

**2020-2021 MEASURE N BUDGET**School: **EAST BAY INNOVATION ACADEMY**

<b>Resource</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure N</b>	\$108,675.00	\$108,675.00	\$0.00

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
1	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	
2	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 yearlong 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	
3	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	
4	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	
5	Benefits for salaried positions mentioned above.	\$20,160.00	3000	STRS/med/etc			

EBIA\_2020-2021 Measure N Education Improvement Plan

6	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 3-d 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			
7	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			
8	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			

**School: EAST BAY INNOVATION ACADEMY****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	Not available	90.0%				
Four-Year Cohort Dropout Rate	n/a	Not Available	5.0%				
A-G Completion	95%	85%	90%				
On Track to Graduate- 9th Grade	74%	74%	85%				
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%				

Percentage of students who have passed dual enrollment courses with a C- or better	71%	71%	80%				
Percentage of students in Linked Learning pathways	40%	100%	100%				
<b>Target Student Population Indicator</b>	<b>18-19 Baseline Data</b>	<b>19-20 Data</b>	<b>20-21 Goal</b>	<b>20-21 Data</b>	<b>21-22 Goal</b>	<b>21-22 Data</b>	<b>22-23 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	n/a	Not Available					
Four-Year Cohort Dropout Rate	n/a	Not Available					
A-G Completion	62%	75%	85%				
On Track to Graduate - 9th Grade	47%	63%	75%				
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%				
Percentage of students who have passed dual enrollment courses with a C- or better	100%	100%	100%				
Percentage of students in Linked Learning pathways	40%	100%	100%				

**ROOT CAUSE ANALYSIS**

<b>Indicator</b>	<b>Strengths</b>	<b>Highest Leverage Challenge</b> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<b>Root Cause Analysis</b> <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 acceptance 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).
A-G Completion	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.	15% of EBIA students are not on track for A-G completion	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.
On Track to Graduate - 9th Grade	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%)	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 where as 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.  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	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).

Percentage of students who participated in at least 1 Work-Based Learning activity	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.	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.	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.
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.
<b>PATHWAY QUALITY ASSESSMENT.</b>			
<a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b>

<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><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><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 schoolwide 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 sub-groups. 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>
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### 2020-2021: YEAR ONE ANALYSIS

#### Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	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>
<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.</p>	<p>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.</p>

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?	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
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EBIA\_2020-2021 Measure N Education Improvement Plan

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## Measure N 2020-2021 Education Improvement Plan Assessment

### East Bay Innovation Academy

#### Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☐ Silver Certification Status
- ☒ Submitted Measure N Budget

#### Criteria 1: Measure N Overall Pathway Assessment: 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
<b>Evidence of Comprehensive Pathway Program (<a href="#">Measure N Self Assessment</a>)</b> <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>	<b>Score: 2.5</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>There is evidence of the pathway theme of computer science and school acknowledges the need to integrate pathway theme into courses and projects</li><li>The school has identified computer science courses but not all students are required to take the core course sequence of computer science courses</li><li>Work-based learning pillar has been identified as major area of growth and there is evidence of initial steps taken already to address this area such as the development of an industry advisory board</li></ul> <b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"><li>Continued support from Linked Learning consult will ensure team has the support to develop the full pillars and integrate them</li><li>School should focus on all students taking CTE course sequence</li></ul>			



**Criteria 2: Quality of the Measure N Education Improvement Plan**

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none"><li>Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.</li><li>Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.</li><li>Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li></ul>	<b>Score: 2</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>Although this will be the school's first graduating class so there isn't historical data or trends to uncover, the school did not elaborate if all students graduated and for those that did not, why</li><li>School provides general challenges but does not reflect as to why these challenges are occurring</li><li>For the indicator of drop-out rate, the challenge identified is students leave who are not on track to graduate but the root cause as to why students aren't earning enough credits</li></ul> <b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"><li>School should complete a deeper inquiry as to what the root causes of the current challenges are and who the students are that are experiencing these challenges</li><li>School should move beyond stating that there is no system in place to uncover why systems have not been put in place, especially for areas that have been highlighted in previous years</li></ul>			
<b>Pathway Quality Assessment</b> <i>The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars</i> <ul style="list-style-type: none"><li>Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars</li><li>Next steps that have been identified support the continuous quality improvement of the pathway(s)</li><li>Self-assessment provides evidence such as concrete examples or references data</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>	<b>Score: 3</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>School has clearly articulated the areas of growth within each pillar that are important to leverage to implement the pathway fully and with fidelity</li><li>School has articulated next steps that are clear and address the areas of growth identified in each of the pillars</li></ul>			
<b>Strategic Goals</b> <ul style="list-style-type: none"><li>Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year</li><li>Alignment between schoolwide goals and Measure N priorities is evident</li><li>For large comprehensive schools, there is alignment between school site plan and pathway plans so that</li></ul>	<b>Score: 3</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>Goals identified are clearly connected to pathway quality assessment</li></ul>			



<ul style="list-style-type: none"> <li>they complement each other</li> <li>The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme</li> <li>The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li> <li>The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N</li> </ul>	<ul style="list-style-type: none"> <li>Goals articulated clearly build out the pillars and the integration that the schools has identified as having the deepest areas of growth</li> <li>Some of the evidence identified is quantitative and will help with progress monitoring</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Determine how increased awareness and interest in CTE will be measured to determine if this goal is on track</li> </ul>
<p><b>Strategic Actions</b></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 Rigorous Academic and Career Technical Education Pillars and the integration of these pillars</li> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar</li> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar</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> <li>For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li> </ul>	<p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>One strategic action articulated is very similar to the goal and does not articulate what specific steps will be implemented for this goal to be reached</li> <li>Revising CTE curriculum is a solid action step, it is unclear what steps will be taken in order for the curriculum to be revised</li> <li>Creating the new roles is a solid action step but it is unclear what steps will be taken in order to increase the quality of the pathway</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Determine what will be necessary in order for curriculum to be revised and quality to be improved</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>Budget</b></p> <p><i>The 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> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <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</li> </ul>			



- 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
- 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
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

- with reflections and assessments and the goals outlined
- Proposed Measure N budget appears to be supplemental



### Final Recommendation

#### Probationary, Planning & Piloting

*School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning  
School is figuring out how to align Linked Learning to the school mission and vision*

*\*Measure N funding recommendations for probationary schools were presented and approved December 2019 by the Measure N Commission, and approved by OUSD Board of Education as part of the Probationary School process.*

#### Strengths:

- Pathway quality assessment shows a better understanding of Linked Learning model and the areas of growth that need to be addressed to be in alignment
- Plan demonstrates school's understanding of next steps that will support pathway development and implementation

#### Key Questions:

- The plan mentions a shift to a 7 period day, how will you balance the needs of teachers learning to teach in a new structure and the needs of teachers to be able to develop more CTE integration?
- How can you leverage the pathway experience to support students who are not receiving enough credit and end up leaving your school?

#### Next Steps:

What	Suggested Lead	Deliverable	Date
2020-21 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2020
2020-21 Probationary School Process <i>including but not limited to: Hiring of Pathway Consultant, Charter Management Organization meetings, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2020
2020-21 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided