

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date**

**Subject** 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: East Bay Innovation Academy 9124

**Action Requested and  
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for East Bay Innovation Academy as “Approved,” with a base allocation of \$169,150.00 and a strategic carryover allocation of \$87,833.30 for a total allocation not to exceed \$256,983.30. Resubmitted with the addition of the final score (Revised).

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2024-2025 Measure N/Measure H Education Improvement Plan - East Bay Innovation Academy
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - East Bay Innovation Academy (Revised).

**2024-2025 MEASURE H BUDGET**

*Effective: July 1, 2024 - June 30, 2025*

<b>Resource 9339</b>	<b>Allocation*</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure H</b>	\$169,150.00	\$169,150.00	\$0.00

*\*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (199) multiplied by the per pupil amount of \$850.*

**School: EAST BAY INNOVATION ACADEMY**

**Site #: 9124**

<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>
9124-1	<p>Hire a CTE Teacher at 1 FTE: This role will be needed to teach the Project Lead The Way courses, Computer Science Essentials and Cybersecurity which are two of our CTE Pathway Courses (CSDI 1 and CSDI Pathway Elective). This role will serve all 9th and 12th grade students in the pathway (estimated 120 students). Additional job duties include: collaborate with core academic teachers to develop and implement cross-curricular projects; and coordinate with Pathway Lead and Work-Based Learning Coordinator to strengthen and develop CSDI Pathway</p> <p>This role would support our strategic goal 2 as this person will be integral in implementing the PLTW courses fully with fidelity and goal 3 as this person will also be integral in achieving gold certification through the pillar of rigorous academics.</p>	\$80,200.00	1100	Certificated Teacher	CSDI Teacher	1.00	Computer Science and Design Innovation
9124-2	<p>Hire a Linked Learning Pathway Coordinator, at .60 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. 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/H Education Improvement Plan.</p>	\$72,000.00	1100	Certificated Teacher	Work Based Learning Coordinator	0.60	Computer Science and Design Innovation

9124-3	<p>Admission Fees: Internship Networking, Conferences, and Events Fees for staff participation in events that support a diverse group of students having access to internships and pathway aligned experiences. This expenditure would cover fees for participation and/or entry into these events.</p> <p>This will support Goal 1 and corresponding strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p> <p>Potential Conferences to attend:  Educating for Careers = approx. \$425/person (early bird registration)  Linked Learning associated conferences (e.g. site visits) = approx. \$500/person  ConnectEd Professional Developments = approx. \$500/person</p>	\$1,500.00	5200	Travel and Conference			Computer Science and Design Innovation
9124-4	<p>Supplies and Materials: Supplies for Computer Science and Design Innovation classes.  Pi-top [4] also works with a range of products such as Arduino or micro:bit. All students in the CSDI courses will get to use these to test out their code for specific projects. Pi-Tops quote from Amazon = \$1,653.60 = (\$165.36 includes Pi-Top and shipping and handling) x 10 Pi-Tops.  The purchase of a 3D printer for Computer Science and Design Innovation classes. 3D printer quote from Maker Bot = \$2,248.28 includes total price, tax, and shipping and hadling.  Materials for Dual-enrollment courses such as Statistics, English 1A, English 1B, Intro to Psychology and Design Innovation related courses. = \$2,000.00  Materials for the CSDI 1 (Intro to Computer Science) course will be needed and will be based on the incoming teacher for the 2024-2025 school year. Materials for core teachers partnering with the CTE teachers will be needed to develop successful cross-curricular projects. These projects are still in the design process and materials will be finalized during the summer.</p>	\$15,450.00	4300	Material and Supplies			Computer Science and Design Innovation

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: EAST BAY INNOVATION ACADEMY

Site #: 9124

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$177,650.00	\$177,650.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (209) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9124-1	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).	\$21,740.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	0.20	Computer Science and Design Innovation
9124-2	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.	\$22,827.00	1100	Certificated Teacher	Work Based Learning Coordinator	0.30	Computer Science and Design Innovation
9124-3	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/H Education Improvement Plan.	\$22,827.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	0.30	Computer Science and Design Innovation
9124-4	Hire a CTE Teacher at 1 FTE: This role will be needed to teach the Project Lead The Way courses, Computer Science Essentials and Cybersecurity which are two of our CTE Pathway Courses (CSDI 1 and CSDI Pathway Elective). This role will serve all 9th and 12th grade students in the pathway (estimated 120 students). Additional job duties include: collaborate with core academic teachers to develop and implement cross-curricular projects; and coordinate with Pathway Lead and Work-Based Learning Coordinator to strengthen and develop CSDI Pathway  This role would support our strategic goal 2 as this person will be integral in implementing the PLTW courses fully with fidelity and goal 3 as this person will also be integral in achieving gold certification through the pillar of rigorous academics.	\$77,200.00	1100	Certificated Teacher	CSDI Teacher	1 FTE	Computer Science and Design Innovation

9124-5	Benefit Costs for the salaried positions above	\$18,870.00	3000	Benefits			Computer Science and Design Innovation
9124-6	<p>Admission Fees: Internship Networking, Conferences, and Events Fees for staff participation in events that support a diverse group of students having access to internships and pathway aligned experiences. This expenditure would cover fees for participation and/or entry into these events.</p> <p>This will support Goal 1 and corresponding strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$1,500.00	5200	Admission Fees			Computer Science and Design Innovation
9124-7	<p>Meeting Refreshments for Ignite Speaker Series: Refreshments for guest speakers visiting school to give Software/Systems Development industry-specific career talks. Ignite speaker talks will occur monthly and be attended by all students (est 280). Speakers will be selected to represent careers relevant to pathway but also selected to represent student community demographics.</p> <p>This will support our strategic actions aligned to goal 1 of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement.</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation
9124-8	<p>Meeting Refreshments for Multi Panel Speaker Series Days This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280) (x2 during Intersession)</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation
9124-9	<p>Supplies and Materials: Pi-Top supplies for Computer Science and Design Innovation classes. Pi-top [4] is a portable brain that can be clipped from project to project without needing to rebuild. It powers projects created with our Robotics Kit and Electronics Kit. Pi-top [4] also works with a range of products such as Arduino or micro:bit. All students in the CSDI courses will get to use these to test out their code for specific projects.</p>	\$7,386.00	4300	Material and Supplies			Computer Science and Design Innovation
9124-10	<p>Teacher Salary Stipends to develop Work-Based Learning curriculum in Advisory: This will be a stipended role to help expand our WBL continuum and allow for more continuity across the continuum. This role will fully develop the curriculum.</p> <p>This will support our strategic actions aligned to goal 1 of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280). This expenditure will fund stipend only. Benefits will be paid through that individual's FTE role at EBIA.</p>	\$2,500.00	1100	Teacher Salary Stipends			Computer Science and Design Innovation

9124-11	<p>Dues and Membership: Membership Fee for Project Lead the Way annual participation (required for all PLTW courses offered). Participation Fee includes access to all PLTW program features including, but not limited to, access to curriculum, access to PLTW Community allowing PLTW teachers to connect with one another, share ideas, and learn from their peers; assessments; unlimited required software licenses; teacher resources and learning opportunities; student recognition opportunities; reporting tools; and the PLTW Tech Support.</p> <p>This would support Strategic Goal 2, allowing us to implement a fully aligned CTE curriculum. It also supports Goal 3 of implementing a student centered curriculum that has post-secondary college and industry connections. Furthermore, it supports us in maintaining a strong 4 year progression that culminates in a senior capstone.</p>	\$2,200.00	5300	Dues and Membership			Computer Science and Design Innovation
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<b>School Name:</b>		<b>East Bay Innovation Academy</b>						<b>Site #:</b>		<b>9124</b>	
<b>Pathway Name(s):</b>		<b>Computer Science and Design Innovation</b>									
<b>School Description</b>											
<p>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.</p> <p>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.</p>											
<b>School Mission and Vision</b>											
<p>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.</p>											
<b>School Demographics</b>									<b>% Current Newcomers</b>		
<b>2023-24 Total Enrollment Grades 9-12</b>			<b>242</b>						<b>0</b>		
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>		
	59.00%	41.00%	90.20%	33.60%	5.30%	7.70%	21.07%	19.00%	2.07%		
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>		
	20.70%	1.00%	9.90%	20.70%	0.00%	0.00%	28.50%	17.30%	1.20%		
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					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.					
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>											
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.											
<b>Whole School Indicator</b>		<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>			
Four-Year Cohort Graduation Rate		98.20%	100.00%	98.00%		98.00%		98.00%			
Four-Year Cohort Dropout Rate		1.07%	0.00%	<5%		<5%		<5%			
A-G Completion Rate (12th Grade Graduates)		83.90%	88.00%	95.00%		95.00%		95.00%			
On Track to Graduate - 9th Graders		85.00%	85.00%	88%		90%		92%			
9th Graders meeting A-G requirements		85.00%	85.00%	88%		90%		92%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		43%	23%	75%		80%		85%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better		Not applicable	41%	86%		90%		94%			
Percentage of 10th-12th grade students in Linked Learning pathways		100.00%	100.0%	100%		100%		100%			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		N/A	66%	100%		100%		100%			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation		14.28%	27.0%	20%		22%		23%			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation		53.70%	51.0%	65%		69%		75%			
<b>Focal Student Population Indicator</b>		<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>			
Four-Year Cohort Graduation Rate		100.0%	100.0%	100.00%		100%		100.00%			
Four-Year Cohort Dropout Rate		0.0%	0.0%	0.00%		0.00%		0.00%			
A-G Completion - 12th Grade (12th Grade Graduates)		52.9%	69.0%	60.00%		70.00%		80.00%			
On Track to Graduate - 9th Graders		66.0%	40.0%	75.00%		85.00%		95.00%			
9th Graders meeting A-G requirements		66.0%	20.0%	75.00%		85.00%		95.00%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		10.9%	3.3%	50.00%		75.00%		95.00%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better		N/A	7.0%	50.00%		75.00%		80.00%			



Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	100.0%	90.0%	100.00%		100.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	38.0%	30.0%	40.00%		42.00%		44.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	31.0%	61.0%	35.00%		38.00%		40.00%
<b>ROOT CAUSE ANALYSIS</b>							
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.							
<b>Indicator</b> <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>			<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>			
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate (Analyze these two indicators together)</b>	Last year we had a 91% graduation rate which exceeded our goal by 1%. The previous year we had a similar graduation rate. Because of some CALPADs errors, our graduation rate may actually be higher. We were able to graduate all but 2 students, and one of those students remained enrolled with us and the other we supported to enter a continuation program that better supported his goals and he was able to graduate as well.  We instituted a differentiated advising structure and increased our college and career supports. We established a partnership with Destination College Advising Corps, and expanded our college counseling team. We were then able to target students in need of intervention and credit recovery supports to ensure they returned to being on track for graduation. With the supports in place, we were able to get all students to get a diploma and are continuing this work.  Our dropout rate seems to be inaccurate and we have reached out to CALPADs for clarification.			Some of the challenges were establishing a clear credit recovery system. Once we were able to create this, we then had to figure out a way to build this into student schedules to make sure students received support from teachers on credit recovery courses.  Another challenge was getting our seniors to remain invested this year. With this class, the effects of the pandemic were very evident. At one point in the year we had 70% of seniors failing 1 or more classes. Through our college and career readiness program, we were able to intervene on time and ensure that most students remained on track to graduate.			
<b>A-G Completion - 12th Grade</b>	We had a high number of students graduate with A-G diplomas. One of the contributing factors is that our graduation requirements exceed A-G requirements. This helps because our credit recovery program supports students to recover these credits in A-G approved courses. Furthermore, we made sure that 100% of courses were A-G approved.			One challenge in this area was around students with IEPs. We have students, who because of their abilities, have been put on California Min diploma tracks. Another challenge is ensuring that we have A-G approved credit recovery options for our Pathway courses. Because they were unique to EBIA we had to design these separately from our online platform.			
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements (Analyze these two indicators together)</b>	One of the strengths in our program is that all of our courses are A-G approved. Ensuring students are enrolled in a clear 4 year progression ensures that students meet all the A-G requirements. Furthermore our EBIA standard graduation requirement exceeds A-G requirements and we do not give credit for D's thus completely aligning our program with A-G requirements. We have also launched a summer school recovery program as well as enrolling students in credit recovery as soon as they fail a trimester rather than waiting. This keeps students focused and helps them from losing motivation when they have too many classes to make up.			Some challenges that we have faced with this have been a readiness gap from students that we received given the pandemic. Students struggled with a lot of important developmental skills such as persistence and work completion habits. We have had to adjust a lot of our teacher practices in the last two years to support our 9th graders where they are. This has meant			
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</b>	In 2022, 51% of students opted to matriculate directly into a 4-year college or university, 27% opted for Community College, 22% opted for a gap year or Career Technical Education. Some strengths were implementing Computer Science Design & Innovation 4 for more 1:1 time with post secondary planning and college/career exploration			One major challenge was financial barriers for students and access to scholarships. This deterred some students from applying to 4 years and opting for 2 years or opting to take a gap year. Another barrier unique to this year was students not feeling prepared because of the pandemic and opting for a gap year.			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience							
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12							
Percentage of 10th-12th grade students in Linked Learning pathways	One of our strengths in this area is being a single pathway school which means that 100% of students are in a pathway course. We enroll students starting in 9th grade and continue through to 12th grade. Our courses follow the PLTW progression and give choice in the 10th and 11th grade year between pathway courses.			One challenge here was building a complete progression. This is the 1st year where we had a senior capstone course. Another challenge is student buy in to the one pathway. Some students often feel that CS isn't for them. However with the expansion of different types of ICT CS courses this year, we have been able to engage more students in the vast world of Computer Science.			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course							

**PATHWAY QUALITY ASSESSMENT**

Using the [2023-26 College and Career for All and Linked Learning Quality Standards](#), self-assess in each category

	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p><b>Equitable Admissions</b> - 100% of EBIA students are engaged in the pathway with student populations reflecting the community.</p> <p><b>Curriculum and Instructional Design and Delivery</b> - project-based, student centered curriculum across CTE and core academic courses at a level of rigor to develop strong critical thinking skills.</p> <p>Clear four-year CTE course progression offered with Computer Science Design &amp; Innovation courses built out with Project Lead the Way curriculum.</p> <p>Student input and validation around the design/vision for CSDI 4 course.</p> <p><b>Assessment of Learning</b> - Piloting Senior Portfolio presentations this year as an assessment of learning in the CSDI 4 course</p>	<p>Now that four-year sequence is established, build consistency of sequence and course content to strengthen cohorting as the majority of students will now enter the pathway as 9th graders (as intended) rather than picking up in the middle of the progression (during first years of establishing courses).</p> <p><b>Curriculum and Instructional Design and Delivery</b> - Industry and postsecondary partners have infrequent opportunities to participate in industry-infused curriculum design at all grade levels.</p> <p><b>Early College Credit Opportunities</b> - Current Dual Enrollment courses and instructors have been of inconsistent quality.</p>	<p><b>- Assessment of Learning / Partner Input and Validation</b> - Continue to build out the Senior Portfolio presentations and procedures: industry partners as panel members, incorporate pathway teachers as advisors, tune portfolio requirements and expectations. Using the LAUSD Portfolio-Defense model and resources as a guide.</p> <p><b>- Early College Credit Opportunities</b> - Continue to seek out relationships with community college programs to find individuals who are willing to partner with our pathway to bring high quality dual enrollment opportunities to all students.</p>		
<p><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p><b>Work Based Learning Continuum</b> The four year pathway has been developed and there is a dedicated time built into the master schedule to incorporate the WBL curriculum so that all students have access to the work based learning experiences.</p> <p><b>Intersession</b> A week long programming for students to participate in various work based learning activities. During this time, students attend workshops that cater to a variety of interests such as STEM, theater arts, music, mindfulness, visual arts, etc. This is also a time for guest speakers, college tours, workplace tours, internships, as well.</p>	<p><b>Equity</b> Diversify WBL opportunities (including on-campus WBL opportunities) to reduce the reliance on third party internships and increase quantity and consistency of WBL offerings year to year.</p> <p><b>WBL Continuum</b> Increase the implementation of the WBL continuum/curriculum during the WBL periods embedded within the master schedule.</p>	<p><b>Internships</b> - Build on-campus WBL opportunities and experiences (such as student planned events/workshops open to the community) to reduce reliance on internships and increase equity of access for all students. (Strategic Goal 3) - Seek out WBL providers who are willing to establish a consistent relationship with our Pathway to increase consistency of WBL opportunities. (Strategic Goal 3)</p> <p><b>WBL Curriculum</b> Build out the upcoming school year calendar with the different WBL lessons for each grade level and plan for WBL events throughout the upcoming school year.</p>		

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p><b>College and Career Preparation and Support</b> - •College and Career center exposes students to a variety of postsecondary options and provides 1:1 student support for postsecondary options • 100% of students participate in College Exploration, FAFSA, and Application workshops through advisory push in workshops.</p> <p><b>Social-Emotional Skill Development</b> - All students participate in weekly advisory activities for all students focussing on social awareness, self-management, and growth mindset.</p> <p><b>Individual Student Supports</b> - The pathway and admin leadership team meets weekly to monitor student academic, personal, and social-emotional needs, and provides culturally responsive and timely interventions as necessary collaborating with advisors and pathway teachers to implement interventions to meet the needs of each student.</p> <p>Grade level teams meet weekly assess the efficacy of student supports based on progress of identified subgroups.</p> <p><b>Student Input and Validation</b> - Students serve as leaders, ambassadors, and spokespersons for the Pathway through our Linked Learning Ambassadors/Leadership course. Through the course, students plan student events, provide tours to prospective students/families, and gather feedback from the student body to communicate with pathway leadership. Students partner with school leadership throughout the school year in a continuous improvement process with school administration and pathway leaders regularly pushing into the classroom.</p>	<p><b>Individual Student Supports</b> - Peer mentoring opportunities are occasionally employed but not fully integrated into intervention strategies.</p>	<p><b>College and Career Preparation and Support</b> - Develop consistent relationships with postsecondary institutions to promote successful student transitions to higher education</p> <p><b>Social-Emotional Skill Development</b> - Work to further build out SEL curriculum into a four-year sequence with standardized protocols.</p>		
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
*Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

<b>Goal #1:</b> By 2026	By 2026 we will have implemented a full work-based learning continuum that includes on campus computer science work-based learning experiences. As a result, 100% of pathway students will have completed 1 high quality WBL experience by their graduation year.		
<b>Goal #2:</b> By 2026	By 2026 we will fully implement Project Lead the Way courses to have a clear pathway progression that culminates in a 4th year capstone for 100% of students in the pathway.		
<b>Goal #3:</b> By 2026	By 2026 we will fully implement student-centered curriculum with postsecondary and industry connections, meeting 100% of gold standards in the Integrated Program of Study domain.		

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
*What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?*

<b>Strategic Actions for Goal #1</b>	Hire a WBL and Internship coordinator role to support the continued development.		
	Establish partnerships with EBIA community networks to offer more WBL experiences.		
	Create opportunities during intersession for students to engage in WBL experiences on and off campus.		
	Develop on-campus WBL opportunities through student-designed and student-run community workshops. With pathway teacher support, students in each pathway course will design and run a workshop/class related to their coursework on campus engaging 100% of students in the course and with at least 10 community members in attendance. By the end of the school year, each course will have carried out a workshop, resulting in 4 total on-campus WBL opportunities.		

<b>Strategic Actions for Goal #2</b>	We will work with the Peralta system to establish a partnership with their Cyber Security program to support our certification process.		
	We will continue to send our teachers to PLTW trainings to ensure they can fully implement and support students to be successful in the courses to culminate in the 4th year.		
	We will work with dual enrollment to offer additional cyber security course options to culminate in the certificate option.		
	We will work with industry professionals to support the development of WBL experiences for our students in the cyber security realm.		
<b>Strategic Actions for Goal #3</b>	Create a team of core content teachers, CTE teachers, and industry members to lead in integration of rigorous academics with industry relevant concepts and methods across disciplines.		
	We will work with the Industry Advisory Board to help improve and implement the program of study so that it prepares students for industry work and postsecondary work.		
	During their senior year, students will participate in a Capstone course where they will create a culminating project and portfolio that will reflect the integrated program of study.		
	Partner with community members and industry professionals to serve as panelists and mentors for students as they work on through the program of study and end of year projects.		

**Budget Expenditures**

**2023-2024 Budget: Enabling Conditions Whole School**

<b>BUDGET JUSTIFICATION</b>						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
<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>	
\$21,740.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	0.20	Computer Science and Design Innovation	
\$22,827.00	1100	Certificated Teacher	Work Based Learning Coordinator	0.30	Computer Science and Design Innovation	
\$22,827.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	0.30	Computer Science and Design Innovation	

<p><b>Hire a CTE Teacher at 1 FTE:</b> This role will be needed to teach the Project Lead The Way courses, Computer Science Essentials and Cybersecurity which are two of our CTE Pathway Courses (CSDI 1 and CSDI Pathway Elective). This role will serve all 9th and 12th grade students in the pathway (estimated 120 students). Additional job duties include: collaborate with core academic teachers to develop and implement cross-curricular projects; and coordinate with Pathway Lead and Work-Based Learning Coordinator to strengthen and develop CSDI Pathway</p> <p>This role would support our strategic goal 2 as this person will be integral in implementing the PLTW courses fully with fidelity and goal 3 as this person will also be integral in achieving gold certification through the pillar of rigorous academics.</p>	\$77,200.00	1100	Certificated Teacher	CSDI Teacher	1 FTE	Computer Science and Design Innovation		
<b>Benefit Costs</b> for the salaried positions above	\$18,870.00	3000	Benefits			Computer Science and Design Innovation		
<p><b>Admission Fees:</b> Internship Networking, Conferences, and Events Fees for staff participation in events that support a diverse group of students having access to internships and pathway aligned experiences. This expenditure would cover fees for participation and/or entry into these events.</p> <p>This will support Goal 1 and corresponding strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$1,500.00	5200	Admission Fees			Computer Science and Design Innovation		
<p><b>Meeting Refreshments for Ignite Speaker Series:</b> Refreshments for guest speakers visiting school to give Software/Systems Development industry-specific career talks. Ignite speaker talks will occur monthly and be attended by all students (est 280). Speakers will be selected to represent careers relevant to pathway but also selected to represent student community demographics.</p> <p>This will support our strategic actions aligned to goal 1 of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement.</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation		
<p><b>Meeting Refreshments for Multi Panel Speaker Series Days</b> This will support our strategic actions of of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280) (x2 during Intersession)</p>	\$300.00	4720	Other Food			Computer Science and Design Innovation		
<p><b>Supplies and Materials:</b> Pi-Top supplies for Computer Science and Design Innovation classes. Pi-top [4] is a portable brain that can be clipped from project to project without needing to rebuild. It powers projects created with our Robotics Kit and Electronics Kit. Pi-top [4] also works with a range of products such as Arduino or micro:bit. All students in the CSDI courses will get to use these to test out their code for specific projects.</p>	\$7,386.00	4300	Material and Supplies			Computer Science and Design Innovation		
<p><b>Teacher Salary Stipends</b> to develop Work-Based Learning curriculum in Advisory: This will be a stipended role to help expand our WBL continuum and allow for more continuity across the continuum. This role will fully develop the curriculum.</p> <p>This will support our strategic actions aligned to goal 1 of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280). This expenditure will fund stipend only. Benefits will be paid through that individual's FTE role at EBIA.</p>	\$2,500.00	1100	Teacher Salary Stipends			Computer Science and Design Innovation		

<p><b>Dues and Membership:</b> Membership Fee for Project Lead the Way annual participation (required for all PLTW courses offered), Participation Fee includes access to all PLTW program features including, but not limited to, access to curriculum, access to PLTW Community allowing PLTW teachers to connect with one another, share ideas, and learn from their peers; assessments; unlimited required software licenses; teacher resources and learning opportunities; student recognition opportunities; reporting tools; and the PLTW Tech Support.</p> <p>This would support Strategic Goal 2, allowing us to implement a fully aligned CTE curriculum. It also supports Goal 3 of implementing a student centered curriculum that has post-secondary college and industry connections. Furthermore, it supports us in maintaining a strong 4 year progression that culminates in a senior capstone.</p>	\$2,200.00	5300	Dues and Membership		Computer Science and Design Innovation		
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**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goal**

**Check in on 3-Year Goals**

*For each 3-year goal, answer:*  
 -To what extent is the pathway on track for accomplishing this goal by 2026?  
 -What has supported or hindered progress towards each goal this year?

By 2026 we will have implemented a full work-based learning continuum that includes on campus computer science work-based learning experiences. As a result, 100% of pathway students will have completed 1 high quality WBL experience by their graduation year.

This goal is on track to being accomplished by 2026 due to several factors. There are both factors that have supported as well as hindered the progress towards this goal.

The following has supported the goal being accomplished by 2026:

- A WBL continuum has been created for all four years of a student's journey throughout high school
- The master schedule has time set aside for WBL experiences such as guest speakers from various industries
- Students participating in Senior Capstone course in the pathway partner with various businesses and organizations to help them with a need they may have such as updating the website, creating digital content for marketing, and gathering and presenting data for the organization
- Supported by having a position at the school that can focus on WBL/Pathway needs - this allows one person to have a dedicated role to complete tasks such as curriculum development, teacher training, etc.

The following has slowed down the process at times but these are also able to be overcome:

- Hindered by unexpected responsibilities for the WBL/Pathway Lead to fully dedicate time due teacher vacancies which results in extra planning for the classes without a teacher and other responsibilities that go along with teaching an extra number of courses
- It has also been hindered by lack of teacher buy-in when having to deliver the WBL related lessons to the student body within their advisory classrooms due to time that it takes to understand the lessons and student buy-in during the advisory periods, this is where advisory structure will need to be revamped.
- Another hindrance/obstacle has been the challenge of finding and connecting employers that are open to take interns that match our students' schedules. Another obstacle is student transportation to and from internships. We are able to provide funds for public transportation but many of our students/families are somewhat cautious with their students taking public transportation to destinations that are further away. There are virtual opportunities but many students are shying away from virtual internships due to not wanting to be in front of a computer or on zoom all day.

By 2026 we will fully implement Project Lead the Way courses to have a clear pathway progression that culminates in a 4th year capstone for 100% of students in the pathway.

We are currently on track to meeting this goal by 2026. At the moment is making sure that 2024-2025 and 2025-2026 are consistent with regards to teaching staff, curriculum, planning, and time allotted for check ins and meetings. The reasons we are on track to meet this goal are:

- Currently have 3 PLTW courses scheduled: Computer Science Essentials, Computer Science Principles, Cybersecurity
- Teachers who teach PLTW courses are trained through PLTW and become certified through PLTW.
- There is a course sequence that has been developed:  
 9th Grade - CSDI 1 (Computer Science Essentials/Intro to CS)  
 10th, 11th, 12th Grades - CSDI 2 (AP Computer Science Principles), Robotics, Cybersecurity, Concurrent Enrollment  
 12th Grade - CSDI 4 (Senior Seminar - Capstone Course)
- Supported by having time as a Measure N team to sit down and plan the courses, help from PLTW staff to help support teachers who are teaching PLTW

Some of the obstacles we have faced that has slowed us down and are obstacles we must overcome are:

- Hindered by teacher shortages especially when it comes to CTE teachers in the Computer Science field, teachers have left mid school year and turnover rate for CTE teachers have been higher which means training a new teacher each year on the curriculum

By 2026 we will fully implement student-centered curriculum with postsecondary and industry connections, meeting 100% of gold standards in the Integrated Program of Study domain.

We are in a good position with this goal and should be able to meet this goal by 2026 due to several factors.

We started working with Peralta Community College to establish dual enrollment classes, starting with English 1A/1B, and working our way towards offering other courses in the coming years. This will help with students earning college credit while still in high school. An Advisory Board has been established but meetings need to happen and more involvement from the Advisory Board is required such as looking through curriculum to determine whether or not it is current with the industry needs. The plan is to have some of the Advisory Board members help create part of the curriculum and help give feedback on teacher designed projects for their classes. Integration of more Project Based Learning projects/curriculum into the classes that incorporate a core of Computer Science and Design Innovation which will increase student involvement in the curriculum as well as increase the industry connections and allow for more cross curricular planning and project development. In order to integrate more PBL into the curriculum, we have invested in Project Based Learning professional development which allows everyone to have the same foundational knowledge of Project Based Learning. During the professional development series, teachers are able to collaborate with each other and start to plan what the upcoming projects will look like with the focus of incorporating elements of computer science and design innovation. These actions are supporting EBIA in meeting this goal by 2026. The main hinderance or obstacle will be time for planning and ensuring the buy in from teachers and staff.

**Pathway Strategic Actions Reflection**

**2023-2024 Strategic Actions**

**Reflection on 2023-2024 Strategic Actions**

*For the Strategic Action sets for each goal, answer:*  
 -Are you on track for accomplishing the actions for the related goal this school year?  
 -If so, what has been done or will be done by the end of the year to accomplish it?  
 -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

23-24 Strategic Actions for Goal #1	Hire a WBL and Internship coordinator role to support the continued development.	We are on track with this goal and have hired a WBL and Internship coordinator role to support the development of our pathway. This goal has been achieved by combining the role of WBL, Internship, and Pathway coordinator into one role and having that person also teach some of the courses on campus.
	Establish partnerships with EBIA community networks to offer more WBL experiences.	We are on track with this goal in the sense that EBIA is creating partnerships with local businesses and organizations to offer more WBL experiences. Some of the partnerships that have been established are Chabot Space & Science Center, Oakland Zoo, Bay Area Mural Program, and Genesys Works. EBIA is still working on this goal in order to establish more partnerships that will be sustainable through the future and will be able to offer at least 1 high quality WBL experience by the time they graduate from EBIA.
	Create opportunities during intersession for students to engage in WBL experiences on and off campus.	We are somewhat on track to meet this goal and have been able to offer career workshops to some of our students during the intersession period. There have been a select few students who have been able to engage in internships off campus during the intersession period this school year. There has been a focus on College awareness during the intersession period, offering students college campus tours and having the Class of 2024 host a College & Career Fair for our 8th grade students during intersession. Intersession is undergoing some changes and instead of a weeklong intersession period, the days have been cut down to 2-3 days of intersession depending on the Fall or Winter sessions.
	Develop on-campus WBL opportunities through student-designed and student-run community workshops. With pathway teacher support, students in each pathway course will design and run a workshop/class related to their coursework on campus engaging 100% of students in the course and with at least 10 community members in attendance. By the end of the school year, each course will have carried out a workshop, resulting in 4 total on-campus WBL opportunities.	We are not on track to meet this goal and will most likely not meet it by the end of the 2023-2024 school year. There are a few reasons that this goal will not be met this school year. One of the reasons is teacher vacancy in two of our pathway courses. This prevented the planning of any community events since there was not a permanent teacher assigned to the classroom. Another reason is in hindsight setting unrealistic goals as to the number of events scheduled and stating that each course would be able to create a community workshop/class. In order to make this more achievable, especially at EBIA, this goal is to create 1 event with the pathway teachers that would allow for a series of workshops/classes to happen all at once versus four events. Once we have that established then we can work our way up to at least 3 events on campus, so there would be one for each trimester.
23-24 Strategic Actions for Goal #2	We will work with the Peralta system to establish a partnership with their Cyber Security program to support our certification process.	At the moment we are not on track to meet this goal. We have started a partnership with the Peralta Community College system in order to offer dual enrollment courses and have started with English. We are planning on expanding our dual enrollment courses in the upcoming school years. This goal was not achievable this school year due to several staffing transitions from principal, college counselors, and pathway teachers.
	We will continue to send our teachers to PLTW trainings to ensure they can fully implement and support students to be successful in the courses to culminate in the 4th year.	We are on track to meet this goal this year. We have sent our CTE teachers to PLTW training for Computer Science Principles (APCSP) and Cyber Security. We were not able to send a teacher to Computer Science Essentials this year due to the teacher leaving mid year. We were able to achieve this goal because the PLTW training were discussed at the end of the 2022-2023 school year for the returning teacher and during the summer for the new teacher.
	We will work with dual enrollment to offer additional cyber security course options to culminate in the certificate option.	This is similar to another strategic action for goal #2. At this point in the school year we are not on track to meet this goal. We have established the partnership with Peralta Community Colleges in order to offer dual enrollment courses at EBIA but have not discussed having a Cyber Security course that would lead to a certification. One of the reasons that this goal is not on track is due to the low interest from the students of obtaining a cyber security certification. There are students who would be willing to do concurrent enrollment but not enough numbers to host a dual enrollment course at the EBIA campus.
	We will work with industry professionals to support the development of WBL experiences for our students in the cyber security realm.	We are currently somewhat on track with this goal due to the fact that EBIA has been able to work with organizations & businesses in order to provide WBL experiences within the realm of STEAM but the focus has not been in the cyber security realm. There are students who have been able to work with industry professionals in updating websites, creating digital media and marketing tools for businesses/organizations, and working with elementary aged children and teaching them tech based tools. The main obstacle in achieving this task has been the lower than expected interest in cyber security from our student population.
23-24 Strategic Actions for Goal #3	Create a team of core content teachers, CTE teachers, and industry members to lead in integration of rigorous academics with industry relevant concepts and methods across disciplines.	We are currently working on this goal and should be able to create the team by the end of the 2023-2024 school year. We currently have an Advisory Board that has industry members from the field of engineering, computer science, tech, and design. We need to add core content teacher and the CTE teachers to the team and discuss a meeting schedule in order to get things going. Once the dates are scheduled, the agenda will be created to discuss skills needed in the various industries and how our teachers can play a role in integrating those skills into the curriculum.
	We will work with the Industry Advisory Board to help improve and implement the program of study so that it prepares students for industry work and postsecondary work.	Similar to the strategic action status stated above. This goal is a work in progress. We have an Advisory Board consisting of various industry professionals. We would like to increase our advisory board members to encompass more of the community and various industries our students are interested in. In order to meet this goal this school year, we will need to schedule our Advisory Board meetings and discuss the trajectory of our pathway at EBIA to see if it matches industry standards and we are able to provide students with learning experiences that will help them once they graduate from EBIA.
	During their senior year, students will participate in a Capstone course where they will create a culminating project and portfolio that will reflect the integrated program of study.	We are currently on track to meet this goal. All seniors are enrolled in the CSDI 4 (Senior Seminar/Capstone) course this year. During the first part of the school year, students receive lessons from the Director of College and Career Readiness and the Linked Learning Pathway Coordinator with regards to college and career readiness. Students create a digital portfolio that highlights their achievements throughout their high school years, which can range from internships, classes, community service and other extracurricular activities. Within this portfolio students are asked to create their resume and highlight specific projects that showcase their skills for the end of year Capstone project. Students must reach out to various organizations/businesses and create proposals for a need that the business/organization might have and meet with the businesses in order to pitch their proposal in hopes to be able to work with the business/organization for a span of at least 2-3 months. Many of the students will be working on website development, marketing design, and technology integration.
	Partner with community members and industry professionals to serve as panelists and mentors for students as they work on through the program of study and end of year projects.	This goal is currently a work in progress and we will be able to meet some components of the goal by the end of the 2023-2024 school year. Throughout this year and from previous years we are starting to build our directory of industry professionals and community members that we could partner with to help with project feedback, panelists for presentations, and mentors throughout the journey of EBIA's pathway. In order to ensure that this goal is met, EBIA will reach out to the community and the various industry professionals to schedule times to come in during the Capstone creation process in order to give feedback to students as they develop their final projects for the year.

**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

<p><b>Goal #1:</b> By 2026</p>	<p>By 2026 we will have implemented a full work-based learning continuum that includes on campus computer science work-based learning experiences. As a result, 100% of pathway students will have completed 1 high quality WBL experience by their graduation year.</p>	<p><b>New or Revised Strategic Actions for Goal #1</b></p>	<p>We will continue to establish partnerships with EBIA community networks to offer more WBL experiences both on and off campus. This will increase the number of students who can receive high quality WBL experiences which will lead to each student completing at least 1 high quality WBL experience by their graduation year. An example of an on campus high quality WBL experiences will range from industry guest speakers who will speak to small groups of students, such as students who have shown interest in a particular field, or a grade level of students, in order to allow students to start to explore the various careers within the Computer Science &amp; Design Innovation field, as well as other fields that students have expressed interest in, especially in the 9th and 10th grade years. The plan is to be able to offer off campus WBL experiences with partnering businesses/organizations such as workplace tours and job shadows, which will allow students an insight of what a day looks like within an industry career. The next level in offering a high quality WBL experience is to offer an internship to students with organizations/businesses in the industry and be able to offer in-house/on campus internships as well. All of these high quality WBL experiences will allow students to gain insight into what life after high school looks like, what is necessary to have these careers, and develop skills that are needed to start a career path. As a school, the Pathway Coordinator will schedule the WBL experiences into the calendar and work with students, teachers, families and community members to establish partnerships so that off-campus experiences are able to occur.</p> <p>During the school year, we will embed a time and space for advisors and supporting staff membersto review the work based learning lessons for the month. These meetings happen during one of the weekly staff meetings. This will allow advisors to lead quality work based learning lessons with their advisory students. These meetings will allow the advisors to be familiar with the scope and sequence of the curriculum for the grade level they advise, the materials that will be presented during that specific month, the objectives and student outcomes, and get practice on how they will deliver the lessons during the designated WBL period built into the schedule. These lessons will be based on the work based learning continuum and will be designed to meet the needs of each grade level and our focus population. This will help EBIA meet the goal of implementing a full work based learning continuum which will incorporate computer science and design innovation work based learning experiences. The goal of the WBL curriculum is to integrate the skills needed to be successful in life after high school whether that is to attend a four year college, two year college, trade school, or enter into the workforce. These skills will also allow students to work more collaboratively in their core classes and understand the importance of the core class work in being successful after high school. The WBL curriculum will first be presented during the summer teacher PD and then will be reviewed once a month during the staff meeting. This will allow advisors and supporting staff members to provide feedback, revisit skills they believe their advisees need more of and cater to individual students. This will allow our pathway a chance to grow and serve our student population better by being able to provide the feedback and design a curriculum that meets the needs of our current student population.</p> <p>We will develop work based learning opportunities through student design and run community based workshops rooted in coursework students have completed in their pathway courses. These workshops will be open to the EBIA community as well as the public in hopes that at least 5 members of the community attend. These workshops will range from basic computer skills such as emails, excel/Google sheets to learning more about our Learning Management System and venture into courses about cyberbullying and hot topics in tech. The goal is to host at least 2 community based events on campus</p> <p>As part of the development of our Work Based Learning Curriculum, we will be partnering with One Goal which will provide students with both college and career prep for our 11th and 12th graders and one year of post graduation follow up. This program will eventually reach all students in the pathway (9th - 12th) plus our focus population. This program will allow another touch point for the college and career readiness aspect of the WBL curriculum by providing skills needed to be successful in college and a career. By partnering with this program, EBIA will ensure more students will be on the path towards graduation and entering a four year or two year college by providing more support through courses taught by our Director of College and Career Readiness with the support of our Pathway Success Mentor position.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>By 2026 we will fully implement Project Lead the Way courses to have a clear pathway progression that culminates in a 4th year capstone for 100% of students in the pathway.</p>	<p><b>New or Revised Strategic Actions for Goal #2</b></p>	<p>We will hire a CTE teacher to teach one or two of the pathway courses that currently have a vacancy. This teacher would go through the Project Lead the Way training/certification in order to meet the goal of fully implementing Project Lead the Way courses by 2026.</p> <p>In addition to the Project Lead the Way courses, we will incorporate courses that lean towards the design aspect of our pathway (Computer Science and Design Innovation) due to the high student interest for more design based courses. These courses will also lead towards the 4th year capstone course and allow more student success through the pathway and gain more engagement in the course sequence. These design based courses could lean more towards graphic design, marketing design, etc. These classes would still have a computer science component but would lean on the interests of students with the design aspect.</p> <p>We will continue to send our teachers to PLTW training when necessary. For example if a teacher is teaching a new course that is associated with PLTW, the teacher will need to complete the training in order to be a certified PLTW teacher. This will ensure that we are meeting our goal of fully implementing PLTW courses.</p> <p>We will work with the Peralta system to establish a partnership with their Information Technology programs and other departments to support our certification process for students who would like to get certified in cybersecurity and other areas pertaining to our CSDI pathway.</p> <p>We will work with industry professionals to support the development of WBL experiences for our students in the computer science and design innovation realm. This will enhance our WBL curriculum and provide quality WBL experiences for all students by the time they graduate from EBIA.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2026 we will fully implement student-centered curriculum with postsecondary and industry connections, meeting 100% of gold standards in the Integrated Program of Study domain.</p>	<p><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>We will hire a Pathway Success Mentor who will serve as an academic mentor to students in our pathway and provide targeted support to the students who are a part of our focus group (students with IEPs). The Pathway Success Mentor will be able to support students in the Computer Science and Design Innovation course of study by doing small group work, targeted workshops, as well provide a point person to check in with when extra support or questions arise. This will allow for all students to receive the support needed in order to be successful in the student centered curriculum.</p> <p>During their senior year, students will participate in a Capstone course where they will create a culminating project and portfolio that will reflect the integrated program of study.</p> <p>Partner with community members and industry professionals to serve as panelists and mentors for students as they work on through the program of study and end of year projects.</p>

**Budget Expenditures**  
**Effective July 1, 2024 - June 30, 2025**  
**2024-2025 Budget: Enabling Conditions Whole School**



<p><b>BUDGET JUSTIFICATION</b>  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.  For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b> (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b> (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>
<p><b>Hire a CTE Teacher at 1 FTE:</b> This role will be needed to teach the Project Lead The Way courses, Computer Science Essentials and Cybersecurity which are two of our CTE Pathway Courses (CSDI 1 and CSDI Pathway Elective). This role will serve all 9th and 12th grade students in the pathway (estimated 120 students). Additional job duties include: collaborate with core academic teachers to develop and implement cross-curricular projects; and coordinate with Pathway Lead and Work-Based Learning Coordinator to strengthen and develop CSDI Pathway</p> <p>This role would support our strategic goal 2 as this person will be integral in implementing the PLTW courses fully with fidelity and goal 3 as this person will also be integral in achieving gold certification through the pillar of rigorous academics.</p>	\$80,200.00	1100	Certificated Teacher	CSDI Teacher	1.00	Computer Science and Design Innovation		Conditionally Approved
<p><b>Hire a Linked Learning Pathway Coordinator, at .60 FTE</b> (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. 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/H Education Improvement Plan.</p>	\$72,000.00	1100	Certificated Teacher	Work Based Learning Coordinator	0.60	Computer Science and Design Innovation	Approved	
<p><b>Admission Fees:</b> Internship Networking, Conferences, and Events Fees for staff participation in events that support a diverse group of students having access to internships and pathway aligned experiences. This expenditure would cover fees for participation and/or entry into these events.</p> <p>This will support Goal 1 and corresponding strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p> <p>Potential Conferences to attend:  Educating for Careers = approx. \$425/person (early bird registration)  Linked Learning associated conferences (e.g. site visits) = approx. \$500/person  ConnectEd Professional Developments = approx. \$500/person</p>	\$1,500.00	5200	Travel and Conference			Computer Science and Design Innovation		Conditionally Approved

<p><b>Supplies and Materials:</b> Supplies for Computer Science and Design Innovation classes.  Pi-top [4] also works with a range of products such as Arduino or micro:bit. All students in the CSDI courses will get to use these to test out their code for specific projects. Pi-Tops quote from Amazon = \$1,653.60 = (\$165.36 includes Pi-Top and shipping and handling) x 10 Pi-Tops.  The purchase of a 3D printer for Computer Science and Design Innovation classes. 3D printer quote from Maker Bot = \$2,248.28 includes total price, tax, and shipping and handling.  Materials for Dual-enrollment courses such as Statistics, English 1A, English 1B, Intro to Psychology and Design Innovation related courses. = \$2,000.00  Materials for the CSDI 1 (Intro to Computer Science) course will be needed and will be based on the incoming teacher for the 2024-2025 school year.  Materials for core teachers partnering with the CTE teachers will be needed to develop successful cross-curricular projects. These projects are still in the design process and materials will be finalized during the summer.</p>	\$15,450.00	4300	Material and Supplies			Computer Science and Design Innovation		Conditionally Approved
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**MEASURE N 2022-2023 CARRYOVER PLAN**

<b>School Name</b>	<b>EAST BAY INNOVATION ACADEMY</b>	<b>Program Number</b>	<b>9124</b>
<b>Why were you unable to expend all your funds in the 2022-2023 school year?</b>	When looking back at the 2022-2023 school year there were a few reasons for not being able to spend all our funds. One of the reasons was our leadership transitions that took place during this year. These shifts in leadership led to changes in some of the priorities and the need to reallocate resources in order to best accomplish our vision and goals of EBIA. Another reason is EBIA's transition from probationary status to non-probationary status. This transition allowed EBIA to receive funds that were previously withheld due to probationary status. With the newly acquired funds, we needed to prepare for potential salary increases, benefits and other resources we could use for future school years that would help us achieve our vision for the pathway. We also wanted to ensure that we had funding for future commitments that would allow EBIA to continue to grow and develop in our pathway.		
<b>Total Measure N Funds Received in Fiscal Year 2022-2023</b> <i>(including accumulated carryover from previous years)</i>	\$498,163.31	<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	<b>\$122,483.30</b>
<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	\$122,483.30	<b>Total Budgeted Amount</b>	\$122,483.30
<b>Percentage of 2022-2023 Carryover to Measure N Funds</b>	24.6%	<b>Remaining Amount</b>	\$0.00

<b>NOTE:</b>	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
<b>Directions:</b>	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.
<b>Resources:</b>	<a href="#">2023-2024 Measures N and H Permissible Expenses</a> <a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Budget Expenditure Instructions</a>  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
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<p><b>Project Based Learning Professional Development</b>  The project based learning professional development will be led by Swanson &amp; Cosgrave Consultancy. Swanson &amp; Cosgrave will lead the Upper School staff on a 3-day professional development series about project based learning based on the needs of EBIA staff members as designated by staff and administration. The professional development will consist of components of PBL, analyzing current PBL practices, and developing an interdisciplinary/cross-curricular project with an emphasis on computer science and design innovation for the end of year capstone project. This will impact all students in the pathway and will allow teachers to understand the steps to develop a cross-curricular project. This experience will allow teachers to be able to develop future projects which will help achieve our goal of becoming gold certified by incorporating cross-curricular projects in our core subject areas with emphasis of computer science and design innovation.</p>	\$8,050.00	5863	Professional Development			Whole School/Computer Science and Design Innovation	Rigorous Academics (Integrated Program)
<p><b>Teacher Stipends - Project Lead the Way Teacher Trainings</b>  East Bay Innovation Academy is using three Project Lead the Curriculums: Computer Science Essentials, Computer Science Principles, and Cybersecurity. Each course requires 80 hours of training that is attended outside of contracted working hours. During the 80 hour training, teachers are creating lessons, completing the work that students will complete in order to understand the PLTW curriculum, and developing projects. The PLTW trainings are required in order for courses to be recognized and certified by PLTW. This will allow EBIA to meet strategic goal number 2 which states that we will fully implement Project Lead the Way courses in order to have a clear pathway progression for our pathway. This will impact all students in the pathway because all students will need to take Computer Science Essentials as an incoming 9th grader and will then take Computer Science Principles and/or Cybersecurity as a 10th, 11th, and/or 12th grader.</p> <p>The stipends were calculated at the rate of \$40/hr based on the CBA, "Employees may earn additional compensation at the hourly rate of \$40 for work not included in Work Year/Day." Based on this rate each training is 80 hours = 80 hours x \$40/hour = \$3200 per course</p> <p>Teacher 1 = 1 course x \$3200 = \$3200  Teacher 2 = 2 courses x \$3200 = \$6400</p> <p>Total cost = \$9600</p>	\$9,600.00	1120	Teachers Salaries Stipends			Computer Science and Design Innovation	Career Technical Education (Integrated Program)
<p><b>Stipends for Student Internships</b>  One of our strategic goals is to engage all students in at least one high quality work based learning experience during their four years of high school. Providing a stipend for students engaging in internships will also help create more opportunities for students to obtain internship experiences. The stipends would be awarded to students at the end of the year for internships that students worked at least 3-6 hours per week throughout the school year. The goal is to have some internships based within our organization such as with our Operations Teams while others will be based off site at local businesses and organizations. Students will receive a stipend of approximately \$500 at the end of the year. We are aiming to provide at least 20 students with paid internships over the course of the year. (500 x 20 = 10,000). We are hoping to partner with Oakland Public Ed Fund to help with the payout process. The partnership will have an 10% administrative fee (\$10,000 * .10 = \$1000). Total amount needed would be \$10,000 + \$1,000 = \$11,000.</p>	\$11,000.00	5822	Consultant Services			Computer Science and Design Innovation	Work-Based Learning

<p><b>Strategic Carryover for Fiscal Year 2024-2025:</b>  Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p>	\$87,833.30	4390	Carryover - Future			Whole School/Computer Science and Design Innovation	
<p><b>Conference Expenses - Attend Linked Learning and Pathway related conferences/events</b>  One of the strategic goals is to fully implement a student centered curriculum that is connected with post-secondary and industry skills. This can be achieved by sending teachers to various conferences that incorporate Computer Science and Design Innovation into the everyday curriculum of core subjects. This will allow these teachers to then train the others in their department allowing all teachers to be trained in various ways to connect post-secondary and industry skills into their everyday lessons. This will also give more opportunity for cross-curricular projects to be developed throughout the year which is a requirement to achieve gold certification through the Linked Learning Alliance. The amount of \$6,000 is developed through the research that most conferences will cost around \$1000 per person and sending a team of 4 will equal \$4000. Then depending on location of the conference, lodging might be needed as well as flights, so budgeting an extra \$2000.</p> <p>This expense will allow EBIA to send staff for summer conferences that will be purchased during the 2023-2024 school year and impact the 2024-2025 school year.</p>	\$6,000.00	5220	Conference Expenses			Whole School/Computer Science and Design Innovation	Career Technical Education (Integrated Program)

**MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN**  
(for Fiscal Year 2023-24)

<b>Name of School Site</b>	<b>East Bay Innovation Academy</b>	<b>Site #</b>	9124
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>	\$90,667.31	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$90,667.31	We had additional funds leftover during the 22-23 school year due to the allocation of funds from our probationary period. We decided not to allocate all of our funding in 2022-23 so that we could more strategically spend this funding in the 23-24 school year.	
<b>Remaining Amount to Budget</b>	\$0.00		

**NOTE:** Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

**Directions:** Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.  
\*\*Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.

**Resources:** [Measure N 2022-2023 Permissible Expenses](#)  
[Measure N Justification Examples - A Resource for EIP Development](#)

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>							
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<p><b>Bus Rentals for College/Career Tours for each grade level.</b> This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280) (Example: Career Fairs, College Expos, College Trips, industry visits etc) Budget Calculation: Transportation to College Visits for all students (5 busses at 50 passengers each) = \$12,500 Transportation to Industry Sites (5 busses at 30 passengers each) = \$6,500 Account for fluctuation in costs (fuel prices, maintenance fees, etc.) = \$1,000</p>	\$20,000.00	5810	Service			Computer Science and Design Innovation	Work-Based Learning

<p><b>Supplies and Materials for Project Lead the Way (PLTW) Consumable - Recurring Supplies and Materials for 4 Project Lead the Way Courses:</b> Computer Science Principles, Computer Science Essentials, Cybersecurity, and Computer Science A. All items recommended by PLTW with costs calculated based on selected courses and student numbers, including:  300 PLTW High School Computer Science Notebooks (for all students)  12 PLTW CSE 5x5 Grid Map Kit with IQ Plates and Red Cube Faces  4 PLTW CSE Status Indicators  20 Cyber Lockdown, CSP Custom Card Set with Rules and Scoresheets</p> <p>PLTW Supply amounts shown are for maximum amounts potentially needed. Quantities and total cost may reduce pending more detailed quotes/confirmation from PLTW.</p>	\$1,959.00	4300	Material and Supplies			Computer Science and Design Innovation	Rigorous Academics
<p><b>Contract with Linked Learning Coach - Consultant:</b> EBIA will continue to engage with Linked Learning Pathway Coach, Patricia Clark, to seek guidance and implementation support of the 2023-24 plan and progress towards Linked Learning certification. Her insights will reach all students (est. 280) as her feedback and assistance remain central to the student and staff experience with the pathway.</p>	\$15,000.00	5815	Consultants Instructional			Computer Science and Design Innovation	Enabling Conditions
<p><b>Design Lab Supplies</b> Consumable supplies for laser cutter, vinyl cutter, 3D printer etc. These supplies will allow students to create and implement their designs while working on projects in pathway courses.</p> <p>This would support our goals 2 and 3. Under Goal 3, as we align to to meet gold certification standards 1.2 focused on instructional design and delivery. This allows us to provide authentic experiences in the classroom that meets industry standards. These tools and supplies bring in the hands on industry connection and experience for students.</p> <p>These materials will be used by all students in the pathway as they are spread out across all pathway courses.</p>	\$10,000.00	4300	Materials and Supplies			Computer Science and Design Innovation	Rigorous Academics
<p><b>Supplies and Materials for Maker Faires/Design Challenges:</b> In the upcoming school year, we plan to support students to showcase their work. We aim to host a design challenge competition that will be just internal students, as well as one that invites schools in our Charter School Measure N community of practice to compete on an equity community problem focused design challenge that is pathway aligned. Similarly we also will host a makers fair for schools with Measure N pathways similar to ours so that students can showcase their hard work and learning. The goal of these events is to foster more engagement for students in our pathway by exposing them to the wider community engaging in pathways similar to ours. This will support our strategic actions of Invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects. This would impact all students 9th - 12th (est 280).</p> <p>3 Events (2 Design Challenges and 1 Makers Fair)</p>	\$4,000.00	4300	Materials and Supplies			Computer Science and Design Innovation	Rigorous Academics
<p><b>Project Lead the Way (PLTW) Professional Development:</b> Training provided by PLTW for CTE teachers to ensure implementation of high-quality CTE curriculum.</p> <p>This would support our strategic goal 2 and 3 in our pursuit of a fully implemented PLTW based pathway progression and in support of our Gold Certification. Goal Cert requires continuous learning and improvement opportunities for staff in the pathway.</p> <p>This would impact all students enrolled in 9th-12th pathway courses (est 280) using PLTW curriculum.</p>	\$9,600.00	5863	Professional Development			Computer Science and Design Innovation	Rigorous Academics

<p><b>Work Based Learning Transportation:</b> Transportation including AC Transit, BART and Bus Rentals to support a diverse group of students having access to internships and pathway aligned experiences. Students have cited transportation as a barrier to engaging in off-campus activities like internships or job shadows. Funds will help remove financial barriers of access for families; we will prioritize families with financial need. The rest will support all students to engage in these opportunities.</p> <p>Public Transportation: \$9,500 Small Busses / Vans: \$5,500</p> <p>This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280)</p>	\$15,000.00	5220	Travel and Lodging			Computer Science and Design Innovation	Work-Based Learning
<p><b>Conference Expenses to attend Linked Learning Alliance Conference:</b> Staff sent to conference will be chosen to span all four grade levels to impact all students in the pathway (approximately 280 students). This expenditure allows us to invest in professional development to develop staff's capacity in the realm of equitable instruction to improve outcomes within our target populations. This will also support EBIA's goal of getting gold certification.</p> <p>Budget Calculation: Conference registration for 4 (\$700 * 4 = \$2800) Round Trip flights from SFO to SAN for 4 (4 x \$850 = \$3400). 4 nights lodging for 4 (\$180/night * 4 nights * 4 staff = \$2880) = \$9080 total Total \$10,000 to include buffer for price fluctuations before time of purchase.</p>	\$10,000.00	5863	Professional Development			Computer Science and Design Innovation	Enabling Conditions
<p><b>Conference Expenses to attend Linked Learning and pathway-related conferences:</b> This funding will support the participation of staff in other professional development opportunities identified in 2023-24. This expenditure will support the realization of all our Strategic Goals and will support the continued improvement of outcomes within our target population.</p>	\$5,108.31	5863	Professional Development			Computer Science and Design Innovation	Enabling Conditions



## MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN

For Fiscal Year: July 1, 2024 - June 30, 2025

<b>Name of School Site</b>	EAST BAY INNOVATION ACADEMY	<b>Site #</b>	9124
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>	\$87,833.30	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$87,833.30		
<b>Remaining Amount to Budget</b>	\$0.00		

**NOTE:** Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

**Directions:** Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measures N and H Education Improvement Plan (EIP) to support students and pathway development.  
 \*\*Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.

**Resources:** [Measures N and H 2024-2025 Permissible Expenses](#)  
[Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development](#)

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N/H Permissible Expenses document to confirm permissibility.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Hire a Director of College and Career Readiness, at .20 FTE (Salary):</b> This position is responsible for collaborating with teachers/advisors to create and implement an expanded comprehensive support program for all 9th graders (est 100). This program will include helping students create a long-term college and career plan, that reflects each student's engagement with the program. The position will also collaborate with the Linked Learning Pathway Coordinator 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).	\$20,800.00	2300	Supv&Adm Salaries	Director of Outreach and College and Career Readiness	0.20	Computer Science and Design Innovation	Comprehensive Student Supports	Approved	
<b>Benefit Costs for the salaried positions</b> - Director of College and Career Readiness, Linked Learning Pathway Coordinator, and CTE Full Time Teacher	\$18,000.00	3000	Benefits			Computer Science and Design Innovation	Work-Based Learning	Approved	

# Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle) (Revised)

East Bay Innovation Academy (EBIA)

## Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

<b>Criterion 1: Measures N and H Pathway Improvement Progress Reflection:</b> To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <small>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>EBIA provided meaningful reflection about progress toward goals and implementation of strategic actions. EBIA reflected honestly on both successes and perceived barriers. There is evidence of both progress toward achieving pathway quality standards and course corrections based on emerging needs.</li> <li>CTE course sequence includes: CS Essentials (PLTW), AP Computer Science Principles (PLTW), Robotics, Cyber Security (PLTW), and a Senior Capstone course (Computer Science and Design Innovation - CSDI 1, 2, 3, 4)</li> <li>Cohorted academic courses include: 9th grade: ELA, Ethnic Studies, Biology; 10th grade: Physics, ELA, World History; 11th grade: ELA, AP US History, Chemistry; 12th grade: English IA/English IB, Gov't/Economics (A CTE course and a daily student advisory with embedded WBL curriculum is also part of each grade-level cohort in the pathway program)</li> </ul>			

	<p><i>of study.)</i></p> <ul style="list-style-type: none"> <li>• Some student outcome highlights from EBIA’s EIP and EIP presentation include that 90% of graduates placed on the “prepared” level for College and Career Readiness (“very high”) AND that there was a 98.4% graduation rate in 2023 (6.6% increase)</li> <li>• Schoolwide system supporting pathway quality improvement includes: dedicated time for WBL curriculum; 4-year CTE course sequence; and dual enrollment partnership with Peralta Community College District</li> <li>• Integrated Student Support elements include: a Director of College and Career Readiness, a Pathway Director, daily student advisory, full inclusion classrooms, access points and differentiated ways to meet pathway course criteria based on student needs, academic counseling and executive functioning specialists, etc.</li> <li>• Additional new partnerships and internship opportunities include Chabot Space &amp; Science Center, Genesys Works, Pi-Top, Bay Area Mural Projgram, East Bay Academy for Young Scientists, etc.</li> <li>• All teachers received training in interdisciplinary PBL and designed integrated grade level projects</li> <li>• Additional EBIA strengths include their Pathway Advisory Board and student Pathway Ambassadors,</li> <li>• Challenges included a CTE teacher vacancy and a shift in leadership; however, EBIA is hiring a new CTE teacher for 2024-2025 and new leadership is fully committed to a Linked Learning approach</li> <li>• Additional challenges included a lack of full teacher buy-in to implementing a WBL curriculum in student advisories, some strategic actions that were negatively impacted by a CTE teacher vacancy, and issues related to student transportation for internships and other WBL experiences.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Clarify which CTE class all students take / grade level. Five are listed on the one-pager.</li> <li>• Further reflection may be warranted to determine barriers to dual enrollment and internship-attainment goals, especially for focal population.</li> <li>• Further reflection is needed to address some areas of decreased achievement for the focal population, in particular</li> </ul>
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	<p>in 9th grade on-track, internship attainment, and CTE completion – not that the graduation rate for students with IEPs increased significantly from 21-22 to 22-23.</p> <ul style="list-style-type: none"> <li>• In addition to providing computer science-related and design-innovation-related professional development for the entire faculty, how might EBIA best encourage all teachers to incorporate the pathway theme into their curriculum? For example, history teachers might include units, assignments, or projects related to the history of computer science and/or the ways in which cultural context influences different uses of computer science. Or students in an English course might research and write an essay related to the impact of computer science and/or artificial intelligence on society. OR English students might design a Rube Goldberg invention and write an accompanying Rube Goldberg essay. Or a math teacher might include a unit on the important role math and algorithms play in the evolution of computer science. Or a science teacher might engage students in looking at the ways in which the scientific method influences and is influenced by computer science.</li> <li>• Suggestion: In future EIPs, take greater care to distinguish between your three-year goals and your one-year strategic actions (steps you are taking to achieve your goals) when writing your reflections on progress. For example, in the reflections on progress to achieving your 2023-2024 strategic actions, several times when describing progress related to a particular strategic action, the EIP includes language related to being on track to meet (or not meet) this goal rather than language related to being on track or not on track to successfully completing this strategic action.</li> </ul>
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<b>Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?</b>				
<b>Category</b>	<b>Excelling 4</b>	<b>Meeting 3</b>	<b>Approaching 2</b>	<b>Beginning 1</b>
<b>Strategic Actions</b> <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 three domains of</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b>			

Linked Learning

- Integrated Program of Study
- Work-Based Learning
- Integrated Student Support
- Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges their reflection logically into their actions

- There is evidence of a through line from work to address challenges and/or strategic actions that were incomplete in 2023-2024 to new or revised strategic actions for 2024-2025.
- EBIA is adding a new Pathway Success Mentor position (similar to ARISE’s academic mentors) for 2024-2025 and beyond.
- EBIA is working to incorporate more curriculum/courses that reflect their original theme of computer science and design innovation, including providing PD that supports project/problem-based learning that integrates the design process
- According to the EIP presentation, EBIA is implementing whole-school rubrics and grading processes
- EBIA is initiating a new partnership with One Goal
- EBIA is intentionally increasing WBL opportunities for all students; partners cross cross-industry sectors
- Strategic actions are inclusive of integrated support for focal group students.
- According to the EIP presentation PowerPoint, In the master schedule development process, EBIA is intentionally cohorting grade-level students/courses to support cross-curricular projects and integrated learning and teaching

**Feedback for continued progress monitoring:**

- Since Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status, how might EBIA involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership in achieving the Linked Learning Gold Standards? How might EBIA create a shared sense of purpose and shared responsibility by engaging stakeholders in backwards mapping and forward planning related to the Gold Standards?
- Consider how to expand industry partnerships in the sector aligned with your pathway so that partners complement the curriculum and provide extended learning via offsite WBL
- Suggestion: In future EIPs, take care that each of your strategic actions is clearly written as a “smart,” measurable

	<p>action. (a step you need to complete in order to achieve your goal.) Typically, each strategic action is one or two sentences long. Some of your 2024-2025 strategic actions, especially those related to Goal #1, involve lengthy paragraphs (7 to 10 sentences) with extended explanations and/or with multiple strategic actions written as one.</p> <ul style="list-style-type: none"> <li>Moving forward, review the examples of effective strategic actions provided by the OUSD Linked Learning Office and by your pathway coach as guides. For 2024-2025, you might break your long strategic actions into separate, simple, achievable, and measurable “actions/steps” that you can more readily implement and monitor.</li> </ul>
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Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>All proposed budget line items and justifications are aligned with the three domains of Linked Learning</li> <li>There is a through line between expenditures and strategic actions in the EIP.</li> <li>Consider how to leverage resources to meet the needs of students with IEPs (focal student group).</li> </ul>			

## Final Recommendation

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

### Rating<sup>1</sup>: Approved

#### Strengths:

- School leadership team is clearly committed to a Linked Learning approach.
- Graduation rate and a-g is high and improving.

#### Key Questions:

- Given the transportation challenges, what innovative approaches might EBIA adopt to assure all students experience a quality internship or internship-like learning experience? (Career walkabout, client-based projects, micro-internships, etc.)
- How might EBIA establish several deep partnerships with partners that align to the sector of their pathway?
- Which CTE classes do all students take? What supports are in place for focal students in these and cohorting academic classes to ensure success?

#### Budget Feedback:

- Consider how to leverage resources to meet the learning and other needs of students with special needs.

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### <sup>1</sup>Fully Approved

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

### Approved

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

### Conditionally Approved

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



**Next Steps (for Conditionally Approved Sites)** - add rows as needed

What	Suggested Lead	Deliverable	Date
Not applicable			



<p><b>Pathway Success Academic Mentor</b> - This position would be an 0.8 FTE classroom support position. This role of the Pathway Success Mentor would be to support a diverse group of learners within our pathway with the main focus on students in the CTE courses. This would enable our focus population, students with IEPs, to receive extra support in their CTE classes which would increase their success in the pathway courses. This position would also allow students to have an extra touchpoint when questions arise and would be able to provide check-in support with students who are currently in internships and other WBL activities such as job shadows and workplace tours.</p>	\$41,600.00	2200	CissSupport Salary	Pathway Success Academic Mentor	0.8	Computer Science and Design Innovation	Comprehensive Student Supports		Conditionally Approved
<p><b>Supplies and Materials for Maker Faires/Design Challenges/Cross Curricular Project Expos:</b> In the upcoming school year, we plan to support students to showcase their work. We aim to host a design challenge competition that will be just internal students, as well as one that invites schools in our Charter School Measure N community of practice to compete on an equity community problem focused design challenge that is pathway aligned. Similarly we also will host a makers fair for schools with Measure N pathways similar to ours so that students can showcase their hard work and learning. The goal of these events is to foster more engagement for students in our pathway by exposing them to the wider community engaging in pathways similar to ours. This will support our strategic actions of invest in infrastructure needed to implement authentic Computer Science and Design Innovation projects. This would impact all students 9th - 12th (est 280).</p> <p>3 Events (2 Design Challenges and 1 Makers Fair)</p>	\$2,500.00	4300	Materials and Supplies			Computer Science and Design Innovation	Rigorous Academics		Conditionally Approved
<p><b>Transportation for College Trips:</b> This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280) (Example: Career Fairs, College Expos, College Trips, industry visits etc)</p> <p>Budget Calculation: Transportation to College Visits for 11th grade students which will allow them to visit more colleges and career programs (2-3 busses at 50 passengers each) = \$4933.30</p>	\$4,933.30	5880	Transportation-Contracted			Computer Science and Design Innovation	Work-Based Learning		Conditionally Approved