East Bay Innovation Academy

2025-2026 Measure N and H
Education Improvement Plan Presentation

College & Career for All Fund
Established by Measure N

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Presented to Measures N and H Commission

April 16, 2025

Overview of School

- Student Enrollment = 228
- Highlights of Student Demographics
  - 97% Graduation Rate
  - 97% "Prepared" for College and Career (6.6% increase)
    - 100% of Socio-economically disadvantaged students were "Prepared"
  - 91% of 12th graders passed one or more Dual Enrollment courses with C or higher
  - 19% students with IEPs 9th-12th
    - 100% of 12th graders with IEPs completed the 4-course CTE pathway with a C or better
  - 100% of 12th graders graduated with post-secondary plan
- Schoolwide Systems Supporting Pathway Quality Improvement
  - Developed pathway course sequence that ends with a Capstone course in the 12th grade
  - Establishing a partnership with Peralta Community College District for Dual Enrollment
  - Dedicated staff position for the pathway - Manager of Linked Learning Pathway

Our Pathway - Computer Science & Design Innovation

Pathway Name: Computer Science and Design Innovation: Software and Systems Development Pathway
Industry Sector: Information and Communication Technologies
Focal Group: Students with IEPs

Number of Students by Grade Level:
- 9th = 48
- 10th = 63
- 11th = 66
- 12th = 51

Pathway Mission

EBIA Upper School is a "Computer Science and Design Innovation" Linked Learning pathway which aims 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.

Pathway Vision

We strive to support students in using Information and Communication Technologies to design, innovate, and create change within our community. This focus allows us to integrate college-prep coursework with CTE (career technical education) and the social and emotional skills students need to be leaders and changemakers. Students learn to be problem solvers and strong advocates who utilize computer science, technology and the design process to create innovative solutions for the issues faced by their community. When students leave EBIA they are ready for college, to pursue a career in computer science or a design field, and to be leaders in whatever path they choose.

Pathway Name: Computer Science & Design Innovation Reflections on 2024-2025

Program Highlights:

- Pathway course sequence - addition of another course
- Focus on inquiry based learning and interdisciplinary Capstone projects, including Pathway in Capstone projects
- Strategic push-in support from instructional aides and education specialists
- Guest speakers whole school and in classrooms
- Whole school design challenges
- Strengthening Senior Seminar work based learning experience for all

Pathway Name: Computer Science & Design Innovation Reflections on 2024-2025

Program Highlights (continued):

- Increase in the number of dual enrollment courses offered at EBIA
- Master schedule developed to include a regularly scheduled professional development for teachers on Wednesday afternoon (PLCs, grade level meeting time, pathway collaboration, etc.)
- On campus internship opportunities
- Increased college support for 11th grade students
- Received grants to help support the pathway

Pathway Name: Computer Science & Design Innovation Reflections on 2024-25

Challenges Encountered in Making Progress Towards 3-Year Goals:
- Finding highly qualified CTE teachers and/or support staff
- Creating a master schedule to incorporate all courses
- Teacher buy-in for work based learning activities
- Decrease in enrollment numbers
- Planning and developing time for teachers to create interdisciplinary projects and aligned curriculum
- Decreased student interest in computer science fields
- Industry partnership and sustainability of WBL experiences due to scheduling and/or transportation needs

Pathway Name: Computer Science & Design Innovation Reflections on 2024-25

Challenges Addressed - Strategic Actions:
- Establishing a Robust Advisory Program for WBL, College & Career, and SEL
- Creating a pathway course scope and sequence that will play into students interest while still incorporating computer science and design innovation (ex. Applications of Design Innovation)
- Highlighting Pathway throughout enrollment process to encourage interested students to attend EBIA
- Dedicated PD time to Capstone and Inquiry-based learning design

Pathway Name: Computer Science & Design Innovation Reflections on 2024-25

Challenges & Strategic Actions - Impacts on Students:

- Consistency in course offerings each year
  - Students are excited about taking a course the next year when there is consistent offerings and teachers
- Dual enrollment & concurrent enrollment offerings
  - Students are able to explore courses that lean towards their interests and allow them to earn college credit
  - This has increased the number of students wanting to enroll in a college course
- Stronger alignment for advisory
  - We can better utilize an existing structure to support students with WBL and college/career exploration
- Expanding internship and WBL opportunities
  - In house internships, virtual WBL experiences

Pathway Name: Computer Science & Design Innovation
Looking Ahead to 25-26

What insights have we gained?

- **Advisory** – Key to achieving whole-school buy-in for our pathway.
- **Professional Development Scope & Sequence** – Incorporate pathway planning into staff meetings.
- **Engaging Curriculum** – Course materials are real-world applicable and interdisciplinary.
- **Teacher Training** – Develop understanding of the pathway and work-based learning integration.
- **Differentiation Strategies** – Focus on supporting students with IEPs through targeted PD.
- **Streamlined Communication** – Establish clear processes for idea-sharing, accountability, and progress tracking.

Pathway Name: Computer Science & Design Innovation Looking Ahead to 25-26

Challenges we foresee facing:

- **Teacher Turnover & Vacancies** – Particularly for CTE courses, impacting continuity.
- **Student Interest in Other Opportunities** – Balancing pathway focus with diverse student interests.
- **Budget Constraints** – Enrollment decline affecting funding and resource allocation.
- **Master Schedule Limitations** – Limited qualified teachers and course availability.
- **Teacher Buy-In** – Ensuring commitment to school-wide initiatives and pathway integration.
- **Time Constraints** – Balancing multiple staff priorities within available time.

Pathway Name: Computer Science & Design Innovation Looking Ahead to 25-26

Addressing these foreseen challenges:

- **Whole School Enabling Conditions**
  - Engage leadership and staff early in the planning process to ensure alignment with schoolwide goals.
  - Promote a culture of collaboration, making clear how pathways benefit all students and support overall school success.
- **Integrated Program of Study**
  - Align courses with industry certifications and postsecondary opportunities to ensure relevance and rigor.
  - Work with local businesses and colleges to co-develop curriculum and provide input on skill development.
  - Offering courses that are aligned with student interests and allow for possible college credit or certifications

Addressing these foreseen challenges (continued):

- **Teacher Buy-In & Support**
  - Provide clear expectations, resources, and professional learning to support teachers in implementing pathway-aligned instruction.
  - Build a strong professional learning community (PLC) to foster collaboration and shared success.
  - Recognize and celebrate teacher contributions to keep motivation high.
- **Work Based Learning**
  - Strengthen partnerships with industry leaders to offer internships, mentorships, and real-world projects.
  - Utilize virtual work-based learning opportunities when in-person placements are limited.

Addressing these foreseen challenges (continued):

- **Integrated Student Supports & Equity**
  - Use data to identify gaps and tailor support services for students with IEPs and other focal populations.
  - Train teachers on differentiated instruction and inclusive practices.
- **Budget Constraints & Master Schedule Limitations**
  - Prioritize high-impact courses and streamline offerings to maximize student outcomes.
  - Explore cross-discipline integration to share resources and teaching staff.
  - Utilize community partnerships to supplement learning experiences with guest speakers, field trips, and mentorship programs.

Questions?

EVERY STUDENT THRIVES!

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Community Schools, Thriving Students

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