courses for our pathway. This includes progress monitoring, parent and school staff communication, and support meeting college demands, such as help creating study groups or using studying strategies for assessments. This position will help to create the academic support in the pathway environment needed to grow the capstone and other opportunities students need successfully. Anticipated outcomes: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year PCN 8154 CASTILLO ZAMARRIPA, PEDRO J (Salary & Benefit costs included)</p>	\$54,091.14	2205	Classified Support Salaries	Asst Newcomer Learning Lab	.90 FTE		Approved

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

2026-2027: YEAR FOUR

Pathway Strategic Goals
By 2027, re-evaluate our pathway offering using an inclusive community process and consider adding an additional pathway as we expand D3.
By 2027, grow partnerships and internship opportunities for students allowing each student to have a pathway related internship.
By 2027, reestablish a 10th grade capstone.

Budget Expenditures
 Effective July 1, 2026 - June 30, 2027

2026-27 Pathway Budget							
BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.							
Reference the Measures N and H Permissible Expenses document when developing the justification.							
For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification .							
What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.							
We encourage you to refer to this list of 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)	Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required. <i>(protected cells below are to be completed by MN/H staff only)</i>	

<p>Teacher Salaries: Hire a Teacher Structured English Immersion to support as the Computer Science and Multimedia Arts Pathway Teacher at .20 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Plan and implement the Computer Science course sequence for CCPA's pathway Plan with regard to intervention for missed skills during the pandemic/ middle school Plan with regard to course content Plan with regard to the vertical alignment of skills needed for AP-CSP Plan for the following 3-year expansion. Plan course choice in 11th grade Plan and build associated opportunities and experiences for students with partner organizations Support students in their growth and progression through the requisite experience- summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals</p>	\$20,496.08	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English Immersion	0.20 FTE	Community Leadership and Innovation Pathway (CLIP)	Approved
<p>ANTICIPATED OUTCOMES: Students at CCPA complete their capstone project Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. New PCN 3305 - Dominique Brassey (this PCN is split-funded for a total of .40 FTE out of Measure H; .20 FTE is in the EIP, and .20 FTE in the SCO Plan) (Salary & Benefit Costs)</p>							

<p>Classified Support Salaries: Hire an Assistant Newcomer Learning Lab at .90 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in virtual dual enrollment courses- typically virtual but sometimes in person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create supports for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. PCN 8154 - Pedro J. Castillo Zamarripa (Salary & Benefit costs included)</p>	\$69,042.06	2205 - Classified Support Salaries	Classified Support Salaries	Assistant Newcomer Learning Lab	0.90 FTE	Community Leadership and Innovation Pathway (CLIP)	Approved
<p>Teacher On Special Assignment School: Hire a Teacher on Special Assignment School (TSA) at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): In addition to teaching, coaching multiple first and second-year teachers in our pathway to success. Co-Teaching classes with a new teacher to support their growth as a teacher, as well as differentiating instruction to meet the needs of all learners. Conceiving of and making decisions about effective STEM interventions. Plan and implement the CCPA pathway Plan with regard to intervention for missed skills during the pandemic/ middle school Plan with regard to course content Plan with regard to the vertical alignment of skills needed for AP-CSP Plan for the following 3-year expansion. Plan course choice in 11th grade Plan and build associated opportunities and experiences for students with partner organizations Support students in their growth and progression through the requisite experience- summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals ANTICIPATED OUTCOMES: Students at CCPA complete their capstone project Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. New PCN 10763 - Ali King (Salary & Benefit Costs)</p>	\$152,762.29	1119 - Teacher on Special Assignment School	Teacher on Special Assignment School	Teacher on Special Assignment School 11M 12P	1.00 FTE	Community Leadership and Innovation Pathway (CLIP)	Approved
<p>Classified Support Salaries: Hire a College and Career Readiness Specialist (CCRS) at 0.50 FTE. DESCRIPTION OF RESPONSIBILITIES The College and Career Readiness Specialist is designed to support students in aligning their schoolwork with opportunities outside of school, including summer programs and other enrichment activities. Specifically, CCPA would like to support students in using their base in design thinking, makerspace, and engineering to explore related programming in the trades. Additionally, we will continue to align our work with other computer science education programs through tech companies. Our goal is to have all students engaged in their learning and to see a clear line to a future job or educational opportunity they are excited to pursue. PCN 7378 - Naomi Montenegro-Alarcon (Salary & Benefit costs included)</p>	\$67,177.56	2205 - Classified Support Salaries	Classified Support Salaries	Specialist College & Career	0.50 FTE	Community Leadership and Innovation Pathway (CLIP)	Approved

<p>Classified Support Salaries: Hire an Assistant Newcomer Learning Lab at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in Computer Science Principles, Web Design, and Computer Science dual enrollment courses Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create supports for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements. PCN 7862 - Arnetta C. Olden (Salary & Benefit costs included)</p>	\$83,338.28	2205 - Classified Support Salaries	Classified Support Salaries	Assistant Newcomer Learning Lab	1.00 FTE	Community Leadership and Innovation Pathway (CLIP)	Approved
<p>Teacher Salaries: Hire a Teacher Structured English Immersion to support as the Pathway Teacher at .10 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in our dual enrollment courses- virtual and in-person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create support for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities, are in inclusion programming and less restrictive placements. New PCN 7398 - Stella O. Ray (Salary & Benefit Costs)</p>	\$11,565.02	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English Immersion	0.10 FTE	Community Leadership and Innovation Pathway (CLIP)	Approved
<p>Teacher Salaries: Hire a Teacher Structured English Immersion to support as the Pathway Teacher at .10 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Support students in all aspects of success in our dual enrollment courses- virtual and in-person. Provide direct academic support Create and manage systems to progress monitoring course completion and grades for our pathway. This included communication between parents and school staff regarding student progress and needs. Create support for students in meeting college demands, such as helping create study groups or using studying strategies for assessments ANTICIPATED OUTCOMES: All D3 students at CCPA complete college courses Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities, are in inclusion programming and less restrictive placements. New PCN 8783 - Maria G. Robles Hernandez (Salary & Benefit Costs)</p>	\$11,409.76	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English Immersion	0.10 FTE	Community Leadership and Innovation Pathway (CLIP)	Approved

<p>Supervisor & Admin Salaries: Hire a Program Manager, Community Schools at .05 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The CSM will support with coordinating dual enrollment across our campus, including course requests, professor meetings, student enrollment, transcript advising, and all aspects of our very large dual enrollment program. Collaborative Leadership Work at D3 and support the development of partnerships to further students' opportunities in secondary education and other post-HS opportunities ANTICIPATED OUTCOMES: Students at CCPA complete their capstone project Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year College course completion, student competitiveness to college/ university application process. FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA in 9th-12th grades New PCN 3201 - Claudia Walker (Salary & Benefit Costs)</p>	<p>\$10,301.61</p>	<p>2305 - Supervisor & Admin Salaries</p>	<p>Supervisor & Admin Salaries</p>	<p>Program Manager Community Schools</p>	<p>0.05 FTE</p>	<p>Community Leadership and Innovation Pathway (CLIP)</p>	<p>Approved</p>
<p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts to pay teachers for coordinating and teaching academic support and credit recovery options to maximize student progress towards graduation, through June 30, 2027. Accomplishment Standards: The academic support and credit recovery options include intersession, post-session, summer school, responsive intervention, dual enrollment courses, ECCCO Internship, and mastery assignment completion. This serves all high school students at CCPA, grades 9-12, approximately 500 students. The goal of providing this service is to reduce dropout rates and increase graduation rates. Budget Calculation: The hourly rate is \$47.50 + 25% Benefit Costs = \$59.38. The hours will vary by teacher, but the overall strategic action cannot exceed the approved \$4,857.34 limit.</p>	<p>\$4,857.34</p>	<p>1120 - Teacher Salaries Stipends</p>	<p>Teacher Salaries Stipends</p>			<p>Community Leadership and Innovation Pathway (CLIP)</p>	<p>Approved</p>

2025-2026 MEASURE H STRATEGIC CARRYOVER PLAN								
For Fiscal Year: July 1, 2026 - June 30, 2027								
Name of School Site						Coliseum College Preparatory Academy	Site #	232
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>		\$21,574.18	In the box below, please indicate why you decided to allocate Strategic Carryover:					
Total Budgeted Amount		\$21,574.18	Allocation of .1 for two teachers to create support structures to track students progress through various DE classes					
Remaining Amount to Budget		\$0.00						
<p>NOTE: Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.</p> <p>Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development.</p> <p>**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.</p>								
BUDGET JUSTIFICATION								
<p>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.</p> <p>What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; 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.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Approval</p> <p>Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required.</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	
<p>Teacher Salaries: Hire a Teacher Structured English Immersion to support as the Computer Science and Multimedia Arts Pathway Teacher at .20 FTE.</p> <p>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Plan and implement the Computer Science course sequence for CCPA's pathway Plan with regard to intervention for missed skills during the pandemic/ middle school Plan with regard to course content Plan with regard to the vertical alignment of skills needed for AP-CSP Plan for the following 3-year expansion. Plan course choice in 11th grade Plan and build associated opportunities and experiences for students with partner organizations Support students in their growth and progression through the requisite experience- summer experiences, partner programs, internships, extracurricular activities, and dual enrollment courses, to make Continue to benchmark growth with strong capstones aligned with industry demands and vetted by professional computer scientists and other tech professionals</p> <p>ANTICIPATED OUTCOMES: Students at CCPA complete their capstone project Students at CCPA take computer science or pathway-associated courses or participate in pathway-associated experiences every year</p> <p>FOCAL STUDENT POPULATION: Students in CCPA's Community Leadership and Innovation Pathway All students at CCPA, including students with disabilities in inclusion programming and less restrictive placements.</p> <p>New PCN 3305 - Dominique Brassey (this PCN is split-funded for a total of .40 FTE out of Measure H; .20 FTE is in the EIP, and . 20 FTE in the SCO Plan) (Salary & Benefit Costs)</p>	\$20,496.08	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English Immersion	0.20 FTE	Community Leadership and Innovation Pathway	Approved	

232 Coliseum College Preparatory Academy 2023-2026 Measure N/H Education Improvement Plan

<p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts to pay teachers for coordinating and teaching academic support and credit recovery options to maximize student progress towards graduation, through June 30, 2027. Accomplishment Standards: The academic support and credit recovery options include intersession, post-session, summer school, responsive intervention, dual enrollment courses, ECCCO Internship, and mastery assignment completion. This serves all high school students at CCPA, grades 9-12, approximately 500 students. The goal of providing this service is to reduce dropout rates and increase graduation rates. Budget Calculation: The hourly rate is \$47.50 + 25% Benefit Costs = \$59.38. The hours will vary by teacher, but the overall strategic action cannot exceed the approved \$1,078.10 limit.</p>	<p>\$1,078.10</p>	<p>1120 - Teacher Salaries Stipends</p>	<p>Teacher Salaries Stipends</p>			<p>Community Leadership and Innovation Pathway</p>	<p>Approved</p>
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CCPA - CLIP Program of Study [2026-27]

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

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

Post-Secondary Partners: Peralta

Community-Based Partners: Girl Geek X, Mission Bit

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

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

CCPA - CLIP Program of Study [2026-27]

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

Work-Based Learning Lead: Stephen Wright and Tyjun Mack

Pathway Name: Community Leadership and Innovation Pathway

Collaborators: Dom Brassey, Claudia Walker, Amy Carozza

Central Resources

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

WBL Plan Template Options:

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

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

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

Coliseum College Prep Academy

Information and Communication Technology, Games and Simulation Pathway
Community Leadership and Innovation Pathway (CLIP)



Integrated Program of Study (CTE + Integrated Academics)

Work-Based Learning (WBL)

Student Supports

Measure N/ H Investments

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

CTE Course Sequence

- 9th: Web Design
- 10th: AP Computer Science Principles
- 11th: Dual Enrollment Course (below)

CIS 6 - Intro to Computer Programming and	OR	MMART 3. Introduction to Digital Art
CIS 232 - Exploring Robotics		MM/DI 4+4L, Introduction to Photoshop+Lab
		MMART 171+171L, Web Commerce & Internet Start Up+Lab

12th: Capstone

Cohorted Academic Classes, by Grade Level

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

Pillar Components/Activities

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

Measure N/H Investments

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

Partnerships

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

Pillar Components/Activities

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

Measure N/H Investments

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

Partnerships

- Safe Passages
- EBAC
- Wellness Together
- La Clinic

Pillar Components/Activities

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

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

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

For Targeted Student Experiences: note subgroup, WBL experience, and staff lead

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

General Roles/Responsibilities:

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

Next Steps in Plan Development / Implementation:

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

		Senior Pathway	Junior Pathway	Sophomore Pathway					
Teacher:	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	
Ibarra, Carina	206	x	MAKER SPACE 6-	MAKER SPACE 6-	ADVISORY(9)/Y/2	MAKER SPACE 6-	MAKER SPACE 6-		
Moore, Madison	A2	INTGRD SCI 8/Y/A2		BIOLOGY P/Y/A2	ADVISORY(9)/Y/A	BIOLOGY P/Y/A2	INTGRD SCI 8/Y/A2		
Sanchez, Edgar	D21	WORLD HIST P/Y/	AMERICAN HIST		ADVISORY 08/Y/D	AMERICAN HIST	WORLD HIST P/Y/D21		
Deiwert, Liz	D22	MATH 8/Y/D22	ALGEBRA 1 P/Y/D	ALGEBRA 1 P/Y/D	ADVISORY(9)/Y/D22			MATH 8/Y/D22	
White, Brian	D23	x	ACAD LNG LIT 1/Y	ENGLISH 8/ELD/Y	ADVISORY 08/Y/D	ACAD LNG LIT 1/Y	ENGLISH 8/ELD/Y/D23		
Quintero, Angela	108					READING	READING		
Cervano, Jessica	109	x	STDY SKL 912		STDY SKL 8 L1/Y/	STDY SKL 8 L1/Y/115			
Lecompte, Carrie	109	x			STDY SKL 6 L1/Y/				
Robles, Maria	110	DE Spanish/Art	DE Spanish			ADVISORY(11)/Y/	AP SPANISH	AP SPANISH	
Powell, Mildred	111	x			STDY SKL 7 L1/Y/		STDY SKL 7 L1/Y/111		
Braithwaite, Drew	113	DE PLCHLDR 9/1/	DE PLCHLDR 9/1/113			ADVISORY(10)/Y/	PATHWAY	PATHWAY	
Flood, Ericka	115	ENG TUTORING/Y	ENG TUTORING/Y/115		ADVISORY 06/Y/1	LITERACY/Y/115	LITERACY/Y/115		
Armijo, Ally	121	SOC SKL 10 L2/1/	SOC SKL 10 L2/1/	MATH 9 L2/Y/122	SCIENCE 9 L2/Y/1	LIFE SKL 9 L2/Y/1	HISTORY 9 L2/Y/122		
Angel, Patricia	122	ENG 6 L2/Y/122	HIST 6 L2/Y/122	PE ADPT 6 L2/Y/1	SCI 6 L2/Y/122	LIFE SKLS 6 L2/Y/	MATH 6 L2/Y/122		
Cinfio, Christine	200	x			ADVISORY 07/Y/200		ENG TUTORING/Y	ENG TUTORING/Y/200	
Yiaueki, Ainate	200	x	English Enrich	ACAD LITERACY/Y/200		English Enrich			
Meyer, Bethany	201	x	READING		ADVISORY 07/Y/2	READING	LITERACY/Y/201	LITERACY/Y/201	
Marquez Armenta,	202			ENG TUTORING/Y	ADVISORY 06/Y/2	ENG TUTORING/Y	ENG TUTORING/Y	ENG TUTORING/Y/202	
Rose, Kate	203	WRLD HIST 6/Y/203		WRLD HIST 6/Y/2	ADVISORY 07/Y/2	WORLD HISTORY	WORLD HISTORY		
Corkery, Annie	204	ENGLISH 6/ELD/Y/204		ENGLISH 6/ELD/Y	ADVISORY 06/Y/2	ENGLISH 7/ELD/Y/204		ENGLISH 7/ELD/Y/204	
Carozza, Jarrod	205	MATH 07/Y/205	MATH 07/Y/205		ADVISORY 07/Y/205		MATH 06/Y/205	MATH 06/Y/205	
Dr. No.e Parker	207		ART/Y/207		ADVISORY 06/Y/2	ART/Y/207	ART/Y/207	ART/Y/207	
Sawczuk, Jessica	208	INTGRD SCI 7/Y/	INTGRD SCI 7/Y/208		ADVISORY 07/Y/208		INTGRD SCI 6/Y/	INTGRD SCI 6/Y/208	
Carr, Kaili	209	INTGRD SCI 7/Y/	INTGRD SCI 6/Y/	INTGRD SCI 7/Y/	ADVISORY 07/Y/209			INTGRD SCI 6/Y/209	
Kuthe, Adam	215	WRLD HIST 6/Y/215		WRLD HIST 6/Y/2	ADVISORY 06/Y/215		WORLD HISTORY	WORLD HISTORY	
Seraydarian, Micha	216	MATH 07/Y/216	MATH 06/Y/216		ADVISORY 07/Y/2	MATH 06/Y/216	MATH 07/Y/216		
McClinton, Ta'ja	217	ENGLISH 6/ELD/Y	ENGLISH 6/ELD/Y	ENGLISH 7/ELD/Y	ADVISORY 06/Y/217			ENGLISH 7/ELD/Y/217	
Richoux, Gretchen	111/110			STDY SKL 6 L1/Y/	STDY SKL 6 L1/Y/	STDY SKL 7 L1/Y/111			
Dzib Cruz, Melanie	113 / Lib B	DE PLCHLDR	DE PLCHLDR 11/1	DE PLCHLDR 11/1	DE PLCHLDR 11/1/				
Parkinson, Connor	A1	INTGRD SCI 8/Y/A1		BIOLOGY P/Y/A1	ADVISORY(9)/Y/A	BIOLOGY P/Y/A1		INTGRD SCI 8/Y/A1	
Kelly, Kathleen	A3		WEB SOC MED		ADVISORY 08/Y/A	WEB SOC MED	WEB SOC MED	WEB SOC MED	
Allen, Christina	A4				STDY SKL 9 L1/Y/	ADVISORY(10)/Y/			
Filipek, Norell	A4				STDY SKL 9 L1/Y/A3				

		Senior Pathway	Junior Pathway	Sophomore Pathway					
Teacher:	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	
Ray, Stella	A5	x	CHEMISTRY P/Y/A5	AP ENV SCI/Y/A5	AP ENV SCI/Y/A5	ADVISORY(11)/Y/A5		CHEMISTRY P/Y/A5	
Gastelum, Briseida	A5/A2						READING	READING	
Novick, Emily	A6	CHEMISTRY P/Y/A6		AP ENV SCI/Y/A6	AP ENV SCI/Y/A6	ADVISORY(11)/Y/A6		CHEMISTRY P/Y/A6	
Cerna, Jasmin	A6						DE Async	DE Async	
Montenegro-Alarcon	CC 1						COLLEGE SEMINAR	SENIOR	
Espinoza, Citlali	CC 1 / P8						COLLEGE		
Rhodes, Cheyenne	CC2						COLLEGE SEMINAR	Y/	
Abugharbieh, Amb	CC2 / P5						COLLEGE SEMINAR	SENIOR	
Mendez, Yesenia	D11	x	ENG TUTORING/Y	LITERACY/Y/D11	ADVISORY 08/Y/D11		ENGLISH Enrich	Academic ELD 2/Y/D11	
Lee-Fletcher, Keny	D11 / P3	x				LIFE SKL 11 L1/Y/	STDY SKL 11 L1/Y/	STDY SKL 11 L1/Y/	
Werthmann, Jason	D24	x	ENGLISH 8/ELD/Y	ENGLISH 8/ELD/Y	ADVISORY(9)/Y/D24		ACAD LNG LIT 1/Y/	ACAD LNG LIT 1/Y/D24	
Aguilar Gonzalez, I	D25	x	WORLD HIST P/Y/	AMERICAN HIST	ADVISORY 08/Y/D	AMERICAN HIST	WORLD HIST P/Y/D25		
Carter, Sarah	D26		ALGEBRA 1 P/Y/D26	ALGEBRA 1 P/Y/D	ADVISORY 08/Y/D	MATH 8/Y/D26		MATH 8/Y/D26	
Broussard, Terrenc	Gym	PE/Y/Gym	PE 6-8/Y/Gym		ADVISORY(9)/Y/Sh 2B		PE 6-8/Y/Gym	PE/Y/Gym	
Duenas, Samuel	Gym	PE/Y/Gym		PE 6-8/Y/Gym	ADVISORY 06/Y/L	PE 6-8/Y/Gym	PE/Y/Gym		
Monim, Fatma	Gym	x	PE/Y/Gym	PE 6-8/Y/Gym	ADVISORY 08/Y/L	PE 6-8/Y/Gym		PE/Y/Gym	
King, Ali	Lib B	APEX/Y/P2	APEX/Y/P2			ADVISORY(12)/Y/	PATHWAY	PATHWAY	
Brassey, Dom	M1	x		AP CS PRINC	AP CS PRINC	ADVISORY(12)/Y/	CLG CTE AME	CLG CTE AME	
Wright, Steve	M2	x		AP CS PRINC	AP CS PRINC	ADVISORY(11)/Y/	CLG CTE CIS N/T/	CLG CTE CIS N/T/1/M2	
Brodkey, Maya	P10		Humanities 11	Humanities 11	Humanities 12	Humanities 12	ADVISORY(10)/Y/P10		
Martin, April	P10						DE Forensics	DE Forensics	
Sussman, Edie	P11		Humanities 11	Humanities 11	Humanities 12	Humanities 12	ADVISORY(12)/Y/P11		
Ducey, Brie	P11						DE College Success	DE College Success	
Reynolds, Paul	P12		Humanities 11	Humanities 11	Humanities 12	Humanities 12	ADVISORY(11)/Y/P12		
Jefferies, Lily	P2		GEOMETRY P/Y/P	GEOMETRY P/Y/P	ALGEBRA 2 P/Y/P	ALGEBRA 2 P/Y/P	ADVISORY(10)/Y/P2		
Maguire, Madison	P3		GEOMETRY P/Y/P	GEOMETRY P/Y/P	ALGEBRA 2 P/Y/P	ALGEBRA 2 P/Y/P	ADVISORY(11)/Y/P3		
Hancock, Lamar	P4	x		ETHNIC STDS P/Y/	ETHNIC STDS P/Y/	ADVISORY(12)/Y/	ETHNIC STDS P/Y/	ETHNIC STDS P/Y/P4	
Rozo Marsh, Becca	P5		Humanities 11	Humanities 11	Humanities 12	Humanities 12	ADVISORY(10)/Y/P5		
Sun, Justin	P6	x		STDY SKL 12 L1/Y/115			STDY SKL 912 L1/Y/		
Valles, Andrew	P6 / 115						STDY SKL 10 L1/Y/	STDY SKL 10 L1/Y/115	
Coffey, Jerica	P7		DE Oaktown Leaders	DE Oaktown Leaders			ADVISORY(12)/Y/ DE L2	DE L2	
Mansfield, Tracy	P8		ACAD LNG LIT 2/Y/	ACAD LNG LIT 2/Y/	ACAD LNG LIT 2/Y/	ACAD LNG LIT 2/Y/	ADVISORY(11)/Y/P8		

		Senior Pathway	Junior Pathway	Sophomore Pathway				
Teacher:	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Walker, Claudia	P9		FINANCE LITRCY/Y/P9			ADVISORY(12)/Y/I	DE Social Psych/S	Senior Seminar
Owens, Gary	Shop 2B					ADVISORY	PATHWAY	PATHWAY

	M/W	T/Th	M/W and T/Th			
Teacher:	Room	Period 1	Period 3	Period 6	Advisory	
Quintero	108			READING		
Cervano	109				STDY SKL 8 L1/Y/115	
Lecompte	109				STDY SKL 6 L1/Y/	
Robles	110	DE Spanish/Art		AP SPANISH	ADVISORY(11)/Y/110	
Powell	111			STDY SKL 7 L1/Y/	STDY SKL 7 L1/Y/	
Braithwaite	113	DE PLCHLDR 9/1/113		PATHWAY	ADVISORY(10)/Y/113	
Flood	115	ENG TUTORING/Y/115		LITERACY/Y/115	ADVISORY 06/Y/115	
Armijo	121	SOC SKL 10 L2/1/	MATH 9 L2/Y/122	HISTORY 9 L2/Y/1	SCIENCE 9 L2/Y/122	
Angel	122	ENG 6 L2/Y/122	PE ADPT 6 L2/Y/1	MATH 6 L2/Y/122	SCI 6 L2/Y/122	
Yiaueki	200		ACAD LITERACY/Y/200			
Cinfio	200			ENG TUTORING/Y/	ADVISORY 07/Y/200	
Meyer	201			LITERACY/Y/201	ADVISORY 07/Y/201	
Marquez Armenta	202		ENG TUTORING/Y/	ENG TUTORING/Y/	ADVISORY 06/Y/202	
Rose	203	WRLD HIST 6/Y/20	WRLD HIST 6/Y/20	WORLD HISTORY	ADVISORY 07/Y/203	
Corkery	204	ENGLISH 6/ELD/Y	ENGLISH 6/ELD/Y/204		ADVISORY 06/Y/204	
Carozza	205	MATH 07/Y/205		MATH 06/Y/205	ADVISORY 07/Y/205	
Ibarra	206		MAKER SPACE 6-	MAKER SPACE 6-	ADVISORY(9)/Y/206	
Dr. No.e	207			ART/Y/207	ADVISORY 06/Y/207	
Sawczuk	208	INTGRTD SCI 7/Y/208		INTGRTD SCI 6/Y/	ADVISORY 07/Y/208	
Carr	209	INTGRTD SCI 7/Y/	INTGRTD SCI 7/Y/209		ADVISORY 07/Y/209	
Kuthe	215	WRLD HIST 6/Y/2-	WRLD HIST 6/Y/2-	WORLD HISTORY	ADVISORY 06/Y/215	
Seraydarian	216	MATH 07/Y/216		MATH 07/Y/216	ADVISORY 07/Y/216	
McClinton	217	ENGLISH 6/ELD/Y	ENGLISH 7/ELD/Y/217		ADVISORY 06/Y/217	
Richoux	111/110			STDY SKL 6 L1/Y/	STDY SKL 6 L1/Y/	
Dzib Cruz	113 / Lib B	DE PLCHLDR	DE PLCHLDR 11/1/			
Parkinson	A1	INTGRTD SCI 8/Y/	BIOLOGY P/Y/A1		ADVISORY(9)/Y/A1	
Moore	A2	INTGRTD SCI 8/Y/	BIOLOGY P/Y/A2	INTGRTD SCI 8/Y/	ADVISORY(9)/Y/A2	
Kelly	A3			WEB SOC MED	ADVISORY 08/Y/A3	
Allen	A4				ADVISORY(10)/Y/	
Filipek	A4				STDY SKL 9 L1/Y/A3	

	M/W	T/Th	M/W and T/Th			
Teacher:	Room	Period 1	Period 3	Period 6	Advisory	
Ray	A5		AP ENV SCI/Y/A5		ADVISORY(11)/Y/A5	
Gastelum	A5/A2			READING		
Novick	A6	CHEMISTRY P/Y//	AP ENV SCI/Y/A6	CHEMISTRY P/Y//	ADVISORY(11)/Y/A6	
Cerna	A6			DE Async		
Montenegro-Alarcc	CC 1			COLLEGE SEMINAR/Y/		
Espinoza	CC 1 / P8			COLLEGE		
Rhodes	CC2			COLLEGE SEMINAR/Y/		
Abugharbieh	CC2 / P5			COLLEGE SEMINAR/Y/		
Mendez	D11		LITERACY/Y/D11	ENGLISH Enrich	ADVISORY 08/Y/D11	
Lee-Fletcher	D11 / P3			STDY SKL 11 L1/Y	LIFE SKL 11 L1/Y/	
Sanchez	D21	WORLD HIST P/Y/D21		WORLD HIST P/Y/	ADVISORY 08/Y/D21	
Deiwert	D22	MATH 8/Y/D22	ALGEBRA 1 P/Y/D22		ADVISORY(9)/Y/D22	
White	D23		ENGLISH 8/ELD/Y	ENGLISH 8/ELD/Y	ADVISORY 08/Y/D23	
Werthmann	D24		ENGLISH 8/ELD/Y	ACAD LNG LIT 1/	ADVISORY(9)/Y/D24	
Aguilar Gonzalez	D25		AMERICAN HIST	WORLD HIST P/Y/	ADVISORY 08/Y/D25	
Carter	D26	ALGEBRA 1 P/Y/D	ALGEBRA 1 P/Y/D26		ADVISORY 08/Y/D26	
Duenas	Gym	PE/Y/Gym	PE 6-8/Y/Gym	PE/Y/Gym	ADVISORY 06/Y/Lib B	
Monim	Gym		PE 6-8/Y/Gym		ADVISORY 08/Y/Lib B	
Broussard	Gym	PE/Y/Gym		PE 6-8/Y/Gym	ADVISORY(9)/Y/Sh 2B	
King	Lib B	APEX/Y/P2		PATHWAY	ADVISORY(12)/Y/Lib B	
Brassey	M1		AP CS PRINC	AP CS PRINC	ADVISORY(12)/Y/M1	
Wright	M2		AP CS PRINC	AP CS PRINC	ADVISORY(11)/Y/M2	
Brodkey	P10	ACAD LNG LIT3-	AMER GOVT P/1/P10		ADVISORY(10)/Y/P10	
Martin	P10			DE Forensics		
Sussman	P11	Humanities 11	Humanities 12		ADVISORY(12)/Y/P11	
Ducey	P11			DE College Success		
Reynolds	P12	Humanities 11	Humanities 12		ADVISORY(11)/Y/P12	
Jefferies	P2	GEOMETRY P/Y/F	ALGEBRA 2 P/Y/P2		ADVISORY(10)/Y/P2	
Maguire	P3	GEOMETRY P/Y/F	ALGEBRA 2 P/Y/P3		ADVISORY(11)/Y/P3	

	M/W	T/Th	M/W and T/Th			
Teacher:	Room	Period 1	Period 3	Period 6	Advisory	
Hancock	P4		ETHNIC STDS P/Y	ETHNIC STDS P/Y	ADVISORY(12)/Y/P4	
Rozo Marsh	P5	Humanities 11	Humanities 12		ADVISORY(10)/Y/P5	
Sun	P6					
Valles	P6 / 115			STDY SKL 10 L1/Y	STDY SKL 10 L1/Y/	
Coffey	P7	DE Oaktown Leaders		DE L2	ADVISORY(12)/Y/P7	
Mansfield	P8	ACAD LNG LIT 2/Y	ACAD LNG LIT 2/Y/P8		ADVISORY(11)/Y/P8	
Walker	P9			DE Social Psych/S	ADVISORY(12)/Y/P9	
Owens	Shop 2B			PATHWAY	ADVISORY	

	M/W	Both M/W and T/Th			
Teacher:	Room	Period 2	Period 4/5	Period 7	Advisory
White	D23	ACAD LNG LIT 1/Y/	ACAD LNG LIT 1/Y/D23		ADVISORY 08/Y/D23
Owens	Shop 2B			PATHWAY	ADVISORY
Allen	A4		STDY SKL 9 L1/Y/		ADVISORY(10)/Y/
Braithwaite	113	DE PLCHLDR 9/1/113		PATHWAY	ADVISORY(10)/Y/113
Brodkey	P10	US HISTORY P/Y/	AMER GOVT P/1/P10		ADVISORY(10)/Y/P10
Jefferies	P2	GEOMETRY P/Y/F	ALGEBRA 2 P/Y/P2		ADVISORY(10)/Y/P2
Rozo Marsh	P5	Humanities 11	Humanities 12		ADVISORY(10)/Y/P5
Robles	110	DE Spanish			ADVISORY(11)/Y/110
Ray	A5	CHEMISTRY P/Y//	AP ENV SCI/Y/A5	CHEMISTRY P/Y//	ADVISORY(11)/Y/A5
Novick	A6		AP ENV SCI/Y/A6		ADVISORY(11)/Y/A6
Wright	M2		AP CS PRINC	AP CS PRINC	ADVISORY(11)/Y/M2
Reynolds	P12	Humanities 11	Humanities 12		ADVISORY(11)/Y/P12
Maguire	P3	GEOMETRY P/Y/F	ALGEBRA 2 P/Y/P3		ADVISORY(11)/Y/P3
Mansfield	P8	ACAD LNG LIT 2/Y/	ACAD LNG LIT 2/Y/P8		ADVISORY(11)/Y/P8
King	Lib B	APEX/Y/P2		PATHWAY	ADVISORY(12)/Y/Lib B
Brassey	M1		AP CS PRINC	AP CS PRINC	ADVISORY(12)/Y/M1
Sussman	P11	Humanities 11	Humanities 12		ADVISORY(12)/Y/P11
Hancock	P4		ETHNIC STDS P/Y	ETHNIC STDS P/Y	ADVISORY(12)/Y/P4
Coffey	P7			DE L2	ADVISORY(12)/Y/P7
Walker	P9	FINANCE LITRCY/Y/P9			ADVISORY(12)/Y/P9
Sanchez	D21	AMERICAN HIST	AMERICAN HIST		ADVISORY 08/Y/D21
Aguilar Gonzalez	D25	WORLD HIST P/Y/	AMERICAN HIST		ADVISORY 08/Y/D25
Dr. No.e	207	ART/Y/207	ART/Y/207	ART/Y/207	ADVISORY 06/Y/207
Parkinson	A1		BIOLOGY P/Y/A1	INTGRD SCI 8/Y/	ADVISORY(9)/Y/A1
Moore	A2		BIOLOGY P/Y/A2		ADVISORY(9)/Y/A2
Marquez Armenta	202		ENG TUTORING/Y	ENG TUTORING/Y	ADVISORY 06/Y/202
Corkery	204		ENGLISH 7/ELD/Y	ENGLISH 7/ELD/Y	ADVISORY 06/Y/204
Yiaueki	200	English Enrich	English Enrich		
Lee-Fletcher	D11 / P3		LIFE SKL 11 L1/Y/	STDY SKL 11 L1/Y/	
Armijo	121	SOC SKL 10 L2/1/	LIFE SKL 9 L2/Y/122		

	M/W	Both M/W and T/Th				
Teacher:	Room	Period 2	Period 4/5	Period 7	Advisory	
Angel	122	HIST 6 L2/Y/122	LIFE SKLS 6 L2/Y/122			
Flood	115	ENG TUTORING/	LITERACY/Y/115		ADVISORY 06/Y/115	
Ibarra	206	MAKER SPACE 6-	MAKER SPACE 6-		ADVISORY(9)/Y/206	
Seraydarian	216	MATH 06/Y/216	MATH 06/Y/216		ADVISORY 07/Y/216	
Carter	D26		MATH 8/Y/D26	MATH 8/Y/D26	ADVISORY 08/Y/D26	
Duenas	Gym		PE 6-8/Y/Gym		ADVISORY 06/Y/Lib B	
Monim	Gym	PE/Y/Gym	PE 6-8/Y/Gym	PE/Y/Gym	ADVISORY 08/Y/Lib B	
Meyer	201	READING	READING	LITERACY/Y/201	ADVISORY 07/Y/201	
Quintero	108		READING			
Valles	P6 / 115		STDY SKL 10 L1/Y/			
Richoux	111/110		STDY SKL 7 L1/Y/111			
Cervano	109	STDY SKL 912	STDY SKL 8 L1/Y/115			
Sun	P6	STDY SKL 12 L1/Y/	STDY SKL 912 L1/Y/			
Kelly	A3	WEB SOC MED	WEB SOC MED	WEB SOC MED	ADVISORY 08/Y/A3	
Rose	203		WORLD HISTORY		ADVISORY 07/Y/203	
Kuthe	215			WORLD HISTORY	ADVISORY 06/Y/215	
McClinton	217	ENGLISH 6/ELD/Y/217		ENGLISH 7/ELD/Y	ADVISORY 06/Y/217	
Cinfio	200			ENG TUTORING/	ADVISORY 07/Y/200	
Carozza	205	MATH 07/Y/205		MATH 06/Y/205	ADVISORY 07/Y/205	
Sawczuk	208	INTGRTD SCI 7/Y/208		INTGRTD SCI 6/Y/	ADVISORY 07/Y/208	
Carr	209	INTGRTD SCI 6/Y/209		INTGRTD SCI 6/Y/	ADVISORY 07/Y/209	
Mendez	D11	ENG TUTORING/Y/D11		Academic ELD 2/Y	ADVISORY 08/Y/D11	
Deiwert	D22	ALGEBRA 1 P/Y/D22		MATH 8/Y/D22	ADVISORY(9)/Y/D22	
Werthmann	D24	ENGLISH 8/ELD/Y/D24		ACAD LNG LIT 1/	ADVISORY(9)/Y/D24	
Broussard	Gym	PE 6-8/Y/Gym		PE/Y/Gym	ADVISORY(9)/Y/Sh 2B	
Dzib Cruz	113 / Lib B	DE PLCHLDR 11/1/				
Lecompte	109					
Powell	111					
Filipek	A4					

	M/W	Both M/W and T/Th			
Teacher:	Room	Period 2	Period 4/5	Period 7	Advisory
Abugharbieh	CC2 / P5			COLLEGE SEMINAR/Y/	
Ducey	P11			DE College Success	
Espinoza	CC 1 / P8			COLLEGE SEMINAR/Y/	
Gastelum	A5/A2			READING	
Martin	P10			DE Forensics	
Montenegro-Alarcc	CC 1			COLLEGE SEMINAR/Y/	
Rhodes	CC2			COLLEGE SEMINAR/Y/	
Cerna	A6			DE Async	