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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

**Measure N - 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	Services For: East Bay Innovation Academy
Action Requested and Recommendation	Presentation to and discussion by Measures N and H Commission of East Bay Innovation Academy Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of $176,800.00 and a strategic carryover plan and budget of $37,998.30, in a total amount not to exceed $214,798.30.

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 and H

Attachments

1. 25-26 Proposed EIP
2. Program of study
3. Work-based learning plan
4. Master Schedule

2025-2026 MEASURE H BUDGET					School: East Bay Innovation Academy
Effective: July 1, 2025 - June 30, 2026					
Resource 9339	Allocation*	Total Expended	Total Remaining		Site #: 9124
Measure H	$176,800.00	$176,800.00	$0.00		

*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (208) 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 CTE Teacher at 1 FTE: This role is designed to use Project Lead the Way to teach Robotics, Applications of Design Innovation and Cybersecurity. This teaching position would serve students in the 10th - 12th grades which would be an estimated 160 students. Additional job duties would include: collaborate with core academic teachers to develop and implement projects that incorporate Computer Science and Design Innovation, collaborate with the Pathway Coordinator and Work Based Learning Coordinator to strengthen our pathway. This FTE position is an important factor in achievement our pathway goal #2 - implementing the PLTW courses fully with fidelity. This FTE position also supports our pathway goal #3 as this person would be a key factor in achieving gold certification through the pillar of rigorous academics.	$87,621.87	1100	Certificated Teacher	CSDI Teacher	1.00	Computer Science and Design Innovation
9124-2	Hire a Linked Learning Pathway Coordinator, at .40 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 230) 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.	$52,000.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	0.40	Computer Science and Design Innovation
9124-3	Hire a Work Based Learning Coordinator, at .20 FTE (Salary): This role will be assigned to an existing staff member for a portion of their day. This person will continue to support the equitable expansion of the WBL program and development of industry partnerships. They will be a part of EBIA's industry advisory board. They will collaborate with staff members and industry partners to integrate WBL into our year long Linked Learning program at the HS level in CTE courses, core courses, and a dedicated weekly WBL time block.	$15,962.13	1100	Certificated Teacher	Work Based Learning Coordinator	0.20	Computer Science and Design Innovation

9124-4	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 students (est 230). 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	$21,216.00	2300	Supv&Adm Salaries	Director of College and Career Readiness	0.20	Computer Science and Design Innovation

| School Name: | East Bay Innovation Academy | | | | | | Site #: | 9124 | |

| Pathway Name(s): | Computer Science and Design Innovation |

School Description

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

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

School Mission and Vision

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

School Demographics

| 2023-2024 Total Enrollment Grades 9-12 | | 224 | | | | | | | |

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	58.9%	40.2%	92.4%	37.5%	0.0%	NA	1.3%	18.3%	NA
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	24.1%	0.0%	4.9%	44.6%	1.8%	0.0%	16.1%	8.0%	0.4%
Focal Student Population	Which student population will you focus on in order to reduce disparities?				Special Ed				

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	98.2%	100.0%	98.0%	97.0%	N/A	98.0%			98.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	1.1%	0.0%	<5%	0.0%	N/A	<5%			<5%
A-G Completion - 12th Grade (12th Grade Graduates)	83.9%	88.0%	95.0%	83.3%	N/A	95.0%			95.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders	85.0%	85.0%	88.0%	89.0%	N/A	90.0%			92.0%
9th Graders meeting A-G requirements	85.0%	85.0%	88.0%	89.0%	N/A	90.0%			92.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	43.0%	23.0%	75.0%	76.5%	N/A	80.0%			85.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	Not applicable	41.0%	86.0%	100.0%	N/A	90.0%			94.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%			100.0%
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	66.0%	100.0%	91.0%	N/A	100.0%			100.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.3%	27.0%	20.0%	6.5%	N/A	22.0%			23.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	53.7%	51.0%	65.0%	58.1%	N/A	69.0%			75.0%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	100.0%	100.0%	100.0%	100.0%	N/A	100.0%			100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	0.0%	0.0%	0.0%	0.0%	N/A	0.0%			0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	52.9%	69.0%	60.0%	90.0%	N/A	70.0%			80.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders	66.0%	40.0%	75.0%	82.0%	N/A	85.0%			95.0%
9th Graders meeting A-G requirements	66.0%	20.0%	75.0%	82.0%	N/A	85.0%			95.0%

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.9%	3.3%	50.0%	60.0%	N/A	75.0%			95.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	N/A	7.0%	50.0%	90.0%	N/A	75.0%			80.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%			100.0%
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%	100.0%	90.0%	N/A	100.0%			100.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	38.0%	30.0%	40.0%	N/A	N/A	42.0%			44.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	31.0%	61.0%	35.0%	N/A	N/A	38.0%			40.0%

ROOT CAUSE ANALYSIS

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.

Indicator *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.*	Strengths *What is our site doing well that's leading to improvements in this indicator?*	Challenges *What 1-2 challenges are the most significant barriers to improvements in this indicator?*
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (*Analyze these two indicators together*)	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, out 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.
A-G Completion - 12th Grade	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.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (*Analyze these two indicators together*)	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
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (*Analyze these two indicators together*)	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	Evidence of Strengths	Areas For Growth	Next Steps *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	**Equitable Admissions** - 100% of EBIA students are engaged in the pathway with student populations reflecting the community. **Curriculum and Instructional Design and Delivery** - project-based, student centered curriculum across CTE and core academic courses at a level of rigor to develop strong critical thinking skills. Clear four-year CTE course progression offered with Computer Science Design & Innovation courses built out with Project Lead the Way curriculum. Student input and validation around the design/vision for CSDI 4 course. **Assessment of Learning** - Piloting Senior Portfolio presentations this year as an assessment of learning in the CSDI 4 course	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). **Curriculum and Instructional Design and Delivery** - Industry and postsecondary partners have infrequent opportunities to participate in industry-infused curriculum design at all grade levels. **Early College Credit Opportunities** - Current Dual Enrollment courses and instructors have been of inconsistent quality.	- **Assessment of Learning / Partner Input and Validation** - Continue to build 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. - **Early College Credit Opportunities -** 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.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	**Work Based Learning Continuum** 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. **Intersession** 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.	**Equity** 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. **WBL Continuum** Increase the implementation of the WBL continuum/curriculum during the WBL periods embedded within the master schedule.	**Internships** - 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) **WBL Curriculum** 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.

	College and Career Preparation and Support - •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. **Social-Emotional Skill Development** - All students participate in weekly advisory activities for all students focussing on social awareness, self-management, and growth mindset. **Individual Student Supports -** 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. Grade level teams meet weekly assess the efficacy of student supports based on progress of identified subgroups. **Student Input and Validation -** 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.	**Individual Student Supports** - Peer mentoring opportunities are occasionally employed but not fully integrated into intervention strategies.	**College and Career Preparation and Support -** Develop consistent relationships with postsecondary institutions to promote successful student transitions to higher education **Social-Emotional Skill Development -** Work to further build out SEL curriculum into a four-year sequence with standardized protocols.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation			

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.*

Goal #1: 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.
Goal #2: 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.
Goal #3: 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?

Strategic Actions for Goal #1	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.

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.
	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.
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 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

BUDGET JUSTIFICATION 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 **EIP Budget Justification Instructions**. - 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 **OUSD's Object Codes** if you have questions about which object codes to use. *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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a Director of College and Career Readiness, at .20 FTE (Salary): This position is responsible for collaborating with teachers/advisors to create and implement an expanded comprehensive support program for all 9th graders (est 100). This program will result in development of a personalized long-term college and career plan, that reflects each student's engagement with the program. The position will also collaborate with the Pathway and Work Based Learning Coordinators and teachers to ensure that all of our curriculum is designed in a way to integrate both the East Bay Innovation Academy Career Technical Education theme and UC A-G requirements (impact all students, est 280).	$21,740.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	0.20	Computer Science and Design Innovation
Hire a Work Based Learning Coordinator, at .30 FTE (Salary): Will support the equitable expansion of the Work Based Learning portion of our program and development of industry partnerships. He/she will be a part of East Bay Innovation Academy industry advisory board. He/she will collaborate with staff members and industry partners to integrate Work Based Learning into our year long Linked Learning program in Career Tech Ed courses, core courses, Personalized Learning Plan (PLP) conferences, and a dedicated weekly Work Based Learning time block. All students (est 280) will be served by the Work Based Learning continuum.	$22,827.00	1100	Certificated Teacher	Work Based Learning Coordinator	0.30	Computer Science and Design Innovation
Hire a Linked Learning Pathway Coordinator, at .30 FTE (Salary): Support the development of our Computer Science and Design Innovation themed pathway throughout all courses and school by raising awareness among all staff and students (est 280), collaborating with teachers to plan and implement pathway themed cross-curricular projects within core classes and our annual Capstone project, managing the pathway ambassador team, managing the work toward Silver and Gold certification, and partnering with the principal to ensure fidelity to Measure N/H Education Improvement Plan.	$22,827.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	0.30	Computer Science and Design Innovation

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
Benefit Costs for the salaried positions above	$18,870.00	3000	Benefits			Computer Science and Design Innovation
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. 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)	$1,500.00	5200	Admission Fees			Computer Science and Design Innovation
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. 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.	$300.00	4720	Other Food			Computer Science and Design Innovation
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)	$300.00	4720	Other Food			Computer Science and Design Innovation
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.	$7,386.00	4300	Material and Supplies			Computer Science and Design Innovation
Teacher Salary Stipends to develop Work-Based Learning curriculum in Advisory: This will be a stipended role to help expand our WBL continuum and allow for more continuity across the continuum. This role will fully develop the curriculum. This will support our strategic actions 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.	$2,500.00	1100	Teacher Salary Stipends			Computer Science and Design Innovation

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. 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.	$2,200.00	5300	Dues and Membership		Computer Science and Design Innovation	

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 alotted 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 overcomer 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.	At the moment, 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?*

Goal #1: 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.	**New or Revised Strategic Actions for Goal #1**	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 ordert to allow students to start to explore the various careers within the Computer Science & 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.
			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 ojbectives 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 currciulum 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.
			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
			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.
Goal #2: 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.	**New or Revised Strategic Actions for Goal #2**	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.
			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.
			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.
			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.
			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.
Goal #3: 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.	**New or Revised Strategic Actions for Goal #3**	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.
			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
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** 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 **Measures N and H Instructions for a Proper Budget Justification**. - 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 of **OUSD's Object Codes** 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 Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	Conditionally Approved (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*
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.	$80,200.00	1100	Certificated Teacher	CSDI Teacher	1.00	Computer Science and Design Innovation		Conditionally Approved
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.	$72,000.00	1100	Certificated Teacher	Work Based Learning Coordinator	0.60	Computer Science and Design Innovation	Approved	
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. 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) 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	$1,500.00	5200	Travel and Conference			Computer Science and Design Innovation		Conditionally Approved

Supplies and Materials:						
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 Statisctics, 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.	$15,450.00	4300	Material and Supplies		Computer Science and Design Innovation	Conditionally Approved

2025-2026: YEAR THREE

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.	The goal of implementing a full work-based learning (WBL) continuum by 2026 remains on track. In order to achieve this we understand that students must engage in WBL experiences at every grade level. Over the past year, we have made progress in expanding and refining our approach while also addressing ongoing challenges. Some of the progress we have made towards this goal this year are: Expanded WBL Continuum: The structured four-year WBL continuum continues to be refined, ensuring that students gain exposure to career pathways from freshman to senior year.
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 remain on track to meet our goal by 2026. The course sequence is fully established, and students in the pathway continue to follow a structured progression. Key developments include: -We have two PLTW courses currently offered: Computer Science Essentials and AP Computer Science Principles -All students in the pathway are enrolled in at least one course per year, ensuring a structured learning experience that builds upon prior knowledge within the pathway. Students start
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 have made progress toward fully implementing a student-centered curriculum with postsecondary and industry connections, which will allow us to meet 100% of the Linked Learning gold standards in the Integrated Program of Study domain by 2026. Some of the developments we have made towards this goal are: -We have continued to work with Peralta Community College district and have expanded our dual enrollment course offerings, providing students with increased opportunities to earn

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions	**Reflection on 2024-2025 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?
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 ordert to allow students to start to explore the various careers within the Computer Science & 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.	We are on track to accomplish the goal of expanding high-quality Work-Based Learning (WBL) experiences for students this school year. We have provided students with a range of opportunities, including both external and internal internships, such as social media interns, peer tutoring, and working with Chabot Space & Science Center. We have also helped students attend one-day workshops across various industry fields. Guest speakers have been brought in to share their career journeys and insights, giving students a deeper understanding of potential career paths. Additionally, WBL experiences have been embedded into Capstone Projects, where seniors are actively reaching out to organizations to establish partnerships for their final projects. As we continue to grow our network of industry partners, we are ensuring that students gain meaningful, hands-on experiences that prepare them for life beyond high school. To track our progress, we are administering surveys to students to gather feedback on their WBL experiences. We also have a comprehensive spreadsheet, maintained and updated by both the Linked Learning Coordinator and the WBL Coordinator, that allows us to document and monitor student participation. We are also piloting an online platform through Vector Solutions to evaluate its potential for managing and tracking WBL experiences more effectively. This year our goal is for every student in the Class of 2025 to graduate with at least one high-quality WBL experience, which will demonstrate that we are on track to meet this strategic action goal.

24-25 Strategic Actions for Goal #1	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 ojbectives 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 currciulum 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.	We were able to meet parts of this strategic action this year. This year, we implemented Work-Based Learning (WBL) lessons in Advisory through design challenges, such as the backpack design challenge, which integrated key pathway components and provided hands-on learning experiences. While successful, a key challenge was ensuring advisor buy-in and accountability.

To address this, we are forming a team of teachers and administrators to redesign Advisory, creating a structured curriculum and calendar that incorporates WBL, College & Career readiness, Social Emotional Learning, and Academic skill-building. One of the key barriers that will be addressed in the restructured Advisory is the need for a set schedule for everyone to follow, along with a set lesson for each day. Advisors will have the opportunity to make the lesson their own, but they must meet the lesson objectives and submit required deliverables. This approach removes the uncertainty for Advisors in determining when and how to deliver lessons. All materials and lessons will be preloaded into the Learning Management System (LMS) for ease of access for both Advisors and students.

Additionally, during Summer PD, design challenges were introduced as a simple way to incorporate WBL experiences into all grade levels. The first challenge was a straightforward activity, but not every Advisory was able to participate due to some teachers feeling uncomfortable leading a design challenge and guiding students through an inquiry lesson. This will be another barrier addressed in the restructured Advisory program by providing targeted professional development and resources to build teacher confidence and competency in leading these activities.

Staff meetings were being used to an extent to support the implementation of WBL, but in hindsight, they should have been better planned to maximize time and provide teachers with a common experience with the WBL curriculum. Improving the structure of staff meetings will ensure that teachers fully understand the content and how to teach it effectively.

Despite the challenges faced this year with this strategic action, we are on track to meet parts of it. With our plan for next year, we anticipate being on track to fully meet this strategic action by the end of the 2025-2026 school year. |
	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	We are still working toward our goal of developing work-based learning opportunities through student-led community workshops. While we have not yet hosted an event, we are actively planning to hold at least one by the end of the school year, with the ultimate goal of reaching two. The biggest obstacles have been changes in staffing, curriculum shifts, and scheduling constraints, particularly within the Linked Learning Ambassador/Leadership course. This course was originally set to lead these events. We are now focusing on a smaller group of students to plan and execute the workshop. This adjustment will provide students with valuable experience and establish a foundation for future community engagement. We will use this first event as a learning opportunity in order to refine logistics in hopes that we can strengthen our efforts in integrating more community-based learning opportunities at EBIA.
	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.	Yes we are on track to accomplish this goal. 100% of seniors have access to the One Goal curriculum in the CSDI 4 class and will have access to mentorship through One Goal in their first year post-high school. 27% of our juniors are enrolled in the One Goal Junior Seminar, which supports are efforts to make sure more students are on track to graduate ready for college and career success. All of our current juniors will have access to the One Goal curriculum as seniors, in addition to the third year of post-graduate support.
	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.	We have hired a CTE teacher to fill the vacancy from the 2023-2024 school year. This teacher completed the required Project Lead the Way training and certification and is now actively teaching our 9th-grade Computer Science and Design Innovation 1 course. This course, also known as Intro to Computer Science/Computer Science Essentials, is a key component of our pathway offerings.
	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.	EBIA is making progress in expanding its pathway by incorporating more design-focused courses, aligning with student interest. This year, we introduced Applications of Design Innovation. This course bridges the gap between computer science and design by allowing students to apply coding and design thinking to real-world problems, such as creating tiny home communities for senior citizens. Alongside other pathway courses like Robotics, this addition has increased student engagement and interest in the pathway. We will continue to evaluate and refine our offerings to best support student success and engagement.
24-25 Strategic	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.	EBIA remains on track to meet this strategic action goal. Over the summer, our new pathway teacher for the 2024-2025 school year attended a PLTW training, ensuring certification in Computer Science Essentials, our 9th-grade introductory pathway course. Currently, all pathway teachers have completed the necessary PLTW training and hold the required certifications. This ensures that our educators are well-equipped to deliver high-quality STEM instruction that are aligned with computer science and NGSS standards.

Actions for Goal #2	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.		While we have made progress in establishing a partnership with the Peralta Community College District, we are still working toward fully aligning our efforts with their Information Technology programs to support student certification in cybersecurity and related fields. Currently, our CCAP agreement allows students to take dual enrollment courses that fulfill General Education transfer requirements but do not yet include IT-specific courses. To address this gap, we have partnered with ElevateK12 to provide virtual instruction in cybersecurity, utilizing CodeHS, which offers a Cybersecurity Level 1 Certification Exam for students. A key challenge in expanding our partnership with Peralta is ensuring sufficient student enrollment to support an IT-focused dual enrollment course. To move forward, we will actively engage students in course planning for the next academic year to assess interest in IT certifications and collaborate with Peralta to facilitate these opportunities. Our goal is to establish a clear pathway that enables students to obtain recognized IT certifications by the end of the next school year.
	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.		EBIA has made progress in providing WBL experiences by partnering with various businesses and organizations. However, many of these experiences have not been directly aligned with our computer science and design innovation pathway due to student interest. As a small school, EBIA prioritizes student-driven opportunities, but we recognize the need to expand offerings in computer science and design innovation. We have incorporated guest speakers from these fields to generate interest and exposure. Our goal is to build more connections with industry professionals to create more hands-on WBL opportunities in these areas. We will continuously seek new partnerships, so we can enhance our curriculum and ensure that all students have access to high-quality, relevant experiences before graduation.
24-25 Strategic Actions for Goal #3	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.		Despite not being able to hire a Pathway Success Mentor as originally planned, we ensured that students in the Computer Science and Design Innovation (CSDI) pathway received targeted support. Instructional Aides provided in-class assistance, pushing into CSDI courses to help students, including those in our focus group (students with IEPs). Additionally, student TAs played a key role in supporting peers through small group tutoring sessions. We also leveraged Independent Learning Time (ILT) twice a week to provide one-on-one tutoring, small group lessons, and reteaching opportunities. Education Specialists and Instructional Aides continued to pull students for additional pathway course support. Despite the hiring challenge, EBIA remained committed to student success by implementing alternative strategies. Moving forward, developing internal internship opportunities for student peer tutors could further enhance support in pathway courses.
	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.		EBIA is on track to meeting the goal of having seniors participate in a Capstone course that culminates in a project and portfolio. The required Senior Capstone course, Computer Science and Design Innovation 4 (CSDI 4), ensures that all seniors engage in this process. Throughout the year, students build a digital portfolio showcasing key milestones, significant projects, college and career highlights, and reflections on their learning journey. Additionally, students complete a senior capstone project that integrates skills from our pathway and involves collaboration with a business or organization. These projects are largely student-driven, allowing for creativity and real-world application of their knowledge. The structure of CSDI 4 supports students in developing a comprehensive portfolio and project, reinforcing 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.		We are making steady progress toward our strategic action of partnering with community members and industry professionals to support students in their studies and projects. While we have not fully met this goal yet, we are on track to achieve it by the end of the school year, keeping us aligned with our 2026 pathway goal. As part of the Senior Capstone, students will work closely with industry professionals who will serve as mentors and provide feedback on their projects. These professionals will also be invited to the Senior Symposium, where students will present their final work. Additionally, EBIA is supporting teachers in bringing guest speakers into classrooms to enhance student learning and project development. So far, we have welcomed staff from Code.org to teach coding in our 9th-grade CS course and have had other guest speakers contribute to different subjects. Our ultimate goal is to expand these opportunities so that every class benefits from industry engagement.
Pathway Strategic Actions 2025-2026			
2025-2026 Strategic Actions *Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?*			
Goal #1: 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.	**New or Revised Strategic Actions for Goal #1**	**Establishing a Robust Advisory Program for WBL, College & Career, and SEL** We will develop and implement a structured Advisory curriculum that integrates Work-Based Learning (WBL), College & Career readiness, and Social-Emotional Learning (SEL) for all grade levels. This curriculum will include clear learning objectives, quarterly checkpoints, and engagement metrics for both students and staff. Advisors will receive comprehensive training during summer professional development and ongoing monthly training to ensure consistency and effectiveness. An accountability system will be implemented, including regular administrator-advisor collaboration meetings and student feedback surveys, to optimize the impact of Advisory time on student preparedness for post-secondary success.
			Strengthening the WBL Curriculum with Grade-Level Experiences We will enhance the Work-Based Learning curriculum to include quality WBL experiences for each grade level. These experiences will be mapped to align with College and Career lessons and include job shadowing, workplace tours, industry guest speakers (both virtual and in-person), and aim for at least one career fair for students to attend. The WBL curriculum will include a grade-specific roadmap outlining progression from career exploration, career awareness, career preparation, and career training. Data on student participation and engagement will be collected each semester to refine and improve offerings, ensuring that 100% of pathway students complete at least one high-quality WBL experience before graduation. This data will help determine if students themselves found the WBL experiences meaningful.

| Goal #2:
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. | New or Revised Strategic Actions for Goal #2 | **Curriculum & Scope Development**
We will finalize and document the curriculum and scope sequence for all Computer Science and Design Innovation (CSDI) pathway courses to ensure alignment with state standards. We will maintain the courses that follow Project Lead the Way and ensure they meet the standards designated by PLTW. In order to achieve this, we will include detailed course outlines, key learning objectives, and integration points with other subject areas so that cross curricular work can begin to take place more often. One of the key components of the curriculum is the 4th year capstone course for the pathway. This is a course that is still a work in progress and has been implemented for the past 2 years as EBIA really began to fine tune its course sequence for the pathway. One of the main goals for establishing the Capstone course was to establish a course that incorporates the skills learned in the pathway with College and Career Readiness as well as cross curricular components. This capstone course will be included in the finalized curriculum and scope and sequence for CSDI courses.

Teacher Collaboration & Cross-Curricular Integration
We will implement a structured teacher collaboration plan where all CSDI and core subject teachers participate in dedicated meetings at least once every two months. These meetings will focus on sharing course content, identifying opportunities for cross-curricular projects, and planning interdisciplinary learning experiences. By the end of the school year, at least three cross-curricular projects integrating CSDI concepts with other subjects will be developed and implemented, ensuring alignment with the progression of the pathway and increasing student engagement across disciplines.

Teacher Training
We will maintain that 100% of teachers responsible for teaching PLTW courses within the CSDI pathway will complete the required PLTW training needed to maintain certification, if training is needed. Additionally, any teachers new to the pathway will be enrolled in training within their first semester of teaching to ensure fidelity of PLTW course implementation and alignment with the pathway's long-term vision |
| Goal #3:
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. | New or Revised Strategic Actions for Goal #3 | **Expand Dual Enrollment Opportunities**
EBIA will have at least 50% of students in the Computer Science and Design Innovation (CSDI) pathway will have the opportunity to earn college credit through dual enrollment with our partnering Community College, which is Peralta Community College District at this time. This will be achieved by offering at least two dual enrollment courses aligned with the CSDI pathway or college readiness criteria and by providing targeted student support especially with students in our focus group. This support can include academic advising and workshops, to ensure student success in dual enrollment courses. The targeted support for students in our focus group also comes in the form of having an EBIA staff member in the Dual Enrollment classes to act as a liason and offer small group and one-on-one support during the class. This EBIA staff member also communicates with our Special Education department the students' progress and the class.

Strengthen Industry & Postsecondary Alignment
EBIA will continue working with their formal advisory board consisting of industry professionals, postsecondary representatives, and other key partners to provide ongoing feedback on pathway curriculum, outcomes, and student assessments. This will be achieved by:
- Hosting at least two advisory board meetings annually to review and refine pathway curriculum and assessments.
- Integrating industry and postsecondary partner feedback into the CSDI pathway curriculum.
- Expanding industry engagement by securing at least three new business, nonprofit, or postsecondary partners to provide mentorship, guest lectures, and/or project-based learning opportunities |

Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** 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 **Measures N and H Instructions for a Proper Budget Justification.** - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** 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; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*

Hire a CTE Teacher at 1 FTE: This role is designed to use Project Lead the Way to teach Robotics, Applications of Design Innovation and Cybersecurity. This teaching position would serve students in the 10th - 12th grades which would be an estimated 160 students. Additional job duties would include: collaborate with core academic teachers to develop and implement projects that incorporate Computer Science and Design Innovation, collaborate with the Pathway Coordinator and Work Based Learning Coordinator to strengthen our pathway. This FTE position is an important factor in achievement our pathway goal #2 - implementing the PLTW courses fully with fidelity. This FTE position also supports our pathway goal #3 as this person would be a key factor in achieving gold certification through the pillar of rigorous academics.	$87,621.87	1100	Certificated Teacher	CSDI Teacher	1.00	Computer Science and Design Innovation	Approved	
Hire a Linked Learning Pathway Coordinator, at. 40 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 230) 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.	$52,000.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	0.40	Computer Science and Design Innovation	Approved	
Hire a Work Based Learning Coordinator, at .20 FTE (Salary): This role will be assigned to an existing staff member for a portion of their day. This person will continue to support the equitable expansion of the WBL program and development of industry partnerships. They will be a part of EBIA's industry advisory board. They will collaborate with staff members and industry partners to integrate WBL into our year long Linked Learning program at the HS level in CTE courses, core courses, and a dedicated weekly WBL time block.	$15,962.13	1100	Certificated Teacher	Work Based Learning Coordinator	0.20	Computer Science and Design Innovation	Approved	
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 students (est 230). 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	$21,216.00	2300	Supv&Adm Salaries	Director of College and Career Readiness	0.20	Computer Science and Design Innovation	Approved	

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN		
Effective: July 1, 2025 - June 30, 2026		
Name of School Site East Bay Innovation Academy	**Site #**	**9124**
Approved Strategic Carryover *(from prior years - Carryover Plan)* $37,998.30	**In the box below, please indicate why you decided to allocate Strategic Carryover.**	
Total Budgeted Amount $37,998.30		
Remaining Amount to Budget $0.00		

NOTE:	Measure H funds are to be expended during the fiscal year for which the Measure H 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 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 Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below. |
| **Resources:** | Measures N and H 2025-2026 Permissible Expenses |
| | Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development |

BUDGET JUSTIFICATION **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 respond to the additional Budget Justification questions outlined in the **Measure H Instructions for a Proper Budget Justification.** - 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? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) **If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.** *Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and 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** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*

Description	Amount	Code	Category			Pathway	Focus Area	Status	
College and Career - One Goal Our partnership with OneGoal enhances our College and Career Counseling program by providing a structured curriculum, professional development, and access to a national network of schools. Designed to support both academic and non-cognitive growth, OneGoal equips students with the skills needed to enroll, persist, and complete their chosen post-secondary programs. At EBIA, students engage with the OneGoal curriculum through 11th and 12th-grade College/Career Prep classes and Advisory. Additionally, our College and Career Counseling staff and Advisors receive specialized training from OneGoal to help students explore and commit to post-secondary pathways. This training supplements other professional development opportunities available through EBIA. As a critical component of our Integrated Student Support, OneGoal ensures students have the guidance and resources necessary to strategically identify, explore, and pursue college and career options that align with their individual aspirations. This program currently serves approximately 110 juniors and seniors. A key benefit of our new partnership with OneGoal is the continuation of support beyond high school. Graduates receive an additional year of mentorship from a OneGoal coach, along with opportunities to apply for enrollment grants. This crucial first-year support is particularly valuable for first-generation college students, who often face challenges in navigating college life. By providing guidance and fostering a strong support network—including OneGoal mentors, fellow college students in the program, and ongoing connections to EBIA—this initiative aims to increase college persistence and completion rates. The Director of College and Career Readiness leads the implementation of OneGoal at EBIA, receiving specialized coaching and curriculum from the program. This knowledge is then shared with juniors and seniors to help them successfully transition to post-secondary education. Through this partnership, we will strengthen our graduation rates, increase college application numbers, and track students' progress throughout their first year of college, ensuring they have the tools and support necessary to succeed.	$10,000.00	5825	Consultants			Computer Science and Design Innovation	Comprehensive Student Supports	Approved	
Benefit Costs for the salaried positions - Director of College and Career Readiness, Linked Learning Pathway Coordinator, and CTE Full Time Teacher: $1,500 (est. 20% of benefits for DCRR) $2,750 (est. 30% of benefits for WBLC) $2,750 (est. 30% of benefits for LLPC) $13,000 (est. 100% of benefits for CTE Teacher)	$20,000.00	3000	Benefits			Computer Science and Design Innovation	Work-Based Learning	Approved	
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. 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.	$2,200.00	5300	Dues and Membership			Computer Science and Design Innovation	Integrated Program of Study	Approved	

Supplies and Materials: Supplies for Computer Science and Design Innovation classes, Dual Enrollment classes and Cross-curricular Pathway Projects such as Capstone The requested funds for supplies and materials are essential for supporting the hands-on, project-based learning experiences in our Computer Science and Design Innovation (CSDI) classes and cross-curricular pathway projects. These materials will enhance student engagement, foster creativity, and provide real-world applications of STEM concepts. The funds will be used for: Purchase of 3D printers and necessary supplies (filaments, replacement parts) to allow students to engage in prototyping and product design. Materials for laser cutters (such as acrylic sheets, wood, and engraving tools) to facilitate advanced fabrication projects. Resources to develop and expand our Maker Space, ensuring students have access to cutting-edge tools for innovation and experimentation. Materials for student-driven Capstone projects, integrating computer science, engineering, and design principles. Supplies that enable collaboration across disciplines, fostering interdisciplinary problem-solving and creativity. Workbooks, notebooks, and other course materials necessary for structured learning. The requested materials will directly enhance our ability to provide high-quality, hands-on education that prepares all students (est 230) for real-world challenges.	$5,798.30	4300	Material and Supplies				Work-Based Learning		Conditionally Approved

EBIA - Computer Science and Design Innovation Program of Study

Industry Sector: Information Technology - Software Systems and Development
Industry Partners: Milton Howard, Brad Edgar, Napa County Office of Education
Post-Secondary Partners: Peralta Community College District, Alameda County Office of Education
Community-Based Partners: Chabot Space & Science Center, Oakland Zoo, KQED

Pathway Vision		What is the instructional vision and desired experience for students that will drive the pathway? Our instructional vision is a learning environment where teachers are experts in the standards and deliver a curriculum that is relevant, connected, and engaging. Students apply their knowledge through hands-on, real-world experiences and collaborate across subjects to solve meaningful challenges. Classrooms are student-centered, fostering ownership of learning while preparing students for both academic success and career readiness. Above all, we strive to create a space where students feel safe, supported, and encouraged to push beyond their comfort zones.			
Pathway COP Meeting Time:	**9th Grade Program** Grade level meeting time: Every 3rd Wednesday of the Month 2:40 pm - 4:00 pm	**10th Grade Program** Grade level meeting time: Every 3rd Wednesday of the Month 2:40 pm - 4:00 pm	**11th Grade Program** Grade level meeting time: Every 3rd Wednesday of the Month 2:40 pm - 4:00 pm	**12th Grade Program** Grade level meeting time: Every 3rd Wednesday of the Month 2:40 pm - 4:00 pm	**Pathway Student Learning Outcomes**
Academic Core **Student Cohort Integrity** *Course all students take*	English 9: Zayanne Rifai Ethnic Studies: Felicia Walker Biology: Ari Statler Algebra 1: Athena Kovner Physical Ed: Alex Mobley	English 10: Zayanne Rifai World History: Calvin Ye and Felicia Walker Physics: Mason Brown Geometry: Athena Kovner	English 11: Megan Cook AP/US History: Calvin Ye Chemistry: Sam O'Brien	English 12/ENG 1A/B: Zayanne Rifai/Merritt College Gov/Econ: Calvin Ye	• Students develop skills that employers value, such as critical thinking, problem-solving, and adaptability • Students are prepared for post-secondary education and the workforce through rigorous academics and career-focused learning experiences. • Students receive hands-on learning and participate in high quality work based learning experiences such as internships, allowing students to apply their knowledge in authentic contexts. • Students learn to work effectively in teams, communicate their ideas clearly, and engage with professionals in the field. • Students are encouraged to take initiative, set goals, and actively participate in their learning process. • Students develop the ability to communicate effectively both verbally and in writing. • Students explore different career paths and develop a sense of purpose.
Technical Core/Theme (CTE Sequence) CTE Course Resources	CSDI 1 - Computer Science Essentials Course Description	CSDI 2 - AP Computer Science Principles Course Description CSDI - Robotics Course Description CSDI - Applications of Design Innovation Course Description CSDI - Cybersecurity Course Description These courses are part of the CTE sequence but are not cohorted this year. Students are required to take the courses but have the choice as to when to take the course throughout their 10th -12th grade years.	CSDI 2 - AP Computer Science Principles Course Description CSDI - Robotics Course Description CSDI - Applications of Design Innovation Course Description CSDI - Cybersecurity Course Description These courses are part of the CTE sequence but are not cohorted this year. Students are required to take the courses but have the choice as to when to take the course throughout their 10th -12th grade years.	CSDI 4 - Senior Seminar Course Description CSDI - Robotics Course Description CSDI - Applications of Design Innovation Course Description CSDI - Cybersecurity Course Description These courses are part of the CTE sequence but are not cohorted this year. Students are required to take the courses but have the choice as to when to take the course throughout their 10th -12th grade years.	

EBIA - Computer Science and Design Innovation Program of Study

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Integration Types (include description) *What will be true across the pathway cohort classes?* - Practice - Skills - Projects (see row below) - Events (WBL)	• In-class presentations on class topics with structured peer feedback. • Introductory guest speakers on career opportunities in tech and design. • Guided projects introducing problem-solving and design thinking. • Virtual company tours, workplace role explorations. • Peer and teacher feedback with structured rubrics. • Grade level design challenges	• Small group project showcases, elevator pitches on project ideas. • Topic-specific industry experts (e.g., UX design, software development • Open-ended group projects with real-world applications. • Virtual company tours, workplace role explorations and some job shadows. • Peer and teacher feedback with structured rubrics and some from industry professionals. • Grade level design challenges	• Formal presentations to peers and teachers, use of multimedia tools. • Panels with professionals from diverse CS/design careers, Q&A sessions • Industry-partnered projects solving community/business challenges. • Virtual company tours, workplace role explorations, job shadows, and extended workplace visits. • Peer and teacher feedback with structured rubrics and some from industry professionals. • Grade level design challenges	• Capstone project expo with external evaluators, industry panel Q&A sessions. • Connections with professionals for capstone project guidance. • Individual capstone projects with research and real-world implementation. • Internships and/or some workplace experiences. • Capstone projects reviewed by a professional panel. • Grade level design challenges • Senior defense presentations	
[Dual Enrollment](#)	N/A	N/A	COMM 45 - Intro to Public Speaking PSYCH 1A - Intro to Psychology	COMM 45 - Intro to Public Speaking PSYCH 1A - Intro to Psychology ENG 1A - Composition and Reading ENG 5 - Critical Thinking in Reading and Writing	
Integrated Projects/ Common Performance Assessments	• End of Year Capstone Project (work in progress) • MAP Testing • AP Testing	• End of Year Capstone Project (work in progress) • MAP Testing • AP Testing	• End of Year Capstone Project (work in progress) • MAP Testing • SBAC Testing • AP Testing	• End of Year Capstone Project (work in progress) • MAP Testing • AP Testing	
Defenses or Capstones	• Student led conferences (Trimester 1 and 2)	• Student led conferences (Trimester 1 and 2)	• Student led conferences (Trimester 1 and 2)	• Student led conferences (Trimester 1 and 2) • Senior Defense • Senior Capstone Project • Senior Symposium	
Other Courses / Electives	• Spanish 1 • Spanish 2	• Spanish 1 • Spanish 2 • AP Spanish Language	• Spanish 2 • AP Spanish Language • Financial Algebra	• Spanish 2 • AP Spanish Language • Financial Algebra	

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		● Leadership	● Statistics ● AP PreCalc ● AP Physics ● AP Environmental Science ● Leadership ● Statistics ● Anatomy & Physiology	● Statistics ● AP PreCalc ● AP Physics ● AP Environmental Science ● Leadership ● Statistics ● Anatomy & Physiology	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	● Student of the Month assemblies ● Heritage Month Celebrations ● Phoenix Games (beginning and end of the year) ● End of year grade level trip/outing	● Student of the Month assemblies ● Heritage Month Celebrations ● Phoenix Games (beginning and end of the year) ● End of year grade level trip/outing	● Student of the Month assemblies ● Junior/Senior Prom ● Heritage Month Celebrations ● Phoenix Games (beginning and end of the year) ● End of year grade level trip/outing	● Student of the Month assemblies ● Grad night ● Junior/Senior Prom ● Heritage Month Celebrations ● Phoenix Games (beginning and end of the year) ● End of year grade level trip/outing	
Work Based Learning [reference documents: WBL Continuum	EBIA - WBL Plan *CSDI 1 - Representatives from CodeHS taught lessons in coding and game design as part of an activity for CS week* *Guest speakers for Black History Month (whole school) - Spoke about their career path journey* *Guest speakers for Hispanic Heritage Month (whole school) - Spoke about their career path journey* *Guest speaker - UX Design (whole school) - Spoke about the UX Design industry and what it takes to get into the career*	EBIA - WBL Plan *Guest speakers for Black History Month (whole school) - Spoke about their career path journey* *Guest speakers for Hispanic Heritage Month (whole school) - Spoke about their career path journey* *Guest speaker - UX Design (whole school) - Spoke about the UX Design industry and what it takes to get into the career*	EBIA - WBL Plan *Guest speakers for Black History Month (whole school) - Spoke about their career path journey* *Guest speakers for Hispanic Heritage Month (whole school) - Spoke about their career path journey* *Guest speaker - UX Design (whole school) - Spoke about the UX Design industry and what it takes to get into the career* *Student Expo - Applications of Design Innovation - Redesign a Toy project - Students presented their projects to the student body*	EBIA - WBL Plan *Guest speakers for Black History Month (whole school) - Spoke about their career path journey* *Guest speakers for Hispanic Heritage Month (whole school) - Spoke about their career path journey* *Guest speaker - UX Design (whole school) - Spoke about the UX Design industry and what it takes to get into the career* *Student Expo - Applications of Design Innovation - Redesign a Toy project - Students presented their projects to the student body*	**Certifications** ● Work in progress

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				Senior Symposium - Seniors will present their Capstone Projects to the community. Industry partners, family members, school, incoming families, and community members will be invited to the event.	
Student Leadership, including CTSO	- Grade level executive board (Student Council) - Phoenix Ambassadors - Student led clubs	- Grade level executive board (Student Council) - Phoenix Ambassadors - Student led clubs	- Grade level executive board (Student Council) - Phoenix Ambassadors - Student led clubs	- Grade level executive board (Student Council) - Phoenix Ambassadors - Student led clubs	
Summer Learning (Summer Bridge, summer learning, credit recovery)	- Credit Recovery - Summer Bridge/Phoenix Academy for rising 9th graders - Support with concurrent enrollment	- Credit Recovery - Support with concurrent enrollment	- Credit Recovery - Support with concurrent enrollment	- Credit Recovery - Support with concurrent enrollment	
College Awareness & Exploration [College and Career Readiness Classroom Framework]	- College Tour - Transcript introduction - Naviance Skills assessment - AchieveWork Learning & Productivity - AchieveWork Personality	- Career Cluster assessment - College Tour - Transcript Review - PSAT/NMSQT - SAT Prep	- College Exploration - Career Exploration - Naviance College Match - Career Aspiration - Career Interest Profiler - Transcript review - Grad tracker - PIQ, EOP, PS draft & outline - College Tour - SAT/ACT	- Transcript Review - Grad Track - College Applications - Financial Aid Application - Brag Sheet - Career Assessment - PIQ/EOP/PS Writing Workshop - Scholarship - College Tour	
Community Building and Motivational Activities and Trips	- Daily Advisory - Social Emotional Lessons - Grade level trips - Door decoration competitions - Phoenix Games - Career Panels - Schoolwide Cultural Celebrations - Student of the Month assemblies	- Daily Advisory - Social Emotional Lessons - Grade level trips - Door decoration competitions - Phoenix Games - Career Panels - Schoolwide Cultural Celebrations - Student of the Month assemblies	- Daily Advisory - Social Emotional Lessons - Grade level trips - Door decoration competitions - Phoenix Games - Career Panels - Schoolwide Cultural Celebrations - Student of the Month assemblies	- Daily Advisory - Social Emotional Lessons - Grade level trips - Door decoration competitions - Phoenix Games - Career Panels - Schoolwide Cultural Celebrations - Student of the Month assemblies	
Advisory	- Daily Check-ins - Goal-setting	- Daily Check-ins - Goal-setting	- Daily Check-ins - Goal-setting	- Daily Check-ins - Goal-setting	

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	● Reflections ● Preparation for Student-led Conferences 2x/year ● Door decoration competitions ● Community building activities ● Current events discussions ● SEL Lessons	● Reflections ● Preparation for Student-led Conferences 2x/year ● Door decoration competitions ● Community building activities ● Current events discussions ● SEL Lessons	● Reflections ● Preparation for Student-led Conferences 2x/year ● Door decoration competitions ● Community building activities ● Current events discussions ● SEL Lessons	● Reflections ● Preparation for Student-led Conferences 2x/year ● Door decoration competitions ● Community building activities ● Current events discussions ● SEL Lessons	
Personalized Supports	● Peer tutoring ● Independent Learning Time (x2/week) ● Instructional Aide push in support in Gen Ed classes ● Math Support and ELA Support Classes for students with IEPs	● Peer tutoring ● Independent Learning Time (x2/week) ● Instructional Aide push in support in Gen Ed classes ● Math Support and ELA Support Classes for students with IEPs	● Peer tutoring ● Independent Learning Time (x2/week) ● Instructional Aide push in support in Gen Ed classes ● Math Support and ELA Support Classes for students with IEPs	● Peer tutoring ● Independent Learning Time (x2/week) ● Instructional Aide push in support in Gen Ed classes ● Math Support and ELA Support Classes for students with IEPs	
Use of expanded learning time (before or after school)	● Student led clubs ● Teacher led office hours	● Student led clubs ● Teacher led office hours ● SAT/ACT Prep class	● SAT/ACT Prep class ● Student led clubs ● Teacher led office hours	● Student led clubs ● Teacher led office hours ● SAT/ACT Prep class	

Work-Based Learning Lead: **Christine Mandilag** Pathway Name: **Computer Science and Design Innovation**
Collaborators: **Miranda Thorman, William Kim, Bonita Herrera, Charlie Noel, Kayla Jackson, Sam Offenberg**

Central Resources
- WBL Continuum
- WBL Benchmarks
- Non-OUSD Sample WBL Plans
- OUSD 2023-24 WBL Plans
- Sample Goals
- Linked Learning Alliance Work Based Learning Silver and Gold Certification
- Measure N EIPs

WBL Plan Template Options:

☐ Calendar Template
☐ **WBL Continuum Template** **(we will use this template)**

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Expand High-Quality Work-Based Learning Opportunities for All Students: EBIA aims to ensure that all students, including those with IEPs, have access to meaningful work-based learning experiences at each grade level. This includes mock interviews, workplace tours, job shadows, internships, and other hands-on opportunities that expose students to real-world applications of computer science and design innovation. These experiences will help students develop essential soft skills and understand the career pathways available to them after high school.

2. Equip Students with Industry-Relevant Technological Skills: EBIA is committed to preparing students for the modern workforce by equipping them with essential technology skills. This includes proficiency in tools like Google Suites, as well as foundational knowledge in coding, data analysis, cybersecurity, and design thinking.

3. Enhance Student Engagement and Graduation Readiness Through Inquiry-Based Learning: To ensure students stay on track for graduation, EBIA will integrate more inquiry-based learning into the curriculum. This approach will provide diverse learning methods that engage students, making coursework more relevant and applicable to real-world challenges. Additionally, the pathway will support students in credit recovery through summer programming, ensuring that all students, regardless of skill level or background, have the opportunity to graduate on time.

Calendaring WBL (in Program of Study):

☐ *For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
☐ *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students						
	Focal students						
10	All-Students						
	Focal students						
11	All-Students						
	Focal students						
12	All-Students						
	Focal students						
Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

-

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the Work-Based Learning Continuum.

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair - Visit a workplace	- Informational interview - Job shadow - Virtual exchange with a partner	- Student-run enterprise with partner involvement - Virtual enterprise - Integrated projects with partners - Service projects - Internships	- Internship required for a credential or entry to occupation - Apprenticeship - Clinical experience - On-the-job training - Work experience
9th	- Career interest surveys - Create Digital Portfolio to highlight work accomplished during the grade level (ongoing activity) - Guest speaker - Workplace Tours - Communications etiquette - email and phone calls (w/in school) - Visit parents at work	- Career Panel - Informational Interviews - College exploration - Understanding how to navigate public transportation - Career exploration visits - Career-themed post secondary/college visits	- Creating a digital portfolio - Create resume - Service learning	Internship opportunities provided
10th	- Career interest surveys to determine if new interests have occurred and new career options have opened up to explore - Workplace tours - Career fairs - Guest speaker - Communications etiquette - email and phone calls (w/in school)	- College exploration - Update Digital Portfolio to highlight work accomplished during the grade level (ongoing activity) - Understanding how to navigate public transportation - Career exploration visits - Career-themed post secondary/college visits	- Completing job applications and onboarding documents - Update/create resume - Creating/updating a digital portfolio - Service learning	Internship opportunities provided

11th	• Career interest surveys to determine if new interests have occurred and new career options have opened up to explore • Guest speaker • Communications etiquette - email and phone calls with outside organizations	• Understanding public and personal transportation - routes, traffic, etc. • Career exploration visits • Career-themed post secondary/college visits	• Create LinkedIn Profile • Update Digital Portfolio to highlight work accomplished during the grade level (ongoing activity) • Update resume • Financial Literacy workshops • Mock interviews with industry professionals • Internship opportunities provided • Service learning	• Short term workplace experience
12th	• Career interest surveys to determine if new interests have occurred and new career options have opened up to explore • Guest speaker • Communications etiquette - email and phone calls with outside organizations, industry partners, capstone partners, etc.	• Understanding public and personal transportation - routes, traffic, etc. • Career exploration visits • Career-themed post secondary/college visits	• Update LinkedIn Profile • Update Digital Portfolio to highlight work accomplished during the grade level (ongoing activity) • Update resume • Financial Literacy workshops • Mock interviews with industry professionals • Informational Interviews • Internship opportunities provided • Service learning	• Internship opportunities • Extended workplace experiences

General Roles/Responsibilities:

Person or Position	Responsibilities
Executive Director	Provide oversight and supervision to the team and support compliance to ensure cohesive and effective WBL plan; lead work on advisory and capstone planning; ensure adequate staffing to support students.
Principal	Support teachers and staff to implement aligned curriculum, including Advisory curriculum. Work in collaboration with the Linked Learning Pathway Coordinator to ensure school-wide alignment with the pathway.
Linked Learning Pathway Coordinator	Align curriculum with industry needs and ensure project-based learning is embedded throughout the pathway; collaborate with teachers to integrate College and Career Readiness content into coursework; build and maintain partnerships with businesses, colleges, and industry professionals; track student progress within the pathway and ensure equitable access to opportunities; support the development and execution of capstone projects and Senior Defenses.

Work Based Learning Coordinator	Develop and sustain partnerships with businesses and industry leaders to provide work-based learning experiences; coordinate internships, job shadows, mock interviews, and workplace tours for students across all grade levels; collaborate with teachers to embed career readiness skills and real-world applications into classroom instruction; ensure equitable access to work-based learning opportunities, especially for students with IEPs and those needing additional support; track student participation in WBL experiences and assess impact on career readiness outcomes.
Director of College and Career Readiness	Ensure that all students, regardless of background, have access to a strong foundation by supporting students in exploring college and career pathways, overseeing dual and concurrent enrollment, Co- teaching Senior Seminar, leading Junior Seminar, coordinating college visits, and financial aid workshops. I co-lead master scheduling to ensure students are on track for graduation and also serve as an AP Coordinator.
Advisors	Facilitate the WBL curriculum during Advisory and guide students through the activities and facilitate discussion about the various topics that are being taught; Work with students and give personal insight into specific aspects of WBL such as resume writing, job seeking, interviews, etc.; act as an advocate for the student and liaison between school and families

Next Steps in Plan Development / Implementation:

1. Redesign and Strengthen the Advisory Program
   - Integrate College and Career Readiness curriculum with Social and Emotional Learning (SEL) to support both professional and personal development.
   - Ensure that work-based learning components (mock interviews, job shadows, workplace tours, etc.) are embedded within Advisory sessions.
   - Establish structured time within Advisory for students to engage in work-based learning activities consistently across all grade levels.
   - Train Advisory teachers to effectively deliver career and SEL content and facilitate real-world learning opportunities.

2. Strengthen the CSDI 4 Senior Seminar & Capstone Experience
   - Refine curriculum expectations to ensure students can demonstrate mastery of skills gained throughout the four-year pathway.
   - Enhance the Senior Defense presentation process, ensuring students effectively showcase their learning and professional growth to peers and community members.
   - Expand the Senior Capstone Project structure, incorporating industry feedback and more real-world problem-solving elements.
   - Develop rubrics and benchmarks to measure student progress throughout the year.

3. Expand Industry Partnerships and Work-Based Learning Integration
   - Build new partnerships with industry professionals to provide internships, mentorships, and hands-on experiences for students.
   - Increase opportunities for job shadowing and workplace tours, ensuring all students, including those with IEPs, gain real-world exposure.
   - Strengthen connections between coursework and industry needs, ensuring students graduate with in-demand technical and soft skills.
   - Partner with businesses and organizations to enhance summer programming for credit recovery and skill-building.