

**MEASURE N COMMISSION**

1000 Broadway, Suite 680  
Oakland, CA 94607-4099



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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**Measure N - College & Career Readiness - Commission**

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# Memo

**To** Measure N Commission

**From** Matin Abdel-Qawi, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2022-2023 Measure N Education Improvement Plan and Assessment  
Services For: East Bay Innovation Academy

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**Action Requested and Recommendation** Presentation to and adoption by the Measure N – College and Career Readiness Commission of the Revised 2022-2023 Education Improvement Plan and Assessment for East Bay Innovation Academy as “Fully Approved” in an amount not to exceed \$481,525.00.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N

**Attachments**

- 2022-2023 Revised Measure N Education Improvement Plan
- 2022-2023 Measure N Education Improvement Plan Assessment

**2022-2023 MEASURE N BUDGET**

**School: EAST BAY INNOVATION ACADEMY**

*Effective July 1, 2022-June 30, 2023*

**REVISED 5/4/22**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
<b>Measure N</b>	\$481,525.00	\$481,525.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Hire a Director of College and Career Readiness, at .20 FTE (Salary): This position is responsible for collaborating with teachers/advisors to create and implement an expanded comprehensive support program for all 9th graders (est 100). This program will result in development of a personalized long-term college and career plan, that reflects each student's engagement with the program. The position will also collaborate with the Pathway and Work Based Learning Coordinators and teachers to ensure that all of our curriculum is designed in a way to integrate both the East Bay Innovation Academy Career Technical Education theme and UC A-G requirements (impact all students, est 280).	\$20,000.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	.20 FTE	Computer Science and Design Innovation
2	Hire a Work Based Learning Coordinator, at .30 FTE (Salary): Will support the equitable expansion of the Work Based Learning portion of our program and development of industry partnerships. He/she will be a part of East Bay Innovation Academy industry advisory board. He/she will collaborate with staff members and industry partners to integrate Work Based Learning into our year long Linked Learning program in Career Tech Ed courses, core courses, Personalized Learning Plan (PLP) conferences, and a dedicated weekly Work Based Learning time block. All students (est 280) will be served by the Work Based Learning continuum.	\$21,000.00	1100	Certificated Teacher	Work Based Learning Coordinator	.30 FTE	Computer Science and Design Innovation
3	Hire a Linked Learning Pathway Coordinator, at .4 FTE (Salary) (Increased funding for 22-23): Support the development of our Computer Science and Design Innovation themed pathway throughout all courses and school by raising awareness among all staff and students (est 280), collaborating with teachers to plan and implement pathway themed cross-curricular projects within core classes and our annual Capstone project, managing the pathway ambassador team, managing the work toward Silver and Gold certification, and partnering with the principal to ensure fidelity to Measure N Education Improvement Plan.	\$30,000.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	.40 FTE	Computer Science and Design Innovation

4	<p>Hire a CTE Teacher at 1 FTE: This role will be needed to teach the new Project Lead The Way courses, Computer Science Essentials and Cybersecurity which are two of our CTE Pathway Courses (CSDI 1 and CSDI Pathway Elective). This role will serve all 9th and 12th grade students in the pathway (est 120 students)</p> <p>This role would support our strategic goal 2) Engage more students in CTE courses by teaching class sections of CSDI 1 and a new Pathway relevant elective option for seniors (Cybersecurity).</p> <p>This role is new to EBIA as previously we distributed pathway courses around any FTE with an open slot in their schedule. Specific job duties include:</p> <ul style="list-style-type: none"> <li>- Plan and teach Computer Science Essentials (CSDI 1) and Cybersecurity (CSDI Elective Course) for 120 students</li> <li>- Collaborate with core academic teachers to develop and implement cross-curricular projects</li> <li>- Coordinate with Pathway Lead and Work-Based Learning Coordinator to strengthen and develop CSDI Pathway</li> </ul>	\$71,000.00	1100	Certificated Teacher		1 FTE	Computer Science and Design Innovation
5	<p>Hire an Internship Coordinator at .3 FTE: Planning to hire a part time consultant or stipend an existing staff member who will work closely with partners and student to support the expansion of equitable access to internships. His/her services will be available first to 12th graders (est 70), as an extension of the Work Based Learning continuum, and will focus on alleviating the access inequity for students without a personal network in the relevant field, and support with logistic challenges related to internships, such as transportation. The Internship Coordinator's efforts will build and support the WBL continuum which will reach all students 9-12 (est 280).</p>	\$21,000.00	1100	Certificated Teacher		0.3 FTE	Computer Science and Design Innovation
6	Benefit Costs for the salaried positions above	\$45,640.00	3000	STRS/med/etc			Computer Science and Design Innovation

7	<p>Work Based Learning Transportation: Transportation including AC Transit, BART and Bus Rentals to support a diverse group of students having access to internships and pathway aligned experiences. Students have cited transportation as a barrier to engaging in off-campus activities like internships or job shadows. Funds will help remove financial barriers of access for families; we will prioritize families with financial need. The rest will support all students to engage in these opportunities.</p> <p>This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$15,000.00	5220	Travel and Lodging			Computer Science and Design Innovation
8	<p>Internship Networking, Conferences, and Events Fees for staff participation in events that support a diverse group of students having access to internships and pathway aligned experiences. This expenditure would cover fees for participation and/or entry into these events.</p> <p>This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$1,500.00	5200	Travel and Conferences			Computer Science and Design Innovation
9	<p>Refreshments for Ignite Speaker Series: Refreshments for guest speakers visiting school to give Software/Systems Development industry-specific career talks. Ignite speaker talks will occur monthly and be attended by all students (est 280). Speakers will be selected to represent careers relevant to pathway but also selected to represent student community demographics.</p> <p>This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation
10	<p>Refreshments for Multi Panel Speaker Series Days This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280) (x2 during Intersession)</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation
11	<p>Refreshments for College Tours for each grade level. This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned college experiences to foster deeper engagement and will impact all students (280)</p>	\$500.00	4720	Other Food			Computer Science and Design Innovation

12	Bus Rentals for College Tours for each grade level. This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)	\$6,000.00	5810	Service			Computer Science and Design Innovation
13	Teacher Salary Stipends to develop Work-Based Learning curriculum in Advisory: This will be a stipended role to help expand our WBL continuum and allow for more continuity across the continuum. This role will fully develop the curriculum.  This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280). This expenditure will fund stipend only. Benefits will be paid through that FTE's role at EBIA.	\$2,500.00	1100	Teacher Stipend			Computer Science and Design Innovation
14	Contract with Linked Learning Coach - Consultant: EBIA will continue to engage with Linked Learning Pathway Coach, Patricia Clark, to seek guidance and implementation support of the 2022-23 plan and progress towards Linked Learning certification. Her insights will reach all students (est. 280) as her feedback and assistance remain central to the student and staff experience with the pathway.	\$15,000.00	5815	Consultants Instructional			Computer Science and Design Innovation
15	Contract with Design Innovation Coach - Consultant: Design Innovation Coach, Zach Powers, will support the growth of EBIA's Design Innovation Lab, help to build a network of pathway partners, and help engage partners in innovative cross curricular projects. This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum. His work will reach all students (280).	\$15,000.00	5815	Consultants Instructional			Computer Science and Design Innovation
16	High Tech High Deeper Learning PBL Conference: Staff sent to conference will be chosen to span all four grade levels to impact all students in the pathway (est 280). Budget Calculation: Conference registration for 4 (\$1050 *4 = \$4200) Round Trip flights from SFO to SAN for 4 (4 x \$850 = \$3400). 3 nights lodging for 4 (\$180/night * 3 nights * 4 staff = \$2160) = \$9760 total Total \$10,000 to include buffer for price fluctuations before time of purchase.	\$10,000.00	5863	Professional Development			Computer Science and Design Innovation
17	Refreshments for Measure N Retreats and Meetings. This expenditure will support school administrators and teachers in participating in on-site, pathway related meetings and planning time. Providing refreshments to encourage attendance and support participation in these meetings. This supports our strategic action of investing in professional development and will impact teachers at each grade level resulting in impacts for all pathway students (est 280).	\$600.00	4720	Other Food			Computer Science and Design Innovation

18	Professional Development on Linked Learning including Site Visits (ex. Porterville USD). This item will include participation fees and travel expenses for these professional development opportunities. This supports our strategic action of Investing in professional development and will impact teachers at each grade level resulting in impacts for all pathway students (est 280).	\$2,500.00	5863	Professional Development			Computer Science and Design Innovation
19	Project Lead the Way (PLTW) Professional Development: Training provided by PLTW for CTE teachers to ensure implementation of high-quality CTE curriculum.  This would support our strategic goal 2) Engage more students in CTE courses, and strategic action and "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.	\$9,600.00	5863	Professional Development			Computer Science and Design Innovation
20	Project Lead the Way Equipment - Durable - Initial, 1-time purchases of equipment for 4 Project Lead the Way Courses: Computer Science Principles, Computer Science Essentials, Cybersecurity and Computer Science A. All items recommended by Project Lead the Way with costs calculated based on selected courses and student numbers including: 40 CSW V5 Self Driving Vehicles 16 Vernier Go Direct CO2 Sensor 20 Vernier Go Direct Wireless Hand Dynamometer 16 Vernier Go Direct Wireless Light and Color Sensor 16 Vernier Go Direct Wireless Sound Sensor	\$35,148.00	4410	Classroom related furniture, equipment and supplies			Computer Science and Design Innovation
21	Project Lead the Way (PLTW) Equipment - Consumable - Recurring Supplies and Materials for 4 Project Lead the Way Courses: Computer Science Principles, Computer Science Essentials, Cybersecurity, and Computer Science A. All items recommended by PLTW with costs calculated based on selected courses and student numbers, including: 300 PLTW High School Computer Science Notebooks (for all students) 12 PLTW CSE 5x5 Grid Map Kit with IQ Plates and Red Cube Faces 4 PLTW CSE Status Indicators 20 Cyber Lockdown, CSP Custom Card Set with Rules and Scoresheets  PLTW Supply amounts shown are for maximum amounts potentially needed. Quantities and total cost may reduce pending more detailed quotes/confirmation from PLTW.	\$1,959.00	4300	Material and Supplies			Computer Science and Design Innovation

22	<p>Membership Fee for Project Lead the Way annual participation (required for all PLTW courses offered). Participation Fee includes access to all PLTW program features including, but not limited to, access to curriculum, access to PLTW Community allowing PLTW teachers to connect with one another, share ideas, and learn from their peers; assessments; unlimited required software licenses; teacher resources and learning opportunities; student recognition opportunities; reporting tools; and the PLTW Tech Support.</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$2,200.00	5300	Dues and Membership			Computer Science and Design Innovation
23	<p>Supplies and Materials for Maker Faires/Design Challenges: In the upcoming school year, we plan to support students to showcase their work. We aim to host a design challenge competition that will be just internal students, as well as one that invites schools in our Charter School Measure N community of practice to compete on an equity community problem focused design challenge that is pathway aligned. Similarly we also will host a makers fair for schools with Measure N pathways similar to ours so that students can showcase their hard work and learning. The goal of these events is to foster more engagement for students in our pathway by exposing them to the wider community engaging in pathways similar to ours. This will support our strategic actions of Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects. This would impact all students 9th - 12th (est 280).</p> <p>3 Events (2 Design Challenges and 1 Makers Fair)</p>	\$4,000.00	4300	Materials and Supplies			Computer Science and Design Innovation
24	<p>Design Lab Supplies and Equipment Below: The Design Innovation Lab coordinator will be responsible for developing a list of materials and equipment necessary to outfit the lab based on the Career Tech Education course curriculum needs. The lab and equipment will be available to students in the Computer Science and Design Innovation Capstone course (est 60) as well as the rest of the students through other course projects aligned with the pathway theme (est 280).</p>	-	-	-	-	-	-



25	<p>Laptop Computers - laptops designed to run several CS and Design programs (CAD, 3D printer software, etc.) \$1100 x 35=\$38,500</p> <p>These computers will be shared across all Pathway courses. They will be utilized for students to access the necessary programs that are industry standard.</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action (row 119) "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$38,500.00	4420	Computers			Computer Science and Design Innovation
26	<p>3D Printers (\$1200 x 3 = \$3,600 + taxes and fees)</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action (row 119) "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$4,000.00	4410	Classroom related furniture, equipment and supplies			Computer Science and Design Innovation
27	<p>Design Lab Supplies Consumable supplies for laser cutter, vinyl cutter, 3D printer etc. These supplies will allow students to create and implement their designs while working on projects in pathway courses.</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action (row 119) "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$3,000.00	4300	Materials and Supplies			Computer Science and Design Innovation
28	<p>Pi-Top Equipment for Computer Science and Design Innovation classes. pi-top [4] is a portable brain that can be clipped from project to project without needing to rebuild. It powers projects created with our Robotics Kit and Electronics Kit.pi-top [4] also works with a range of products such as Arduino or micro:bit. All students in the CSDI courses will get to use these to test out their code for specific projects. (25 x \$169.96=\$4,249)</p>	\$4,249.00	4410	Classroom related furniture, equipment and supplies			Computer Science and Design Innovation
29	<p>2023-24 Strategic Carryover: We would like to carryover a portion of the funds awarded to us from our probationary years. These funds will be used in fiscal year 2023-24 to support the purchase of needs identified at that time.</p>	\$101,029.00					

**School:** EAST BAY INNOVATION ACADEMY

**Pathway Name:** Computer Science & Design Innovation **REVISED 5/4/22**

**School Description**

EBIA seeks to transform high school learning by building on two basic principles. One, is that each student is unique - that their needs, strengths, interests, passions and sense of self are different for their peers and should be treated as such. We believe that these differences should be met and challenges through voice and choice in all aspects of education - the classes a student takes, the internships they participate in, the subject areas they can explore and on. Students will develop personalized learning plans aimed to disrupt the traditional educational models of tracking, academies and exclusion and instead support an inclusive, differentiated learning model for all students.

The second is that in order to support students with the college and career readiness skills necessary to be successful in a 21st century world, we need to provide students with learning experiences outside of the traditional walls of the classroom. A reciprocal relationship must exist between the community at large and the learning experience of students. By partnering with community businesses and organizations, by providing opportunities for travel and service learning, by giving students the space to explore their own entrepreneurial endeavors, we seek to break down the barriers that have traditionally existed between schools and the "real world" and provide our students with a holistic education that truly prepares them for college and beyond.

**School Mission and Vision**

EBIA upper school is a "Computer Science and Design Innovation" Linked Learning pathway which supports the school's overall mission "To prepare a diverse group of students, who reflect the Oakland community, to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world," EBIA integrates rigorous and relevant academic and technical learning to create an authentic project-based learning environment. EBIA fosters social and emotional skills students need to be leaders and changemakers as well as opportunities to extend learning through internships, field experiences and community-based practica. Students grow to be problem solvers and advocates who utilize computer science, technology, and the design process to create innovative solutions. When students leave EBIA, they are ready for college and career success and to be leaders in their communities.

**School Demographics**

	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	57.4%	42.6%	86.6%	33.6%	7.7%	7.7%	21.2%	90.9%	9.1%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	23.2%	1.0%	4.8%	29.7%	1.1%	1.0%	25.7%	13.6%	N/A
Target Student Population	Which student population will you focus on in order to reduce disparities?					Students with IEPs will be our focus for graduation. We notice that these students are generally over-represented in the group which is credit deficient and not on track to graduate.			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	n/a	83% (33/40) Graduated, 78% (31/40) Graduated with a regular diploma. 69% (31/45) reported as graduated with regular diploma to data-quest because of a calpads coding error	90.0%	97%	90.0%	Not Available	94.0%
Four-Year Cohort Dropout Rate	n/a	13% (5/40)	5.0%	0%	5.0%	Not Available	<1%
A-G Completion	95%	78%	90%	95%	87.0%	Not Available	90.0%
On Track to Graduate- 9th Grade	74%	74%	85%	N/A	90.0%	85.0%	90.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	100.0%	100.0%	100.0%	100.0%
Percentage of students who have passed dual enrollment courses with a C- or better	71%	N/A (71% of those enrolled in concurrent enrollment passed)	80%	Not applicable due to pandemic	25.0%	84.0%	90.0%
Percentage of students in Linked Learning pathways	40%	100%	100%	100.0%	100.0%	100.0%	100.0%

Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	n/a	54% (6/11) graduated, 45% (5/11) graduated with a regular diploma.		Not Available	80.0%	Not Available	100.0%
Four-Year Cohort Dropout Rate	n/a	36% (4/11)		Not Available	5.0%	Not Available	0.0%
A-G Completion	62%	45% (5/11)	85%	Not Available	70.0%	Not Available	85.0%
On Track to Graduate - 9th Grade	47%	63%	75%	85.0%	85.0%	66.0%	88.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	100.0%	100.0%	100.0%	100.0%
Percentage of students who have passed dual enrollment courses with a C- or better	100%	N/A	100%	N/A	25.0%	50.0%	85.0%
Percentage of students in Linked Learning pathways	40%	100%	100%	100.0%	100.0%	100.0%	100.0%

**ROOT CAUSE ANALYSIS**

Indicator	Strengths	Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	Root Cause Analysis <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	Though we haven't had a graduating class yet, more than 90% of our seniors are on track to graduate A-G ready. Of those who are graduating, all have applied to multiple colleges and acceptances rates are very high. 91% of seniors are on track to graduate A-G ready and CSU or UC eligible. Many students who needed to recover credits have participated in our credit recovery opportunities each trimester and are able to get back on track to graduate. These programs include Saturday School, using office hours to recover credits from a past trimester, student/family/advisor meetings each trimester, alerts when a student is in danger of not passing, COST (Collaboration of Services Team), and SST (Student Support Team) meetings.	Not all students see a connection between a career they might like to pursue and the HS diploma and/or postsecondary ed needed to access a quality entry level job.	The career and college planning process, and associated interventions, did not happen early enough and was not effective for all students.
Four-Year Cohort Dropout Rate	Only two students have dropped out in the last 4 years. Students who leave for relocation or otherwise have received support in the school transfer process and have all been placed into other schools or programs. We have a series of supports in place to ensure that we get ahead of students who are in danger of not earning enough credit for high school completion, including regular grade check ins, credit trackers, college and career readiness meetings, and career readiness inventories to link high school graduation with career success.	Students who are not on track to earn enough credits to graduate by 11th grade end up leaving EBIA. Majority go to other schools, however, two students (about 5% of the graduating class) who left never requested a transfer of records or shared contact information after leaving.	EBIA has not yet provided effective family engagement strategies for families of students who are at risk of dropping out (especially early on in 9th grade).

<p>A-G Completion</p>	<p>All courses offered at EBIA bear A-G credit. 85% of EBIA students are on track to graduate with A-G requirements met, eligible to apply to a CSU and/or UC four year institution upon graduation. In an effort to promote UC A-G requirements, graduation and UC requirements are hung up and placed around our campus. Between 30 and 40 colleges come each fall to meet with interested students, go over requirements for their school, and talk about how degrees from their institutions lead to particular vocations. Students all have an advisor that helps them stay on track and communicates with family.</p>	<p>15% of EBIA students are not on track for A-G completion</p>	<p>Although EBIA has strategies in place to help students succeed, they are not strategically targeted to help the highest need students, especially the highest need ninth graders.</p>
<p>On Track to Graduate - 9th Grade</p>	<p>17 9th graders who were in danger of failing tri 1 or 2 made use of Saturday School to get back on track to pass their courses. Many 9th graders have made use of our Office Hours Credit Recovery system to recover credit for a course. 60 out of 78 9th graders have a C or above average for trimesters 1 and 2. (77%)</p>	<p>9th grade passing rates still behind other grade levels: Currently about 74% of students at the 9th grade on track to complete in 4 years whereas other grade levels about 80% or higher on track. When looking at the targeted population, many of these students have IEPs, only 63% of the student population are on track to graduate in 4 years.</p> <p>Creating more opportunities for 9th graders to engage in academic content via different platforms - in class, work based opportunities; adequate support/staff for 9th graders to do check-ins in/out of the classroom</p>	<p>Because of the lack of an effective 9th grade-specific support program that integrates WBL and College/Career Planning, many 9th graders don't have a clear picture of what it takes to graduate, and may not have a clear picture of what they want to do after HS (and thus lack motivation and/or supports to pass classes needed graduate).</p>
<p>Percentage of students who participated in at least 1 Work-Based Learning activity</p>	<p>100% of students had at least 1 WBL experience this year. Every student participated in 1 or more innovator talks that focus on post-HS work opportunities in the tech field. Every student also did a career exploration and planned/implemented student led conferences that included a section for college and career planning. 100% of seniors and 70 of our 259 student (27%) participated in a 1-week internship during winter 2020 intersession. Every senior had the opportunity to do 3 workplace tours and a financial planning workshop during winter intersession. 2 students are completing year-long on-campus computer-repair-tech internships and 1 student is doing a long term robotics and tech internship off campus.</p>	<p>Creating enough work based learning opportunities, and providing equitable access to them is the largest challenge in this realm. EBIA has only started to create relationships with surrounding industry partners. The ones we do have are not sure how to set up an internship or what a job shadow would look like. Getting partners to dedicate their time and resources, when they are unsure of what the benefit for them or the students will be is hard. Also, getting reliable transportation for students is a huge challenge. The disparity in ability to participate in off-campus WBL is generally larger than on-campus activities.</p>	<p>EBIA does not yet have a systemic approach to WBL which is needed to ensure equitable access to an appropriate quantity of high quality WBL experiences.</p>

Percentage of students who have passed dual enrollment courses with a C- or better	71% of EBIA students who have completed dual enrollment courses have submitted transcripts with passing grades of C- or better. A growing number of students each semester opt to participate in dual enrollment courses in an increasing array of subjects. The main reasons for students to dual enroll are to get a year ahead in an academic subject/requirement, or to learn a new skill not offered at the high school.	The majority of EBIA students are not engaged in dual enrollment. Only 30% of our students currently access dual enrollment opportunities and these tend to be our most motivated students.	EBIA does not yet have a systemic approach to ensuring dual enrollment opportunities for all students. EBIA also lacks a proactive system of support for student success in dual enrollment courses. (Students currently enrolled in dual enrollment courses are "on their own.")
Percentage of students in Linked Learning pathways	100% of students participate in all 4 aspects of linked learning and many of those elements are built into the school model via our charter. All students engage in rigorous academics that are A-G aligned, take CTE courses, have comprehensive supports, and engage in WBL activities.	Currently only 75% of our students are on track to complete the full sequence of pathway CTE coursework by graduation.	EBIA has not yet clearly messaged to students and families what it means to be a Linked Learning pathway student. Currently, courses are not designed or advertised to students in a way that conveys the usefulness or engaging aspects of the content.

**PATHWAY QUALITY ASSESSMENT.**

<a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a>	Evidence of Strengths	Areas For Growth	Next Steps
<p><b>Rigorous Academics</b> (pages 3, 4, 5 of rubric)</p>	<p>all courses A-G approved. Graduation requirements ensure ALL students graduate UC competitive. research based curriculum - rigorous PBL And Blended learning. Critical thinking, problem solving, and production of products/services integrated into all classes. Design Thinking and technology woven into all classes. Strong PD program - weekly and as part of intersession (3 weeks per year). Feedback from observations and students Data (testing and student work) woven into PD. Leadership has become more distributed over time. Students regularly engage in, receive instruction in, and reflect on collaborative practices.</p> <p>We have adjusted how students are scheduled to allow for more "cohort" classes which are taken by an entire grade level and allow for more x-curricular work (for instance, all 9th graders take ELA 9 and Bio, all 12th graders take AP lit and gov/econ)</p>	<p>There are several course offerings for students at EBIA. All courses offer a rigorous academic curriculum which will allow students to take their education to the next level and/or apply the knowledge in future jobs/careers. In order for all students to be successful in these classes:</p> <ul style="list-style-type: none"> <li>- Increase support for students with IEPs and EL's to succeed in all classes by creating more credit-bearing support classes within a 7 period day.</li> <li>- Continue to increase structural and PD supports to implement more high quality x-curricular projects</li> <li>- Reduce unintended tracking and increase students on-track to graduate</li> <li>- Better integrate CTE sequence courses with our UC/CSU and graduation requirements</li> <li>- Providing more PD for PBL integration in classes for teachers</li> <li>- Aligning teachers on best practices that happen in different classes through observations</li> </ul>	<p>In order to improve our areas of growth, the following steps will be considered:</p> <ul style="list-style-type: none"> <li>-Include PD specific to CTE integration at start of year, and revisit regularly.</li> <li>-User staff meeting time to work with all teachers to integrate CS and design thinking more proactively into projects.</li> <li>-Create opportunity and support for CTE teachers and Measure N coordinator to collaborate with and support all teachers at the school.</li> <li>-Increase "cohort" scheduling (all freshman take Bio, ELA 9, World history and a CTE course)</li> <li>-Create more support classes and move AP options to later years of HS.</li> <li>-Increase the opportunities for teachers to observe other teachers in practice to allow for conversations of best practices to be had.</li> </ul>

<p style="text-align: center;"><b>CTE</b> (pages 3,4,5 of rubric)</p>	<p>4 year CTE pathway. 3 years of CS and 1 Art/Design course. Theme is based on student interest, regional workforce needs, teacher expertise, and post-secondary opportunities.</p> <p>The theme aligns to the central mission of the school. Many members of our school community are able to have input and be partners (by being on the Industry Advisory Board, participating in our WBL program, or being partners in CTE projects).</p> <p>The theme appeals to a broad diversity of students because CS and Design Innovation is just a set of tools that allows them to work on solve all kinds of problems they see around them.</p> <p>All teachers have a common planning time (CTE and Core) every week.</p>	<p>integrating theme into all core classes on a regular basis could be stronger. Right now most cross-curricular integration comes during capstone.</p> <p>Work on including more integration of industry partnerships into both CTE and core courses.</p> <p>Art and Design courses should include more tech-based and design thinking.</p> <p>Not all CTE theme courses are currently identified as CTE in college board.</p> <p>Not all students take the CTE pathway classes at the same time and not all courses are required for graduation.</p>	<p>Move to a 7 period schedule that allows students more opportunity to complete CTE coursework and eventually reframe graduation requirements to explicitly include CTE electives.</p> <p>Ensure all CTE courses are correctly identified with College Board.</p> <p>Update CS and Art/Design course curriculum, descriptions, and syllabi to more clearly align to CTE ICT standards. (do we want specifics here?).</p> <p>This will include a new capstone course (Design Innovation Lab) that more fully integrates CS and Design and will be designed to engage a wider range of students across all demographics.</p> <p>Include more opportunity for student voice to be heard on the kinds of projects they would like to see in CTE courses.</p>
<p style="text-align: center;"><b>WBL</b> (page 6 of rubric)</p>	<p>In Dec 2019, visiting committee shared feedback and EBIA self-identified this as a place that needed some of the most work.</p> <p>Since that time we have developed an industry advisory board that includes 6 members from higher Ed. and the tech industry. We have also begun to develop much stronger industry partnerships. We had industry partners participate in school wide innovator talks, workshops, school-based internships and workplace/lab tours.</p> <p>We also increased access for all students to these activities. 100% of seniors participated in school-based or outside internships. They also had an opportunity for a financial planning workshops and workplace tours.</p> <p>100% of student participated in at least 1 WBL activity, but most did more.</p>	<p>The fall self assessment and site visit revealed WBL as a major need for improvement. We have since taken many steps toward improvement. However, there is still plenty of space to grow. Those areas include:</p> <ul style="list-style-type: none"> <li>- Increasing the quantity, regularity, and integration of our industry partner interactions (through more innovator talks, expanded internship/job shadow/tour opportunities)</li> <li>- Create a more robust process to plan for career and college - start this earlier (9th grade) and connect it more directly to what is going on in CTE classes and WBL opportunities</li> <li>- Create opportunities for students to collaborate with Industry within the CTE capstone course</li> <li>- Integrating opportunities within each subject's curriculum to explore the jobs and opportunities that correlate with the skills/topics learned within that class</li> </ul>	<p>Create a "Measure N coordinator" position which will be responsible for managing the creation of a more robust WBL opportunity - they will be reaching out to partners, creating structures, develop WBL guidelines/resources for use all stakeholders, organizing, and implementing WBL plans. Will track and document participation, reflection, and work to constantly improve the system.</p> <p>Develop a CTE capstone "Design Innovation Lab" course that allows for more industry and higher ed partnership. We are in the process of hire/train a teacher to develop this course and partnerships.</p>

<p><b>Comprehensive Student Supports</b> (page 7 of rubric)</p>	<p>College Rep Visits, Student Led conferences; COST meetings for students demonstrating social/emotional and/ or academic concerns; SST meetings; weekly grade checks in; advisory course request counseling; social/emotional curriculum for all students in advisory; "student talk" weekly time during all-staff meetings to create, review, and update student-specific success plans; regular IEP and 504 meetings for students who qualify; student of the month celebrations each month; home visits for students with poor school attendance; mandatory college readiness meetings for 11th and 12th grade students; advisory time dedicated to college and career readiness</p>	<p>EBIA has a diverse group of students with a range of academic abilities. Some students come to us from other schools at 9th grade who are not familiar with our systems and who are multiple levels behind in math and/or English. Many students who struggle have IEPs. Additional academic support and personalized intervention is needed for these students to perform at or close to grade level.</p>	<p>Utilize the 7 period day to create additional sections of math and literacy intervention to ensure students in 9th have the supports that they need to remain on track during the school day. Additional supports through Saturday school (once per trimester), Office Hours, blended learning programs. ESY and summer credit recovery program.</p>
<p><b>Pathway Student Outcomes</b> (page 2 of rubric)</p>	<p>EBIA, as part of its core mission, works to recruit and support a diverse student body. Every student at EBIA upper school is in our Linked Learning Pathway. This year we have expanded our support of IEP students in the past year to include stand-alone support courses in math, ELA, and Academic Success.</p> <p>In terms of standardized tests scores, student scores in critical reading and writing for psat 9, psat 10/11, and SAT are more than twice the state average; math scores also exceed state averages. Over 90% of seniors on track to graduate and go to college.</p> <p>Each year we administer early and mid-year MAP-NWEA tests and the growth in EL, Latino and AA group is consistently above national averages. In the case of EL students, it averages twice the national average.</p> <p>We have a strong expected graduation rate for 2020 and very promising college acceptance rates (&gt;91%)</p>	<p>Students with IEPs are under-represented in our AP classes and though they are making growth in our MAP-NWEA testing, they are making less growth than other subgroups. Students with IEPs are also more likely to not be on track to graduate because of credit deficiency.</p>	<p>In order to better support students with IEPs, we will streamline the AP course offerings and increase CTE themed course enrollment and targeted support courses. We are also implementing a 7 period day to allow for those extra support classes to happen while keeping kids in A-G track courses. We will also increase career exposure links in classroom to increase relevance and engagement.</p>

**2020-2021: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
<p>1) Engage all students in high quality WBL continuum and ensure equitable access to a variety of WBL experiences.</p>	<p>Track engagement in variety of WBL activities and progression toward set metric by end of senior year (metrics are to be set by WBL coordinator). Increase the average number of high quality WBL experiences across all grade levels.</p>
<p>2) Engage more students in CTE courses so that 90% of graduating seniors complete CTE course sequence and are more fully prepared for college and career.</p>	<p>Increased awareness and interest in CTE course sequence Increased CTE course enrollment at all grade levels 90% of graduating seniors completing all CTE course requirements</p>

3) Implement effective 9th grade comprehensive support program which includes integration high quality WBL experiences and college/career plan which help student connect real world goal to their work at school and increase their success overall.	85% of 9th graders on-track to graduate Track student perceptions of relevance and connection between school success and long-term goals. Establish baseline and work to improve this metric over time. 100% of 9th graders complete a college and career plan. 100% of 9th graders participate in at least 3 high quality WBL experiences.
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**Strategic Actions**

<b>Strategic Actions</b> <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	<b>What evidence will you look for to know you are successful?</b>
Revise CTE pathway curriculum, course offerings, and increase student awareness of Linked Learning Pathway in order to increase enrollment in CTE pathway courses.	<ul style="list-style-type: none"> <li>- 90% of graduating seniors complete all parts of the CTE pathway</li> <li>- All CTE courses are approved for the CTE designation by UC Office of the President</li> <li>- Complete a revised course curriculum for Art and Design to focus more on design principles and Design Thinking.</li> <li>- Launch the new "Design Innovation Lab" course, based on UC Berkeley Jacobs Institute for Design Innovation</li> <li>- Add APCSA option for students who want to go deep into programming</li> </ul>
Create 2 new dedicated roles responsible for increase the quality of our Linked Learning Pathway, WBL Coordinator, and Pathway coordinator. These roles are assigned to teachers for part of their day.	<p>WBL Coordinator will:</p> <ul style="list-style-type: none"> <li>- Increase the number of industry partnerships</li> <li>- Increase the quantity and quality of WBL experiences across all grades</li> <li>- Increase equitable participation in a variety of WBL experiences</li> <li>- Increase integration of CTE theme in core courses and x-curricular projects</li> </ul> <p>Pathway Coordinator will:</p> <ul style="list-style-type: none"> <li>- Increase staff understanding of Linked Learning and CTE theme</li> <li>- Facilitate collaboration between CTE and core teachers</li> <li>- Support integration of CTE into all classes and implementation of x-curricular projects</li> <li>- Engage all staff in Linked Learning and CTE specific PD opportunities</li> </ul>
Create an expanded 9th grade Student Support program that includes WBL to increase connection between school and future plans.	<ul style="list-style-type: none"> <li>- Increased awareness of Linked Learning pathway and college/career requirements among 9th graders</li> <li>- All 9th graders have a long term college/career plan</li> <li>- All 9th graders engage in multiple high quality WBL activities</li> <li>- Increased percentage of 9th graders on-track to graduate (especially those with IEPs)</li> <li>- Prioritize at-risk 9th grade placement in math and ELA support classes</li> <li>- Increase cohort scheduling for grade 9 to allow for CTE themed x-curricular projects</li> </ul>

**Budget Expenditures**

**2020-2021 Budget**

<b>Budget Justification:</b> One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Salary - Director of College and Career Readiness: This position is responsible for collaborating with teachers/advisors to create and implement an expanded comprehensive support program for 9th graders. This program will include a long term college and career plan. The position will also collaborate with the Pathway Coordinator and teachers to ensure that all of our curriculum is designed in a way to integrate both the EBIA CTE theme and A-G requirements.	\$20,000.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	0.20	
Salary - Work Based Learning Coordinator : This role is new to EBIA and will be assigned to an existing staff member for a portion of their day. This person will support the equitable expansion of the WBL program and development of industry partnerships. They will be a part of EBIA's industry advisory board. They will collaborate with staff members and industry partners to integrate WBL into our year long Linked Learning program at the HS level in CTE courses, core courses, and a dedicated weekly WBL time block.	\$19,500.00	1100	Certificated Teacher	Measure N Coordinator (WBL)	0.30	



Salary - Linked Learning Pathway Coordinator: This role is new to EBIA and will be assigned to an existing staff member for a portion of their day. They will support the expansion of our CTE themed pathway throughout all courses by collaborating with teachers to plan and implement cross-curricular projects within core classes.	\$19,500.00	1100	Certificated Teacher	Measure N Coordinator (CTE)	0.30	
Salary - Design Innovation Lab Coordinator - This role is new to EBIA and will be assigned to a staff member for a portion of their day. The role will include managing the development of curriculum and materials for use in our new CTE sequence course (Design Innovation Lab) as well as helping other teachers make use of the space during x-curricular projects.	\$13,000.00	1100	Certificated Teacher		0.20	
Benefits for salaried positions mentioned above.	\$20,160.00	3000	STRS/med/etc.			
Design Innovation Lab Materials and Equipment: The Measure N coordinator along with CS and Design instructors will be responsible for developing a list of materials and equipment necessary to outfit the lab based on the curriculum needs. Examples of equipment and materials could include 3d printer, laser cutter, vinyl cutter, shop tools, hand tools, soldering station, embedded computing kits, computers for CAD design and operation of machinery mentioned above, and consumables used in these machines.	\$10,000.00	4410	Classroom related furniture, equipment and supplies			
Site Visits, Conferences, PD: The Measure N Coordinator will select appropriate experiences to engage all staff in professional learning with the goal of increasing integration of CTE and cross-curricular projects. This may include expenses for enrollment fees, travel, sub coverage, PD providers.	\$1,515.00	5863	Professional Development Activities			
Measure N Consultant: EBIA will continue to engage with a measure N consultant to support expanded implementation of the 20-21 plan.	\$5,000.00	5820	Consultant Non Instructional			
<b>2021-2022: YEAR TWO ANALYSIS</b>						
<b>Pathway Strategic Goals</b>						
<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?		What will you do different next year to continue to improve?			

<p>1) Engage all students in high quality Work Based Learning continuum and ensure equitable access to a variety of Work Based Learning experiences.</p>	<p>Designated staff with release time to coordinate Work Based Learning All Students participated in the follow: - Career exploration activities throughout the year and a deeper dive during Intersession using the Nepris online platform, which is designed to connect students directly to professionals in specific industries. - Job Shadow and Internship opportunity through Pilot-City - Monthly Innovator Ignite Talks (Industry-specific Job Talks and Group Informational Interviews) - In-class project partners and guest speakers - Career planning as part of the Personalized Learning Plan, which is completed twice a year and presented to parents and advisors. 9th graders began creation of a long-term career portfolio, which will continue to be worked on throughout their high school career. Upperclassmen had the opportunity to participate in: - Internships outside of EBIA Opportunities (partnered with Pi-top, City of Oakland, KQED) - On campus internship opportunities (Peer-Mentorship, Peer Tutoring) Majority of students surveys indicated that the activities seemed connected to our pathway (98%), and met the objective of providing opportunities to explore a variety of careers (80%). Industry partners who partner for job exploration indicate that students are engaged and asked good questions. Internships partners indicate they are happy with the work students are doing and are interested in continuing the partnership.</p>	<ul style="list-style-type: none"> <li>- Continue to develop and implement a structured 4 year Work Based Learning continuum based on models from site visits and the CA Dept Education work based learning toolkit.</li> <li>- All students start a career portfolio in 9th grade and build throughout high school, which is integrated into personalized learning plans.</li> <li>- Focus on specific Skills/knowledge each year: <ul style="list-style-type: none"> <li>- 9th - Awareness</li> <li>- 10th - Exploration</li> <li>- 11th - Preparation</li> <li>- 12th - Advanced preparation</li> </ul> </li> <li>- Increase direct interaction with industry partners (informational interviews, resume preparation, career fair, mentorship, project partnership, Internships).</li> <li>- Hire part-time Internship Coordinator to increase equitable access to internships</li> <li>- Provide transportation and logistical assistance to students participating in internships in order to lower boundaries to entry</li> </ul>
<p>2) Engage more students in CTE courses so that 90% of graduating seniors complete CTE course sequence and are more fully prepared for college and career. <b>REVISION: 100% of students engage in our Linked Learning Computer Science and Design Innovation pathway, which includes a 4 year course sequence, cohorting in all grade levels, comprehensive supports for college and career readiness, rigorous coursework, and a continuum of Work Based Learning.</b></p>	<ul style="list-style-type: none"> <li>- CTE sequence revised to emphasize connection and progression in building CS and Design Innovation Skills and aligned to the CTE standards.</li> <li>- ALL courses within CTE sequences are now A-G approved and include ICT Integration designation</li> <li>- Revised schedule so that all students can enroll in the full CTE course sequence</li> <li>- Expanded support class offerings to ensure students are fully prepared for college level coursework (ELD Support, ELA support, and Math Problem Solving, in addition to our existing SPED support classes)</li> </ul>	<ul style="list-style-type: none"> <li>- All students will be enrolled in their appropriate pathway CTE course (Computer Science and Design Innovation 1, 2, 3 and 12 grade advanced options)</li> <li>- Implement cross-curricular projects in all grade levels throughout the year due to increased cohorting.</li> <li>- Increase attention to vertical integration of skills across CTE courses because student will now take them in a consistent order.</li> <li>- Increased integration of pathway theme across all coursework - this is more feasible moving forward since each grade level has a specific course in the CTE sequence.</li> </ul>
<p>3) Implement effective 9th grade comprehensive support program which includes integration high quality Work Based Learning experiences and college/career plan which help student connect real world goal to their work at school and increase their success overall.</p>	<ul style="list-style-type: none"> <li>- 9th/10th grade advisory and intersession curriculum includes expanded career exploration and job shadow opportunities</li> <li>- Advisory classes in all grades include long term career planning</li> <li>- 9th graders have started their Long Term Career Portfolio and college plan</li> <li>- Created peer tutor and peer mentor programs to support 9th graders socially and academically.</li> </ul>	<ul style="list-style-type: none"> <li>- 9th grade dual enrollment for all student in COUN 207A - Career Exploration through Merritt College.</li> <li>-All 9th grade students enrolled in ELA 9, Bio, Comp. Sci. Design Innovation 1, World History, and Fitness to allow for expanded x-curricular projects that include ties to our pathway theme.</li> <li>- Target 9th grade for support by peer mentors, partner mentors, and peer tutor programs.</li> </ul>
<p><b>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</b></p>		
<p><b>2021-22 Strategic Actions</b> - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</p>	<p><b>What evidence will you look for to know you are successful?</b> - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</p>	

<p>Create Dual enrollment options through partnership with Peralta College. To include:</p> <ul style="list-style-type: none"> <li>- 9th grade career exploration</li> <li>- Advanced Computer Science and Design courses for grades 12 (and eventually 11 and 10)</li> </ul>	<p>All 9th grade students are enrolled in, and receive support for successfully completing, a dual enrollment career exploration course. 90% of 9th graders successfully complete the dual enrollment course.</p>
<p>Expand implementation of a structured 4 year Work Based Learning continuum.</p> <p><b>9th Grade = Awareness (Research)</b></p> <ul style="list-style-type: none"> <li>- Discuss and practice business etiquette</li> <li>- Practice collaboration skills and group presentations</li> <li>- Develop a portfolio that highlights inventory of careers and personal assessments.</li> </ul> <p><b>10th Grade = Exploration (Professionalism)</b></p> <ul style="list-style-type: none"> <li>- Develop a working resume</li> <li>- Learn how to network</li> <li>- Create a partnership with mentors</li> <li>- Participate in Job Shadows and College Exploration.</li> <li>- Add to portfolio resume and Mentor's and Student's Self summary</li> </ul> <p><b>11th Grade = Preparation (Training)</b></p> <ul style="list-style-type: none"> <li>- Practice interview skills and develop readiness for Internship opportunities.</li> <li>- Learn how to provide internship feedback and follow protocols</li> <li>- College and Career application preparation</li> <li>- Add to portfolio Interview Self Summary</li> </ul> <p><b>12th Grade = Advance Preparation (Experience)</b></p> <ul style="list-style-type: none"> <li>- Participate in internships</li> <li>- Participate in creating real world solutions to real world problems</li> <li>- Participate in advanced CSDI (Computer Science and Design Innovation) courses</li> <li>- Participate in a symposium to highlight internships</li> <li>- Add to portfolio Self Summary on their growth from 9th through 12th grade for a Senior Defense</li> </ul>	<p>All 9th Graders will create a career portfolio that will continue to be built throughout their high school career. Each year, the portfolio will reflect the focus on the Work Based Learning Continuum for that grade level.</p> <p>Every student participates in key events, experiences, and skills that increase their career preparedness and are aligned with the grade level continuum.</p> <p>100% of students have created a long term career portfolio</p> <p>Every grade uses their career portfolio as part of their Personalized Learning Plan meetings with their family.</p> <p>The work will culminate in a Senior Symposium, where seniors present their portfolio and future plans to staff, family, and industry partners. This will include a long term plan for both career and college options.</p>
<p>Add a part time or stipended internship coordinator role for the 21-22 school year.</p> <p>Continue to refine specific goals and work-plans for all coordinator roles (Work Based Learning, Pathway, and Design Innovation Lab)</p>	<p>Internship coordinator will begin the creation of a set of materials, processes, and cultivate partnerships with industry and community partners to increase equitable access to internships.</p> <p>All seniors will participate in the "senior practicum" which could include an internship or advanced studies in computer science or design, or other senior project.</p> <p>25-50% of graduating seniors have completed at least 1 internship</p> <p>Any student who would like to pursue an internship can access support to choose from a variety of internship options.</p> <p>Transportation and other logistical issues will be problem-solved and not stand in the way of students completing an internship.</p> <p>All coordinators will have clear goals and work plans for the 20-21 year and align with our strategic goals.</p>
<p>Launch a student ambassador team to further increase understanding and awareness of the revised pathway with all stakeholders.</p>	<p>Ambassador Team will:</p> <ul style="list-style-type: none"> <li>- create and implement a marketing and advocacy plan that will increase understanding and awareness among students, families, and industry partners</li> <li>- collaborate with staff in the planning and implementation of the 9th grade orientation</li> <li>- collaborate with the peer mentor and peer tutoring programs</li> </ul> <p>100% of students are aware of pathway theme and coursework requirements, and can identify specific elements of the pathway which have helped them become career-ready.</p> <p>100% of families exposed to pathway requirements</p>
<p>Implement monthly PD sessions for planning and executing cross-curricular projects between pathway and core academic courses.</p>	<p>All staff aware of the pathway theme, and understand the fundamentals of the design process and ways to integrate CS into their subject.</p> <p>At least 1 cross-curricular project per grade level per year.</p> <p>Regular integration of CSDI theme or principles into core classes.</p>
<p><b>Budget Analysis of 2020-2021 Measure N Budget</b></p>	

**Impact of 2020-2021 Budget Expenditures**

- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance learning had a minimal impact on our 20-21 budget expenditures.

We spent all the planned budget with the exception of a small amount of the money allocated to Conferences/PD/site visits. We did attend these events, but they were cheaper than expected because of the

Creating specific roles (Pathway, Work Based Learning, and Design Innovation Lab Coordinators) with dedicated time to support the development of our pathway, and address the challenges we had faced was the most effective use of resources. The allocation of resources to allow people the space and time to develop and clarify the pathway goals and outcomes, and then create or revise courses, materials, resources, events, and projects was what we needed to do in order for the work to become more shared across the staff and central to our mission.

**Budget Expenditures****2021-2022 Budget: Enabling Conditions Whole School****Budget Justification:**

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?
- How does the specific expenditure or service type support or is aligned to pathway development?
- How does this expenditure improve student engagement and how many students will be served?
- What need does this specific expenditure or service type address?

	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<b>Director of College and Career Readiness, at .20 FTE (Salary):</b> This position is responsible for collaborating with teachers/advisors to create and implement an expanded comprehensive support program for all 9th graders (est 100). This program will result in development of a personalized long-term college and career plan, that reflects each student's engagement with the program. The position will also collaborate with the Pathway and Work Based Learning Coordinators and teachers to ensure that all of our curriculum is designed in a way to integrate both the East Bay Innovation Academy Career Technical Education theme and UC A-G requirements (impact all students, est 280).	\$20,000.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	.20 FTE	Computer Science and Design Innovation
<b>Work Based Learning Coordinator, at .30 FTE (Salary):</b> Will support the equitable expansion of the Work Based Learning portion of our program and development of industry partnerships. He/she will be a part of East Bay Innovation Academy industry advisory board. He/she will collaborate with staff members and industry partners to integrate Work Based Learning into our year long Linked Learning program in Career Tech Ed courses, core courses, Personalized Learning Plan (PLP) conferences, and a dedicated weekly Work Based Learning time block. All students (est 280) will be served by the Work Based Learning continuum.	\$21,000.00	1100	Certificated Teacher	Work Based Learning Coordinator	.30 FTE	Computer Science and Design Innovation
<b>Linked Learning Pathway Coordinator, at .30 FTE (Salary):</b> Support the development of our Computer Science and Design Innovation themed pathway throughout all courses and school by raising awareness among all staff and students (est 280), collaborating with teachers to plan and implement pathway themed cross-curricular projects within core classes and our annual Capstone project, managing the pathway ambassador team, managing the work toward Silver and Gold certification, and partnering with the principal to ensure fidelity to Measure N Education Improvement Plan.	\$21,000.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	.30 FTE	Computer Science and Design Innovation
<b>Benefit Costs for the 4 salaried positions in Lines #88-91.</b>	\$17,360.00	3000	STRS/med/etc.			Computer Science and Design Innovation

<p><b>Design Innovation Lab Coordinator, (Stipend for existing staff):</b> The role will include managing the development of curriculum and materials for use in our new CTE sequence courses as well as helping other teachers make use of the space during x-curricular projects. This work will support all students (est 280) eventually (through course enrollment) and/or through other courses that would integrate the CTE components in project work that would prepare them with real-world connections for college and career.</p>	\$2,000.00	1100	Certificated Teacher	Design Innovation Lab Coordinator	Computer Science and Design Innovation
<p><b>Internship Coordinator - Stipend or Consultant (New item associated with the 2021-22 plan):</b> Planning to hire a part time consultant or stipend an existing staff member who will work closely with partners and student to support the expansion of equitable access to internships. His/her services will be available first to 12th graders (est 70), as an extension of the Work Based Learning continuum, and will focus on alleviating the access inequity for students without a personal network in the relevant field, and support with logistic challenges related to internships, such as transportation.</p>	\$10,000.00	5820	Consultant Non Instructional	Internship Coordinator	Computer Science and Design Innovation
<p><b>Linked Learning Pathway Coach - Consultant Contract:</b> EBIA will continue to engage with Linked Learning Pathway Coach, Patricia Clark, to seek guidance and implementation support of the 2021-22 plan and progress towards Linked Learning certification. Her insights will reach all students (est 280) as her feedback and assistance remain central to the student and staff experience with the pathway. <i>Note: This work will be partially funded through other sources.</i></p>	\$5,000.00	5820	Consultant Non Instructional	Linked Learning Pathway Coach	Computer Science and Design Innovation
<p><b>Design Innovation Coach - Consultant Contract (New item associated with the 2021-22 plan):</b> The current principal, Zach Powers, will be moving into the role of Design Innovation Coach. His role will be to support continuity and smooth the transition for new leadership. He will also support the growth of EBIA's Design Innovation Lab (Makerspace), help to build a network of pathway partners, and help engage partners in innovative cross curricular projects. His work will reach all students (280). <i>Note: This work will be partially funded through other sources.</i></p>	\$10,000.00	5820	Consultant Non Instructional	Design Innovation Coach	Computer Science and Design Innovation
<p><b>Design Innovation Lab Materials and Equipment:</b> The Design Innovation Lab coordinator will be responsible for developing a list of materials and equipment necessary to outfit the lab based on the Career Tech Education course curriculum needs. Examples of equipment and materials could include 3d printer, vinyl cutter, shop tools, hand tools, soldering station, embedded computing kits, computers for Computer Aided Design and operation of machinery mentioned above, and consumables used in these machines. The lab and equipment will be available to students in the Computer Science and Design Innovation Capstone course (est 60) as well as the rest of the students through other course projects aligned with the pathway theme (est 250). <i>NOTE: We plan to supplement this amount with money and materials gathered through donors and industry partners. Goal of raising \$30,000</i></p>	\$5,000.00	4410	Classroom related furniture, equipment and supplies		Computer Science and Design Innovation
<p><b>Site Visits, Conferences, other professional development activities for Linked Learning Pathway Team and broader EBIA team:</b> The pathway coordinator will select appropriate experiences to engage all staff in professional learning with the goal of increasing integration of CTE and cross-curricular projects. This may include expenses for enrollment fees, travel, sub coverage, and Professional Development providers. Impact of such professional learning would reach all students (est 280).</p>	\$1,500.00	5863	Professional Development Activities		Computer Science and Design Innovation

<p><b>Nepri Platform - Nepri is an online platform that connects students with industry professionals, a key part of our WBL continuum.</b></p> <p>By purchasing a site licence, all students grade 9-12 have access (est 280). Students will attend monthly "Innovator Ignite talks" with guest speakers aligned to our pathway focus that are sourced through Nepri. Teachers will connect with industry professionals related to our pathway and engage them as project partners. Advisors will have students attend WBL industry chats and explore videos that explore a variety of careers. Connecting students to professionals in meaningful ways throughout our classes and advisory will help students see the connection between what they are doing at school and future careers, which will increase engagement. WBL was a large focus of improvement identified last year and this platform allows us to provide access to a large group of professionals and a variety of activities that focus on career awareness and exploration.</p>	\$3,000.00	4320	Education Software			Computer Science and Design Innovation
<p><b>Student Internship Transportation (New item associated with the 2021-22 plan):</b></p> <p>To support a more diverse group of students having access to internships. In the past, students have cited transportation as a barrier to engaging in off-campus activities like internships. Funds will be used to fund transportation costs for student engaging in internships. Priority will go to families with financial need.</p>	\$165.00	5220	Travel			Computer Science and Design Innovation

**2022-2023: YEAR THREE ANALYSIS**

<b>Pathway Strategic Goals</b>		
<i>Pathway Quality Strategic 3 Year Goals</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do differently next year to continue to improve?
<p>1) Engage all students in high quality WBL continuum and ensure equitable access to a variety of WBL experiences.</p>	<ul style="list-style-type: none"> <li>-Integrated WBL experiences into Intercession for all students (Offered 1-2 sessions per day during Intercession that revolved around WBL experiences)</li> <li>-Utilized Nepri as an online platform to provide students access to WBL experiences through Industry Chats and Video Library of different talks about different career paths</li> <li>-Created a database of WBL Partners so that all students have access to opportunities</li> <li>-Integrated guest speakers in classes to provide WBL experiences with regards to the topics in class</li> <li>-Implemented the role of Internship Coordinator to help coordinate internship experiences for all students (Pi-top, Genesys, creating a list of partners)</li> <li>-Continued to develop and implement a structured 4 year WBL continuum</li> <li>-Continued having 9th grade students build a career portfolio</li> </ul> <p>Success</p> <ul style="list-style-type: none"> <li>-Student reflections on WBL experiences from Intercession</li> <li>-Growing list of partnerships for WBL experiences due to the hiring of the Internship Coordinator</li> <li>-Every student has participated in one of the key experiences: guest speakers, career search in the video library on Nepri</li> </ul>	<ul style="list-style-type: none"> <li>- WBL Continuum Training for all staff members</li> <li>- Create a month to month scope and sequence of activities and events for each grade level. To include advisory lessons, industry talks, field trips, and other opportunities to engage.</li> <li>- Work with Industry Advisory Board to create more opportunities for the community to work with students and provide more WBL opportunities</li> <li>-Continue working on the development of student portfolios</li> <li>-Increase opportunities for students to participate in college and career fairs</li> <li>-Increase mentorship opportunities for students in both work place and academics</li> </ul>

<p>2) Engage more students in CTE courses so that 90% of graduating seniors complete CTE course sequence and are more fully prepared for college and career.</p>	<p>-All students enrolled in their appropriate pathway CTE course (Computer Science and Design Innovation 1, 2, 3, Senior Seminar)          - All CTE courses A-G approved or currently submitted for approval</p> <p>-Cohorted CTE and Academic Courses at all grade levels</p> <p>-Implemented cross-curricular projects in all grade levels.          -PBL Leadership PD for CTE and core academic teachers on 10th grade team</p> <p>-Established vertical integration of skills across CTE courses          -All students progress through CTE courses in established order, with vertically aligned skills defined.</p>	<p>- Strengthen grade level cohorts by establishing designated, consistent cross-curricular planning time between CTE and core academic courses. Use this planning time to develop cross-curricular projects as well as increase integration of pathway theme across all coursework.</p> <p>-Expand partnership with Peralta College to offer advanced CS and design courses to additional grade levels.</p>
<p>3) Implement effective 9th grade comprehensive support program which includes integration of high quality WBL experiences and college/career plan which help student connect real world goal to their work at school and increase their success overall.</p>	<p>- partnered with Peralta colleges and offering 9th grade students intro college courses          -worked with College and Career Readiness Department to offer classes focusing on SAT prep, essay writing, time management, etc.          - Added paper tutors          - Intersession WBL experiences</p>	<p>-Develop more in house support programs to integrate into the 9th grade Advisory/WBL continuum lessons to help students connect real world goals to their work in the classroom          -Include more intro level college courses through Peralta Colleges that would give 9th graders more college and career readiness skills          -Increase the number of industry chats and guest speakers for 9th Grade students to see the applications of the work in the classroom to the real world goals</p>
<p><b>Pathway Strategic Actions</b></p>		
<p><i>2021-2022 Strategic Actions</i></p>	<p><b>Impact of 2021-22 Strategic Actions</b>  <i>- Which strategic actions were most effective in helping you meet your goals? Why?</i>  <i>- Which strategic action did not work as effectively as you would have liked? Why?</i></p>	
<p><b>Create Dual enrollment options through partnership with Peralta College.</b> To include:          - 9th grade career exploration          - Advanced Computer Science and Design courses for grades 12 (and eventually 11 and 10)</p>	<p><b>Most Effective</b>          This year we were able to increase some support for 9th grade career exploration. We added a career focused course on site from Peralta which aimed to teach 9th graders interview and resume skills as well as other important career focused soft skills. Furthermore, with our DCAC partnership with Cal Berkeley, our Fellow planned college and career exploration workshops for 9th graders on Mondays during our independent learning time. These workshops are geared towards creating career goals for students to help tailor their 4 year plan towards their interest. We also purchased the Naviance platform which we will utilize the career exploration modules with 9th graders.</p> <p><b>Not as Effective</b>          While the college class was a great launch, the Peralta structure for delivery of instruction during the pandemic was not ideal for 9th graders. During the planning phase for this course with Peralta, it was set up in a very different structure with 2 instructors over two sections. Given the availability of Peralta instructors it was collapsed into 1 giant section and all virtual. The lessons were delivered virtually and the course itself was not engaging in the way we had hoped due to some issues with the instructor. Our hope is that we will have a different instructor and one on site that will be able to work with the students.</p>	

<p>Expand implementation of a structured 4 year Work Based Learning continuum.</p> <p><b>9th Grade = Awareness (Research)</b></p> <ul style="list-style-type: none"> <li>- Discuss and practice business etiquette</li> <li>- Practice collaboration skills and group presentations</li> <li>- Develop a portfolio that highlights inventory of careers and personal assessments.</li> </ul> <p><b>10th Grade = Exploration (Professionalism)</b></p> <ul style="list-style-type: none"> <li>- Develop a working resume</li> <li>- Learn how to network</li> <li>- Create a partnership with mentors</li> <li>- Participate in Job Shadows and College Exploration.</li> <li>- Add to portfolio resume and Mentor's and Student's Self summary</li> </ul> <p><b>11th Grade = Preparation (Training)</b></p> <ul style="list-style-type: none"> <li>- Practice interview skills and develop readiness for Internship opportunities.</li> <li>- Learn how to provide internship feedback and follow protocols</li> <li>- College and Career application preparation</li> <li>- Add to portfolio Interview Self Summary</li> </ul> <p><b>12th Grade = Advance Preparation (Experience)</b></p> <ul style="list-style-type: none"> <li>- Participate in internships</li> <li>- Participate in creating real world solutions to real world problems</li> <li>- Participate in advanced CSDI (Computer Science and Design Innovation) courses</li> <li>- Participate in a symposium to highlight internships</li> <li>- Add to portfolio Self Summary on their growth from 9th through 12th grade for a Senior Defense</li> </ul>	<p>The strategic actions were most effective in helping meet our goals were:</p> <ul style="list-style-type: none"> <li>-dedicated meeting time for Measure N/Linked Learning Team</li> <li>-dedicated time for WBL built into the bell schedule</li> <li>-dedicated time for teachers to meet and collaborate together during PLC</li> </ul> <p>This has been effective because it allows for staff to discuss and become more familiar with the WBL continuum and plan future projects and guest speakers for their classes.</p> <p>The strategic action that did not work as effectively were:</p> <ul style="list-style-type: none"> <li>-Internship and placement of all students during this time was difficult. We were able to provide internship opportunities through career exploration and industry chats but we were not able to place all students in an internship at various companies that give more hands on work based learning experiences.</li> </ul>
<p>Add a part time or stipended internship coordinator role for the 21-22 school year.</p> <p>Continue to refine specific goals and work-plans for all coordinator roles (Work Based Learning, Pathway, and Design Innovation Lab)</p>	<p>Having a dedicated internship coordinator helped expand our school-organized internships in the 21-22 year from past years. Because of the coordinator intentionally targeted organizations which are aligned to our pathway, internships were also more focused on Computer Science and Design Innovation.</p> <p>While having a stipended internship coordinator was a huge benefit, our 21-22 budget limited us to a small stipended position which did not allow for full implementation of the role. We are excited to further expand this role in the 22-23 school year.</p>
<p>Launch a student ambassador team to further increase understanding and awareness of the revised pathway with all stakeholders.</p>	<p>Our student ambassador team was recruited and participated in 1 event.</p> <p>We met our goals of having all students aware of the pathway and it's specific elements.</p> <p>We are looking forward to further expanding this teams reach over the next year.</p>
<p>Implement monthly PD sessions for planning and executing cross-curricular projects between pathway and core academic courses.</p>	<p>All stakeholders have significantly benefited from having designated PLC time where teachers can plan cross-curricular projects, connect around how to best support students, and determine how to best integrate our pathway theme.</p>
<p><b>For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below</b></p>	
<p><b>2022-2023 Strategic Actions</b></p> <ul style="list-style-type: none"> <li>- What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?</li> </ul>	<p><b>What evidence will you look for to know you are successful?</b></p> <ul style="list-style-type: none"> <li>- How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?</li> </ul>



<p>Accelerate the expanded implementation of a structured 4 year Work Based Learning continuum by significantly expanding WBL budget expenditures.</p> <p><b><u>9th Grade = Awareness (Research)</u></b></p> <ul style="list-style-type: none"> <li>- Discuss and practice business etiquette</li> <li>- Practice collaboration skills and group presentations</li> <li>- Develop a portfolio that highlights inventory of careers and personal assessments.</li> <li>- Dual Enrollment- Career Exploration</li> </ul> <p><b><u>10th Grade = Exploration (Professionalism)</u></b></p> <ul style="list-style-type: none"> <li>- Develop a working resume</li> <li>- Learn how to network</li> <li>- Create a partnership with mentors</li> <li>- Participate in Job Shadows and College Exploration.</li> <li>- Add to portfolio resume and Mentor's and Student's Self summary</li> </ul> <p><b><u>11th Grade = Preparation (Training)</u></b></p> <ul style="list-style-type: none"> <li>- Practice interview skills and develop readiness for Internship opportunities.</li> <li>- Learn how to provide internship feedback and follow protocols</li> <li>- College and Career application preparation</li> <li>- Add to portfolio Interview Self Summary</li> </ul> <p><b><u>12th Grade = Advance Preparation (Experience)</u></b></p> <ul style="list-style-type: none"> <li>- Participate in internships</li> <li>- Participate in creating real world solutions to real world problems</li> <li>- Participate in advanced CSDI (Computer Science and Design Innovation) courses and/or Dual Enrollment</li> <li>- Participate in a symposium to highlight internships</li> <li>- Add to portfolio Self Summary on their growth from 9th through 12th grade for a Senior Defense</li> </ul>	<ul style="list-style-type: none"> <li>-Implementing a set curriculum/course that is embedded within our LMS so that the scope and sequence of activities is accessible to all students</li> <li>-Providing all teachers with WBL continuum training to allow for consistency across grade levels with implementation</li> <li>-Increasing the Dual Enrollment course offerings</li> </ul> <p>Success Indicators:</p> <ul style="list-style-type: none"> <li>-Portfolio exhibition at each grade level</li> <li>-Student and staff reflection on the curriculum and the continuum</li> </ul>
<p>Expand internship coordinator role for the 22-23 school year. Continue to refine specific goals and work-plans for all coordinator roles (Work Based Learning, Pathway, and Design Innovation Lab).</p>	<p>Internship coordinator will be an expanded role in the 22-23 school year. We plan to make this into a stand-alone role, rather than a stipended one. We have learned that making this a stipended role, which a teacher does on top of other work, is not the most effective solution because they don't have the time or flexibility needed to connect effectively with outside organizations.</p> <p>Success Indicators:</p> <p>Internship coordinator will continue the creation of a set of materials, processes, and cultivate partnerships with industry and community partners to increase equitable access to internships.</p> <p>All seniors will participate in the "senior practicum" which could include an internship or advanced studies in computer science or design, or other senior project.</p> <p>25-50% of graduating seniors have completed at least 1 internship</p> <p>Any student who would like to pursue an internship can access support to choose from a variety of internship options.</p> <p>Transportation and other logistical issues will be problem-solved and not stand in the way of students completing an internship.</p> <p>All coordinators will have clear goals and work plans for the 20-21 year and align with our strategic goals. "</p>
<p>Expand out student ambassador team to further increase understanding and awareness of the revised pathway with all stakeholders.</p>	<p>Success Indicators:</p> <ul style="list-style-type: none"> <li>- create and implement a marketing and advocacy plan that will increase understanding and awareness among students, families, and industry partners</li> <li>- collaborate with staff in the planning and implementation of the 9th grade orientation</li> <li>- collaborate with the peer mentor and peer tutoring programs</li> </ul> <p>100% of students are aware of pathway theme and coursework requirements, and can identify specific elements of the pathway which have helped them become career-ready.</p> <p>100% of families exposed to pathway requirements</p>

<p>Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects - to include:</p> <ul style="list-style-type: none"> <li>- Design Innovation Lab equipment and tools</li> <li>- Industry-level computers and software</li> <li>- Online resources and tools</li> <li>- Physical space, storage, work-stations</li> </ul>	<p>Success Indicators:</p> <ul style="list-style-type: none"> <li>- All students have access to industry-standard computers, software, hardware and tools</li> <li>- CTE Courses utilize the Design Innovation Lab to implement theme-aligned projects that incorporate community and industry partners</li> <li>- Students utilize the improved infrastructure to complete cross-curricular projects.</li> </ul>
<p>Invest in professional development:</p> <ul style="list-style-type: none"> <li>-developing the staff's capacity in the realm of equitable instruction to improve outcomes within our target populations</li> <li>-PBL Cross-Curricular Project Development</li> </ul>	<p>Success Indicators:</p> <ul style="list-style-type: none"> <li>- All staff attend</li> <li>- Staff survey shows increased awareness and improved skill set in equitable instruction</li> <li>- At least 1 cross-curricular project per grade level</li> <li>- PLC meetings occur weekly</li> </ul> <p>Considered Adaptations:</p> <ul style="list-style-type: none"> <li>- Increase length and frequency of cohort planning time.</li> <li>-Expand frequency and duration of PD and PLC sessions for planning and executing cross-curricular projects between pathway and core academic courses.</li> <li>-10th grade team who attended High Tech High PBL Leadership professional development to take lead on establishing structure and best practices for creating and executing cross-curricular projects.</li> </ul>

**Budget Analysis of 2021-2022 Measure N Budget**

**Impact of 2021-2022 Budget Expenditures**  
*- What did you find was the most effective use of resources towards your goals and strategic actions and why?*

- Adding dedicated positions to carry out the planning and execution of the pathway.
- Adding Internship coordinator to source internship opportunities that serve all students and not a select few. Building out infrastructure to launch in person internships in the 22-23SY and source available virtual internships during the 21-22 SY.
- Adding the Design Innovation Coach helped support a new principal and allowed us to keep continuity that ultimately allowed us to continue to grow our program and exit probationary status.

Continuing to fund coordinator roles (Work Based Learning and Pathway Coordinators)

- Allowed for the continued expansion of our WBL continuum
- Partnered with admin and coaches to achieve Linked Learning Alliance Silver Certification status
- Helped the staff grow their capacity to plan cross-curricular CTE-aligned projects and raise awareness of buy-in for the pathway with students and families.
- Launch our Pathway Ambassador program

**2022-2023 Budget Expenditures**

**2022-2023 Budget: Enabling Conditions Whole School**

<p><b>BUDGET JUSTIFICATION</b>            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 <a href="#">EIP Instructions</a>.</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 and support your 2022-23 pathway goals/strategic actions?</p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p><b>Hire a Director of College and Career Readiness, at .20 FTE (Salary):</b>            This position is responsible for collaborating with teachers/advisors to create and implement an expanded comprehensive support program for all 9th graders (est 100). This program will result in development of a personalized long-term college and career plan, that reflects each student's engagement with the program. The position will also collaborate with the Pathway and Work Based Learning Coordinators and teachers to ensure that all of our curriculum is designed in a way to integrate both the East Bay Innovation Academy Career Technical Education theme and UC A-G requirements (impact all students, est 280).</p>	\$20,000.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	.20 FTE	Computer Science and Design Innovation

<p><b>Hire a Work Based Learning Coordinator, at .30 FTE (Salary):</b> Will support the equitable expansion of the Work Based Learning portion of our program and development of industry partnerships. He/she will be a part of East Bay Innovation Academy industry advisory board. He/she will collaborate with staff members and industry partners to integrate Work Based Learning into our year long Linked Learning program in Career Tech Ed courses, core courses, Personalized Learning Plan (PLP) conferences, and a dedicated weekly Work Based Learning time block. All students (est 280) will be served by the Work Based Learning continuum.</p>	\$21,000.00	1100	Certificated Teacher	Work Based Learning Coordinator	.30 FTE	Computer Science and Design Innovation
<p><b>Hire a Linked Learning Pathway Coordinator, at .4 FTE (Salary) (Increased funding for 22-23):</b> Support the development of our Computer Science and Design Innovation themed pathway throughout all courses and school by raising awareness among all staff and students (est 280), collaborating with teachers to plan and implement pathway themed cross-curricular projects within core classes and our annual Capstone project, managing the pathway ambassador team, managing the work toward Silver and Gold certification, and partnering with the principal to ensure fidelity to Measure N Education Improvement Plan.</p>	\$30,000.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	.40 FTE	Computer Science and Design Innovation
<p><b>Hire a CTE Teacher at 1 FTE:</b> This role will be needed to teach the new Project Lead The Way courses, Computer Science Essentials and Cybersecurity which are two of our CTE Pathway Courses (CSDI 1 and CSDI Pathway Elective). This role will serve all 9th and 12th grade students in the pathway (est 120 students) This role would support our strategic goal 2) Engage more students in CTE courses by teaching class sections of CSDI 1 and a new Pathway relevant elective option for seniors (Cybersecurity).</p> <p>This role is new to EBIA as previously we distributed pathway courses around any FTE with an open slot in their schedule. Specific job duties include:</p> <ul style="list-style-type: none"> <li>- Plan and teach Computer Science Essentials (CSDI 1) and Cybersecurity (CSDI Elective Course) for 120 students</li> <li>- Collaborate with core academic teachers to develop and implement cross-curricular projects</li> <li>- Coordinate with Pathway Lead and Work-Based Learning Coordinator to strengthen and develop CSDI Pathway</li> </ul>	\$71,000.00	1100	Certificated Teacher		1 FTE	Computer Science and Design Innovation
<p><b>Hire an Internship Coordinator at .3 FTE:</b> Planning to hire a part time consultant or stipend an existing staff member who will work closely with partners and student to support the expansion of equitable access to internships. His/her services will be available first to 12th graders (est 70), as an extension of the Work Based Learning continuum, and will focus on alleviating the access inequity for students without a personal network in the relevant field, and support with logistic challenges related to internships, such as transportation. The Internship Coordinator's efforts will build and support the WBL continuum which will reach all students 9-12 (est 280).</p>	\$21,000.00	1100	Certificated Teacher		0.3 FTE	Computer Science and Design Innovation
<p><b>Benefit Costs for the salaried positions above</b></p>	\$45,640.00	3000	STRS/med/etc.			Computer Science and Design Innovation

<p><b>Work Based Learning Transportation:</b> Transportation including AC Transit, BART and Bus Rentals to support a diverse group of students having access to internships and pathway aligned experiences. Students have cited transportation as a barrier to engaging in off-campus activities like internships or job shadows. Funds will help remove financial barriers of access for families; we will prioritize families with financial need. The rest will support all students to engage in these opportunities.</p> <p>This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$15,000.00	5220	Travel and Lodging			Computer Science and Design Innovation
<p><b>Internship Networking, Conferences, and Events Fees</b> for staff participation in events that support a diverse group of students having access to internships and pathway aligned experiences. This expenditure would cover fees for participation and/or entry into these events.</p> <p>This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$1,500.00	5200	Travel and Conferences			Computer Science and Design Innovation
<p><b>Refreshments for Ignite Speaker Series:</b> Refreshments for guest speakers visiting school to give Software/Systems Development industry-specific career talks. Ignite speaker talks will occur monthly and be attended by all students (est 280). Speakers will be selected to represent careers relevant to pathway but also selected to represent student community demographics.</p> <p>This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation
<p><b>Refreshments for Multi Panel Speaker Series Days</b> This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280) (x2 during Intersession)</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation
<p><b>Refreshments for College Tours</b> for each grade level. This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned college experiences to foster deeper engagement and will impact all students (280)</p>	\$500.00	4720	Other Food			Computer Science and Design Innovation
<p><b>Bus Rentals for College Tours</b> for each grade level. This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$6,000.00	5810	Service			Computer Science and Design Innovation

<p><b>Teacher Salary Stipends to develop Work-Based Learning curriculum in Advisory:</b> This will be a stipended role to help expand our WBL continuum and allow for more continuity across the continuum. This role will fully develop the curriculum.</p> <p>This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280). This expenditure will fund stipend only. Benefits will be paid through that FTE's role at EBIA.</p>	\$2,500.00	1100	Teacher Stipend			Computer Science and Design Innovation
<p><b>Contract with Linked Learning Coach - Consultant:</b> EBIA will continue to engage with Linked Learning Pathway Coach, Patricia Clark, to seek guidance and implementation support of the 2022-23 plan and progress towards Linked Learning certification. Her insights will reach all students (est. 280) as her feedback and assistance remain central to the student and staff experience with the pathway.</p>	\$15,000.00	5815	Consultants Instructional			Computer Science and Design Innovation
<p><b>Contract with Design Innovation Coach - Consultant:</b> Design Innovation Coach, Zach Powers, will support the growth of EBIA's Design Innovation Lab, help to build a network of pathway partners, and help engage partners in innovative cross curricular projects. This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum. His work will reach all students (280).</p>	\$15,000.00	5815	Consultants Instructional			Computer Science and Design Innovation
<p><b>High Tech High Deeper Learning PBL Conference:</b> Staff sent to conference will be chosen to span all four grade levels to impact all students in the pathway (est 280). Budget Calculation: Conference registration for 4 (\$1050 *4 = \$4200) Round Trip flights from SFO to SAN for 4 (4 x \$850 = \$3400). 3 nights lodging for 4 (\$180/night * 3 nights * 4 staff = \$2160) = \$9760 total Total \$10,000 to include buffer for price fluctuations before time of purchase.</p>	\$10,000.00	5863	Professional Development			Computer Science and Design Innovation
<p><b>Refreshments</b> for Measure N Retreats and Meetings. This expenditure will support school administrators and teachers in participating in on-site, pathway related meetings and planning time. Providing refreshments to encourage attendance and support participation in these meetings. This supports our strategic action of investing in professional development and will impact teachers at each grade level resulting in impacts for all pathway students (est 280).</p>	\$600.00	4720	Other Food			Computer Science and Design Innovation
<p><b>Professional Development on Linked Learning</b> including Site Visits (ex. Porterville USD). This item will include participation fees and travel expenses for these professional development opportunities. This supports our strategic action of Investing in professional development and will impact teachers at each grade level resulting in impacts for all pathway students (est 280).</p>	\$2,500.00	5863	Professional Development			Computer Science and Design Innovation
<p><b>Project Lead the Way (PLTW) Professional Development:</b> Training provided by PLTW for CTE teachers to ensure implementation of high-quality CTE curriculum.</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action and "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$9,600.00	5863	Professional Development			Computer Science and Design Innovation

<p><b>Project Lead the Way Equipment</b> - Durable - Initial, 1-time purchases of equipment for 4 Project Lead the Way Courses: Computer Science Principles, Computer Science Essentials, Cybersecurity and Computer Science A. All items recommended by Project Lead the Way with costs calculated based on selected courses and student numbers including:  40 CSW V5 Self Driving Vehicles  16 Vernier Go Direct CO2 Sensor  20 Vernier Go Direct Wireless Hand Dynamometer  16 Vernier Go Direct Wireless Light and Color Sensor  16 Vernier Go Direct Wireless Sound Sensor</p>	\$35,148.00	4410	Classroom related furniture, equipment and supplies			Computer Science and Design Innovation
<p><b>Project Lead the Way (PLTW) Equipment</b> - Consumable - Recurring Supplies and Materials for 4 Project Lead the Way Courses: Computer Science Principles, Computer Science Essentials, Cybersecurity, and Computer Science A. All items recommended by PLTW with costs calculated based on selected courses and student numbers, including:  300 PLTW High School Computer Science Notebooks (for all students)  12 PLTW CSE 5x5 Grid Map Kit with IQ Plates and Red Cube Faces  4 PLTW CSE Status Indicators  20 Cyber Lockdown, CSP Custom Card Set with Rules and Scoresheets</p> <p>PLTW Supply amounts shown are for maximum amounts potentially needed. Quantities and total cost may reduce pending more detailed quotes/confirmation from PLTW.</p>	\$1,959.00	4300	Material and Supplies			Computer Science and Design Innovation
<p><b>Membership Fee</b> for Project Lead the Way annual participation (required for all PLTW courses offered). Participation Fee includes access to all PLTW program features including, but not limited to, access to curriculum, access to PLTW Community allowing PLTW teachers to connect with one another, share ideas, and learn from their peers; assessments; unlimited required software licenses; teacher resources and learning opportunities; student recognition opportunities; reporting tools; and the PLTW Tech Support.</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$2,200.00	5300	Dues and Membership			Computer Science and Design Innovation

<p><b>Supplies and Materials for Maker Faires/Design Challenges:</b> In the upcoming school year, we plan to support students to showcase their work. We aim to host a design challenge competition that will be just internal students, as well as one that invites schools in our Charter School Measure N community of practice to compete on an equity community problem focused design challenge that is pathway aligned. Similarly we also will host a makers fair for schools with Measure N pathways similar to ours so that students can showcase their hard work and learning. The goal of these events is to foster more engagement for students in our pathway by exposing them to the wider community engaging in pathways similar to ours. This will support our strategic actions of Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects. This would impact all students 9th - 12th (est 280).</p>	\$4,000.00	4300	Materials and Supplies		Computer Science and Design Innovation
<p><b>Design Lab Supplies and Equipment Below:</b> The Design Innovation Lab coordinator will be responsible for developing a list of materials and equipment necessary to outfit the lab based on the Career Tech Education course curriculum needs. The lab and equipment will be available to students in the Computer Science and Design Innovation Capstone course (est 60) as well as the rest of the students through other course projects aligned with the pathway theme (est 280).</p>	-	-	-	-	-
<p><b>Laptop Computers</b> - laptops designed to run several CS and Design programs (CAD, 3D printer software, etc.) \$1100 x 35=\$38,500</p> <p>These computers will be shared across all Pathway courses. They will be utilized for students to access the necessary programs that are industry standard.</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action (row 119) "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$38,500.00	4420	Computers		Computer Science and Design Innovation
<p><b>3D Printers</b> (\$1200 x 3 = \$3,600 + taxes and fees)</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action (row 119) "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$4,000.00	4410	Classroom related furniture, equipment and supplies		Computer Science and Design Innovation
<p><b>Design Lab Supplies</b> Consumable supplies for laser cutter, vinyl cutter, 3D printer etc. These supplies will allow students to create and implement their designs while working on projects in pathway courses.</p> <p>This would support our strategic goal 2) Engage more students in CTE courses, and strategic action (row 119) "Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects". This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$3,000.00	4300	Materials and Supplies		Computer Science and Design Innovation

<p><b>Pi-Top Equipment</b> for Computer Science and Design Innovation classes. pi-top [4] is a portable brain that can be clipped from project to project without needing to rebuild. It powers projects created with our Robotics Kit and Electronics Kit. pi-top [4] also works with a range of products such as Arduino or micro:bit. All students in the CSDI courses will get to use these to test out their code for specific projects. (25 x \$169.96=\$4,249)</p>	\$4,249.00	4410	Classroom related furniture, equipment and supplies			Computer Science and Design Innovation
<p><b>2023-24 Strategic Carryover:</b> We would like to carryover a portion of the funds awarded to us from our probationary years. These funds will be used in fiscal year 2023-24 to support the purchase of needs identified at that time.</p>	\$101,029.00					



# Measure N 2022-2023 Education Improvement Plan Assessment - Charter Schools

## East Bay Innovation Academy

### Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Submitted Measure N 4 Pillars of Linked Learning

### Criteria 1: Measure N Overall Pathway: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

*NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways*

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program: Whole School Tab</b>  <i>Instructions: Review Linked Learning 1-Pager(s), Analysis of 3 Year Pathway Quality Goals and 2021-22 Strategic Actions for evidence of:</i></p> <ul style="list-style-type: none"> <li>• Rigorous Academics Integrated in Pathway</li> <li>• Integrated Students Supports</li> <li>• Work Based Learning</li> <li>• Industry Theme and CTE Sequence</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• There is evidence of all four pillars of Linked Learning</li> <li>• Computer Science &amp; Digital Innovation (CSDI) Pathway CTE Sequence includes CSDI 1, CSDI 2, CSDI 3 and 12th grade Senior Practicum/Internship</li> <li>• Solidification of CTE course sequence over past several years such that all students are enrolled, all courses are A-G approved or submitted for approval, and courses are vertically aligned</li> <li>• Meaningful expansion of Work Based Learning continuum including integration into intersession, addition of Internship Coordinator to coordinate student experiences and increase in industry partners</li> <li>• Clear plan to continue to address 3 year goals in 2022-23 including staff development around work-based learning, development of month to month sequence of activities, establishing cross-curricular planning time, and developing support programs for 9th graders</li> <li>• Progress on 2021-22 Strategic Actions including 9th grade career exploration support, expansion of 4 year structured Work-Based Learning continuum, and launching of student ambassador team</li> </ul>			



	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>You've done a good job of addressing our feedback around CTE course sequencing and Work-Based Learning continuum. How are you assessing the impact of the changes you've made?</li> </ul>
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Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>2022-23 Strategic Actions: Whole School Tab</b>  <i>Instructions: Review 2022-23 Strategic Actions in WHOLE SCHOOL TAB for evidence of:</i></p> <ul style="list-style-type: none"> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning:               <ul style="list-style-type: none"> <li>Rigorous Academics</li> <li>Career Technical Education</li> <li>Work-Based Learning Pillar</li> <li>Student Supports</li> </ul> </li> <li>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</li> <li>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Revised 2022-23 Strategic actions build on work accomplished in 2021-22 and show evidence of adaptation based on implementation barriers including               <ul style="list-style-type: none"> <li>Establishing Internship Coordinator as an FTE position (instead of stipend)</li> <li>Expanding impact of student ambassador team</li> </ul> </li> <li>New Strategic Actions include investing in equipment, tools and other infrastructure to support pathway and investing in professional development related to equitable instruction and Project-Based Learning</li> <li>Clear success indicators for Strategic Actions and thoughtful adaptations considered for professional development</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>You've identified clear goals for engaging Student Ambassadors in increasing Pathway Awareness. Have you considered ways to assess the impact of their participation in the program as a Work-Based Learning strategy? (i.e. how has being a Student Ambassador impacting their own skill development, career aspirations, etc.)</li> </ul>			



Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant & Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p><b>2022-23 Budget</b> <i>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab for evidence that school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"> <li>Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan</li> <li>Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N</li> <li>Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available</li> <li>Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Budget includes investment in personnel including 0.2 FTE Director of College &amp; Career Readiness; 0.3 FTE WBL Coordinator; 0.4 FTE Pathway Coordinator; 1.0 CTE Teacher, and 0.3 FTE Internship Coordinator.</li> <li>Additional investments in Work-Based Learning activities, college awareness, professional development, Consultants (Pathway Coach &amp; Design Innovation Coach); Conferences/Travel; Materials, and Computer Science and Design equipment, computers and supplies</li> <li>Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development</li> <li>Proposed Measure N budget is in support of and aligned with outlined goals</li> <li>Proposed Measure N budget appears to be supplemental</li> </ul> <p><b>Feedback for continued progress monitoring: N/A</b></p>			

### Final Recommendation

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

**Rating: Fully Approved**

- School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning
- School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes



**Strengths:**

- Impact of Probationary Process: It is clear that EBIA took feedback from the Measure N Commission and staff to transform the Linked Learning experience of students and staff
- Full School Participation in Pathway: Previously just 75% of students were on track to complete the sequence. Over the last 3 years the school has centered Pathway work such that 100% of students are now enrolled in their Pathway CTE Course.
- WBL and Industry Partner/Advisory Board Expansion: WBL was not previously offered equitably across 9th-12th grade. Now, all students progress through a continuum of skills-based activities that includes:
  - 9th: Career awareness & soft skill development, career exploration portfolio
  - 10th: Career exploration, resume, mentorship program, job shadows
  - 11th: Preparation & Training, exploring internships, college exploration & readiness, self-assessment for internship & college
  - 12th grade: internships, advanced CSDI courses at Peralta, symposium and Senior Defense.

**Key Questions:**

- How are you assessing the impact of your comprehensive support program for 9th graders?
- How will you involve Student Ambassadors and other students in the efforts to invest in CSDI infrastructure and Design Lab expansion through purchase of materials and equipment?

**Budget Feedback:**

- We appreciate that you are strategically carrying over funds into the 2023-24 year to make wise investments of Measure N funds.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification.

**Next Steps:**

What	Suggested Lead	Deliverable	Date
2022-2023 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2022-23 Quarterly Dates to be provided