

MEASURE N COMMISSION

1000 Broadway, Suite 680
Oakland, CA 94607-4099

**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools. Thriving Students®*

Measure N - College & Career Readiness - Commission

Jason Gumataotao,
Chairperson
jason@ibew595.org

Louise Waters,
Vice Chair
louise.bay.waters@gmail.com

Whitney Dwyer,
Secretary
whitney.dwyer@ousd.org

Emma Paulino,
Member
emmap@oaklandcommunity.org

James Harris,
Member
james@510media.com

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Memo

To Board of Education

From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date April 21, 2021

Subject 2021-2022 Measure N Education Improvement Plan
Services for: East Bay Innovation Academy

Action Requested and Recommendation Adoption by the Board of Education of East Bay Innovation Academy proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$187,850.00.

Background

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

Adoption by the Board of Education of East Bay Innovation Academy proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$187,850.00.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan

2021-2022 MEASURE N BUDGET**School: EAST BAY INNOVATION ACADEMY**

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$187,850.00	\$187,850.00	\$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 .30 FTE (Salary): 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

4	Hire a Design Innovation Lab Coordinator, at .20 FTE (Salary): 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.	\$15,000.00	1100	Certificated Teacher	Design Innovation Lab Coordinator	.20 FTE	Computer Science and Design Innovation
5	Benefit Costs for the 4 salaried positions in Lines #88-91.	\$21,560.00	3000	STRS/med/etc.			Computer Science and Design Innovation
6	Internship Coordinator - Consultant Contract (New item associated with the 2021-22 plan): Planning to hire a part time consultant 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.	\$21,000.00	5820	Consultant Non Instructional	Internship Coordinator		Computer Science and Design Innovation
7	Linked Learning Pathway Coach - Consultant Contract: 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.	\$10,000.00	5820	Consultant Non Instructional	Linked Learning Pathway Coach		Computer Science and Design Innovation
8	Design Innovation Coach - Consultant Contract (New item associated with the 2021-22 plan): 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).	\$20,000.00	5820	Consultant Non Instructional	Design Innovation Coach		Computer Science and Design Innovation
9	Design Innovation Lab Materials and Equipment: 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).	\$27,290.00	4410	Classroom related furniture, equipment and supplies			Computer Science and Design Innovation

10	Site Visits, Conferences, other professional development activities for Linked Learning Pathway Team and broader EBIA team: 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).	\$4,000.00	5863	Professional Development Activities			Computer Science and Design Innovation
11	Nepris Platform - Nepris is an online platform that connects students with industry professionals, a key part of our WBL continuum. 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 Nepris. 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.	\$3,000.00	4320	Education Software			Computer Science and Design Innovation
12	Student Internship Transportation (New item associated with the 2021-22 plan): 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.	\$2,000.00	5220	Travel			Computer Science and Design Innovation
13	Ambassador/Intern Attire (New item associated with the 2021-22 plan): To support the visibility, awareness, and professionalism of our Linked Learning Pathway, we will provide pathway-branded attire to students participating in the ambassador program, as well as internships. This will impact all students by cultivating a culture of pride, respect and excellence associated with the pathway. (est. 280)	\$2,000.00	4300	Materials and Supplies			Computer Science and Design Innovation

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 practice. 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%	Not Yet Available	90.0%		
Four-Year Cohort Dropout Rate	n/a	13% (5/40)	5.0%	Not Yet Available	5.0%		
A-G Completion	95%	78%	90%	Not Yet Available	87%		
On Track to Graduate- 9th Grade	74%	74%	85%	83%	90%		
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	100%	100%		
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%	N/A	25%		

Percentage of students in Linked Learning pathways	40%	100%	100%	100%	100%		
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 Yet Available	80.0%		
Four-Year Cohort Dropout Rate	n/a	36% (4/11)		Not Yet Available	5.0%		
A-G Completion	62%	45% (5/11)	85%	Not Yet Available	70%		
On Track to Graduate - 9th Grade	47%	63%	75%	85%	85%		
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	100%	100%		
Percentage of students who have passed dual enrollment courses with a C- or better	100%	N/A	100%	N/A	25%		
Percentage of students in Linked Learning pathways	40%	100%	100%	100%	100%		

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 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 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. 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.
PATHWAY QUALITY ASSESSMENT.			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps

<p>Rigorous Academics (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 intercession (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"> - 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. - Continue to increase structural and PD supports to implement more high quality x-curricular projects - Reduce unintended tracking and increase students on-track to graduate - Better integrate CTE sequence courses with our UC/CSU and graduation requirements - Providing more PD for PBL integration in classes for teachers - Aligning teachers on best practices that happen in different classes through observations 	<p>In order to improve our areas of growth, the following steps will be considered:</p> <ul style="list-style-type: none"> -Include PD specific to CTE integration at start of year, and revisit regularly. -User staff meeting time to work with all teachers to integrate CS and design thinking more proactively into projects. -Create opportunity and support for CTE teachers and Measure N coordinator to collaborate with and support all teachers at the school. -Increase "cohort" scheduling (all freshman take Bio, ELA 9, World history and a CTE course) -Create more support classes and move AP options to later years of HS. -Increase the opportunities for teachers to observe other teachers in practice to allow for conversations of best practices to be had.
<p>CTE (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>WBL (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"> - Increasing the quantity, regularity, and integration of our industry partner interactions (through more innovator talks, expanded internship/job shadow/tour opportunities) - 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 - Create opportunities for students to collaborate with Industry within the CTE capstone course - Integrating opportunities within each subject's curriculum to explore the jobs and opportunities that correlate with the skills/topics learned within that class 	<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>Comprehensive Student Supports (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>Pathway Student Outcomes (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 (>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>
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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?
1) Engage all students in high quality WBL continuum and ensure equitable access to a variety of WBL experiences.	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.
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.	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
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.
Strategic Actions	
Strategic Actions What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?	What evidence will you look for to know you are successful?
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"> - 90% of graduating seniors complete all parts of the CTE pathway - All CTE courses are approved for the CTE designation by UC Office of the President - Complete a revised course curriculum for Art and Design to focus more on design principles and Design Thinking. - Launch the new "Design Innovation Lab" course, based on UC Berkeley Jacobs Institute for Design Innovation - Add APCSA option for students who want to go deep into programming

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"> - Increase the number of industry partnerships - Increase the quantity and quality of WBL experiences across all grades - Increase equitable participation in a variety of WBL experiences - Increase integration of CTE theme in core courses and x-curricular projects <p>Pathway Coordinator will:</p> <ul style="list-style-type: none"> - Increase staff understanding of Linked Learning and CTE theme - Facilitate collaboration between CTE and core teachers - Support integration of CTE into all classes and implementation of x-curricular projects - Engage all staff in Linked Learning and CTE specific PD opportunities
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"> - Increased awareness of Linked Learning pathway and college/career requirements among 9th graders - All 9th graders have a long term college/career plan - All 9th graders engage in multiple high quality WBL activities - Increased percentage of 9th graders on-track to graduate (especially those with IEPs) - Prioritize at-risk 9th grade placement in math and ELA support classes - Increase cohort scheduling for grade 9 to allow for CTE themed x-curricular projects

Budget Expenditures**2020-2021 Budget**

<p>Budget Justification: One to two sentences that provides the following information:</p> <ul style="list-style-type: none"> - 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			

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	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?
1) Engage all students in high quality Work Based Learning continuum and ensure equitable access to a variety of Work Based Learning experiences.	<p>Designated staff with release time to coordinate Work Based Learning</p> <p>All Students participated in the follow:</p> <ul style="list-style-type: none"> - 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. <p>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:</p> <ul style="list-style-type: none"> - Internships outside of EBIA Opportunities (partnered with Pi-top, City of Oakland, KQED) - On campus internship opportunities (Peer-Mentorship, Peer Tutoring) <p>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"> - 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. - All students start a career portfolio in 9th grade and build throughout high school, which is integrated into personalized learning plans. - Focus on specific Skills/knowledge each year: <ul style="list-style-type: none"> - 9th - Awareness - 10th - Exploration - 11th - Preparation - 12th - Advanced preparation - Increase direct interaction with industry partners (informational interviews, resume preparation, career fair, mentorship, project partnership, Internships). - Hire Internship Coordinator to increase equitable access to internships - Provide transportation and logistical assistance to students participating in internships in order to lower boundaries to entry

<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>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.</p>	<ul style="list-style-type: none"> - CTE sequence revised to emphasize connection and progression in building CS and Design Innovation Skills and aligned to the CTE standards. - ALL courses within CTE sequences are now A-G approved and include ICT Integration designation - Revised schedule so that all students can enroll in the full CTE course sequence - 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) 	<ul style="list-style-type: none"> - All students will be enrolled in their appropriate pathway CTE course (Computer Science and Design Innovation 1, 2, 3 and 12 grade advanced options) - Implement cross-curricular projects in all grade levels throughout the year due to increased cohorting. - Increase attention to vertical integration of skills across CTE courses because student will now take them in a consistent order. - 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.
<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"> - 9th/10th grade advisory and intersession curriculum includes expanded career exploration and job shadow opportunities - Advisory classes in all grades include long term career planning - 9th graders have started their Long Term Career Portfolio and college plan - Created peer tutor and peer mentor programs to support 9th graders socially and academically. 	<ul style="list-style-type: none"> - 9th grade dual enrollment for all student in COUN 207A - Career Exploration through Merritt College. - 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. - Target 9th grade for support by peer mentors, partner mentors, and peer tutor programs.
<p>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</p>		
<p>Strategic Actions</p> <p>- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</p>	<p>What evidence will you look for to know you are successful?</p> <p>- 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"> - 9th grade career exploration - Advanced Computer Science and Design courses for grades 12 (and eventually 11 and 10) 	<p>All 9th grade students are enrolled in, and receive support for successfully completing, a dual enrollment career exploration course.</p> <p>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><u>9th Grade = Awareness (Research)</u></p> <ul style="list-style-type: none"> - Discuss and practice business etiquette - Practice collaboration skills and group presentations - Develop a portfolio that highlights inventory of careers and personal assessments. <p><u>10th Grade = Exploration (Professionalism)</u></p> <ul style="list-style-type: none"> - Develop a working resume - Learn how to network - Create a partnership with mentors - Participate in Job Shadows and College Exploration. - Add to portfolio resume and Mentor's and Student's Self summary <p><u>11th Grade = Preparation (Training)</u></p> <ul style="list-style-type: none"> - Practice interview skills and develop readiness for Internship opportunities. - Learn how to provide internship feedback and follow protocols - College and Career application preparation - Add to portfolio Interview Self Summary <p><u>12th Grade = Advance Preparation (Experience)</u></p> <ul style="list-style-type: none"> - Participate in internships - Participate in creating real world solutions to real world problems - Participate in advanced CSDI (Computer Science and Design Innovation) courses - Participate in a symposium to highlight internships - Add to portfolio Self Summary on their growth from 9th through 12th grade for a Senior Defense 	<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 with 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 an 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 create 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.</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"> - create and implement a marketing and advocacy plan that will increase understanding and awareness among students, families, and industry partners - collaborate with staff in the planning and implementation of the 9th grade orientation - collaborate with the peer mentor and peer tutoring programs <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>Budget Analysis of 2020-2021 Measure N Budget</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?

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).

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.

Hire a Linked Learning Pathway Coordinator, at .30 FTE (Salary): 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.

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)
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
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
Hire a Linked Learning Pathway Coordinator, at .30 FTE (Salary): 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

Hire a Design Innovation Lab Coordinator, at .20 FTE (Salary): 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.	\$15,000.00	1100	Certificated Teacher	Design Innovation Lab Coordinator	.20 FTE	Computer Science and Design Innovation
Benefit Costs for the 4 salaried positions in Lines #88-91.	\$21,560.00	3000	STRS/med/etc.			Computer Science and Design
Internship Coordinator - Consultant Contract (New item associated with the 2021-22 plan): Planning to hire a part time consultant 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.	\$21,000.00	5820	Consultant Non Instructional	Internship Coordinator		Computer Science and Design Innovation
Linked Learning Pathway Coach - Consultant Contract: 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.	\$10,000.00	5820	Consultant Non Instructional	Linked Learning Pathway Coach		Computer Science and Design Innovation
Design Innovation Coach - Consultant Contract (New item associated with the 2021-22 plan): 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).	\$20,000.00	5820	Consultant Non Instructional	Design Innovation Coach		Computer Science and Design Innovation
Design Innovation Lab Materials and Equipment: 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).	\$27,290.00	4410	Classroom related furniture, equipment and supplies			Computer Science and Design Innovation

Site Visits, Conferences, other professional development activities for Linked Learning Pathway Team and broader EBIA team: 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).	\$4,000.00	5863	Professional Development Activities			Computer Science and Design Innovation
Nepris Platform - Nepris is an online platform that connects students with industry professionals, a key part of our WBL continuum. 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 Nepris. 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.	\$3,000.00	4320	Education Software			Computer Science and Design Innovation
Student Internship Transportation (New item associated with the 2021-22 plan): 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.	\$2,000.00	5220	Travel			Computer Science and Design Innovation
Ambassador/Intern Attire (New item associated with the 2021-22 plan): To support the visibility, awareness, and professionalism of our Linked Learning Pathway, we will provide pathway-branded attire to students participating in the ambassador program, as well as internships. This will impact all students by cultivating a culture of pride, respect and excellence associated with the pathway. (est. 280)	\$2,000.00	4300	Materials and Supplies			Computer Science and Design Innovation