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**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: Envision Academy of Arts and Technology

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**Action Requested and Recommendation**

Presentation to and discussion by Measures N and H Commission of Envision Academy of Arts and Technology Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of \$110,500.00, in a total amount not to exceed \$110,500.00.

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

N/A

**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

<b>2025-2026 MEASURE H BUDGET</b>			
<i>Effective: July 1, 2025 - June 30, 2026</i>			
<b>Resource 9339</b>	<b>Allocation*</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure H</b>	\$110,500.00	\$110,500.00	\$0.00
<small>*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (130) multiplied by the per pupil amount of \$850.</small>			

**School: Envision Academy**

**Site #: 9125**

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
9125-1	Career Advisor at 1.0 FTE: To manage our work-based learning scope and sequence for students and serve as Pathway Coordinator. This position impacts all students grades 9 - 12. Duties include leading Professional Development to support deepening connections between WBL and classroom learning; partnering with our College Counselor on college and career pathway and postsecondary success goals and initiatives; connecting with community professional partners to establish work based learning opportunities in software and systems development; expanding our internship, apprenticeship and externship opportunities for students and educators; providing career readiness learning curriculum for pathway students in 9th and 10th grade Advisory; leading the Career Experience portion of the college and career course offered to 11th and 12th grades; initiating partnership agreements and MOU's with partnership organizations; and serving as our Pathway Coordinator, which includes submitting necessary paperwork to the Measure N commission and attending charter school PLC meetings. This position will support all 3 of our Strategic Goals. At \$41.20/hour, over 1590 hours in the 11-month schedule, our calculation is: \$41.20 x 1590 = \$65,508	\$65,508.00	2200	Classified Support Salary	Career Advisor	1.00	Software and Systems Development
9125-2	Benefits for the career counselor listed above (19%). This impacts all students in grades 9-12.	\$12,446.52	3000	Benefits	N/A		Software and Systems Development

<p>9125-3</p>	<p>Earn &amp; Learn Partnership: To deliver a series of workforce development initiatives aimed at exposing students to real-world experiences in the software development and engineering industries, through a series of guest speaker engagements and activities. These initiatives will support the development of a robust employer network for Envision Academy and enhance career pathway readiness for students. Also, the partnership will include development of pre-apprenticeship readiness courses tailored to specific career pathways. These courses will prepare Envision Academy participants to meet unique program qualifications and gain a competitive advantage when eligible.</p> <p>In the "Gold Package" of partnerships with Earn &amp; Learn, they are responsible for the following deliverables:</p> <ul style="list-style-type: none"> <li>● Employer Outreach: Leverage the existing Earn &amp; Learn employer network to identify and engage relevant professionals. (\$5,500)</li> <li>● Guest Speakers: Secure and coordinate schedules for four (4) guest speakers over the spring semester. (\$2,000)</li> <li>● Preparation Materials: Provide comprehensive prep materials for teachers, students, and employers, utilizing the Earn &amp; Learn WBL Toolkit. (\$1,000)</li> <li>● ELENA Data Collection and Reporting: Manage and collect data to produce an end-of-semester WBL Impact Report and an Employer Breakdown Report for the WBL Coordinator. (\$4,500)</li> </ul> <p>With a package Add-on of collaborating with two partners to develop pre-apprenticeship courses (\$3,000), we arrive at \$15,000 total.</p>	<p>\$15,000.00</p>	<p>5825</p>	<p>Consultant Contract</p>			<p>Software and Systems Development</p>
<p>9125-4</p>	<p>Conference Expenses for the Linked Learning Conference. As we continue growing our program and continue building capacity for our Linked Learning work, we will send two additional staff members to the conference, in addition to the two already accounted for in the 23-24 Measure H Carryover we have already set aside (Line Item 15). Here, we hope to continue building capacity and understanding from experts in the field and other schools. This directly supports our first goal of achieving Silver Certification.</p> <p>As the conference is taking place in Oakland, there will be no hotel or flight costs. General Registration cost: \$700 x 2 people = \$1400</p>	<p>\$1,400.00</p>	<p>5220</p>	<p>Conference Expenses</p>			<p>Software and Systems Development</p>

9125-5	<p>Pathway Mentor Stipends: EA graduates who are enrolled in Peralta Colleges mentoring EA students in post-secondary transition. Mentors will expand tutoring and mentoring for students enrolled in our dual enrollment offerings, as well as their Career Technical Education sequenced courses. Mentors also provide individualized support through peer mentoring, college success mentoring, and tutoring to understand and apply content within their Career Technical Education and dual enrollment courses. Pathway Mentors support all pathway students and connects to our goals related to individualized support. We hope to make this part of our improvement plan moving forward as we continue to grow and strengthen our academic mentor supports. This aligns with the Linked Learning essential element of Integrated Student Supports. Mentors are paid \$25 per hour. We are estimating about 20 weeks of Pathway mentorship, and about 20 hours per week. 20 weeks x 20 hours x \$25/hr.= \$10,000 (Budget includes salaries only since benefits are not included for part-time staff).</p>	\$10,000.00	2201	PupilSuppt Stipend	Pathway Mentor	.10	Software and Systems Development
9125-6	<p>Teacher Stipends: Teacher stipends for four pathway teachers to convene for planning of interdisciplinary units and projects aligned with our pathway theme and to deepen connections between classroom learning and work-place learning. This supports our pathway to advance toward meeting the Measure H and Linked Learning standards related to Integrated Program of Study and our Goal #3 of enhancing our Work-Based Learning continuum and the fourth strategic action for that goal. This will positively impact learning and teaching for all our students. We are planning to have three pathway teachers meet once a month, from August to December to plan these projects for the Spring semester. The staff will be paid at the hourly rate of \$47.50 per hour. Approximating 31 hours across the 5 days from August to December, we arrive at the following:  \$47.50/hour x 31 hours x 4 staff members = \$5890 (Budget included salary stipends only. Benefits costs associated with the stipends will be covered by Envision)</p>	\$5,890.00	1120	Teacher Salary Stipend			Software and Systems Development
9125-7	<p>Staff Mileage and Parking Reimbursement: For our Career Advisor to be able to participate in opportunities to further their professional growth in Linked Learning and allow CTE staff to implement all four pillars of Linked Learning. Funds will be used to:  <ul style="list-style-type: none"> <li>● Reimburse Career Advisor for visiting internship sites for the 11th grade internship week.</li> <li>● Reimburse Career Advisor for visiting other high schools to observe Linked Learning best practices</li> <li>● Estimating 300 miles of travel, with a mileage reimbursement rate of \$0.655, we get 300 x 0.655 = \$196.50. We are putting the remaining towards parking, arriving at the total of \$255.48.</li> </ul> </p>	\$255.48	5210	Mileage and Tolls			Software and Systems Development

<b>School Name:</b>	<b>Envision Academy of Arts and Technology</b>	<b>Site #:</b>	<b>9125</b>
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<b>Pathway Name(s):</b>	<b>Software and Systems Development</b>
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**School Description**  
 Envision Academy of Arts and Technology (EA) is a tuition-free public charter high school serving grades 9-12 in Oakland. We are dedicated to transforming students' lives by preparing them for success in college and in life. EA offers students a rigorous academic experience and a diverse, compassionate community in which to grow. Our 200+ students are inspired and empowered to be leaders in their high school education and in their communities. Envision Academy is one of three Bay Area charter schools operated by Envision Education, a nonprofit founded in 2002.

**School Mission and Vision**  
 Our school's mission is to transform the lives of students - especially those who will be first in their family to attend college - by preparing them for success in college, career, and life.  
 The vision for the community of Envision Academy is for all our students and staff to strive for physical, emotional, and intellectual well-being and safety through joyful, innovative, and empowering opportunities for personal growth and success.

**School Demographics**

<b>2023-2024 Total Enrollment Grades 9-12</b>		<b>174</b>							
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	51.7%	47.7%	100.0%	97.7%	24.7%	NA	2.9%	20.1%	NA
<b>Student Population by Race/Ethnicity</b>	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	32.8%	0.6%	1.1%	52.9%	0.0%	0.6%	6.3%	2.9%	2.9%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>Students with disabilities</b>			

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

<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	92.8%	84.9%	94.0%	91.3%	N/A	95.0%			96.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	7.2%	15.0%	6.0%	8.7%	N/A	5.0%			4.0%
A-G Completion - 12th Grade (12th Grade Graduates)	100.0%	96.7%	100.0%	100.0%	N/A	100.0%			100.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders	68.0%	78.0%	75.0%	87.0%	N/A	80.0%			83.0%
9th Graders meeting A-G requirements	68.0%	78.0%	75.0%	87.0%	N/A	80.0%			83.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	91.0%	80.0%	2.0%	N/A	85.0%			90.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	32.0%	0.0%	50.0%	20.0%	N/A	60.0%			70.0%
Percentage of 10th-12th grade students in Linked Learning pathways	estimated 40%	Revised Pathway - Current Attendance 98% of 10th graders in it, 100% of 11th graders	98.0%	65.0%	N/A	99.0%			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		Revised Pathway to change capstone and concentrator course	70.0%	0.0%	N/A	80.0%			85.0%
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	22.0%	16.0%	22.0%	23.3%	N/A	20.0%			18.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	58.0%	58.0%	65.0%	41.9%	N/A	70.0%			75.0%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	95.6%	87.5%	96.0%	100.0%	N/A	96.0%			96.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	4.4%	12.5%	4.0%	0.0%	N/A	4.0%			4.0%
A-G Completion - 12th Grade (12th Grade Graduates)	100.0%	85.7%	100.0%	100.0%	N/A	100.0%			100.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders	78.0%	67.0%	80.0%	50.0%	N/A	82.0%			83.0%

9th Graders meeting A-G requirements	78.0%	67.0%	80.0%	50.0%	N/A	82.0%		83.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	6.0%	70.0%	75.0%	N/A	75.0%		80.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	26.1%	0.0%	25.0%	0.0%	N/A	60.0%		70.0%
Percentage of 10th-12th grade students in Linked Learning pathways	estimated 40%	Revised pathway to change capstone and concentrator course - current attendance 83% 10th graders in focal population, 100% of 11th graders in focal population	80.0%	52.0%	N/A	90.0%		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		Revised pathway to change capstone and concentrator course	70.0%	0.0%	N/A	80.0%		85.0%
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	21.7%	7.0%	22.0%	25.0%	N/A	22.0%		20.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	52.2%	57.0%	55.0%	25.0%	N/A	60.0%		65.0%

<b>ROOT CAUSE ANALYSIS</b>		
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.		
<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> <i>(Analyze these two indicators together)</i>	Our small school community enable us to wrap around students and what they need fairly effectively, and our graduation rate remains high compared to our neighboring schools and the state average. Since the graduation rate is high, it means our dropout rate is very low. When we discuss students who may need additional support, we are able to discuss them specifically - not in the abstract. We regularly meet in grade level teams to discuss students who are outside the sphere of success and ways to support them.	While high, our graduation rate has decreased by about 2% since our 2018-19 EIP process. Certainly, school and community change and upheaval amidst the COVID pandemic and leadership changes over the past few years could have an impact on this. However, another challenge we have is in supporting students who may join us later in their high school career missing credits or students who, despite our best efforts, continue to matriculate while missing credits. Our small size means that our master schedule is fairly limited in terms of students' opportunities to re-engage in courses they may not have passed. This may lead some students to leave and find different opportunities.
<b>A-G Completion - 12th Grade</b>	A-G course completion is a graduation requirement for us as stated in our charter with Alameda County. Holding this high expectation is a key reason why 100% of our Envision graduates do complete their A-G courses because nearly every class on campus fulfills one of those requirements.	The graduation requirement mentioned to the left is a strength, but it also may be a challenge for students who ultimately become off-track in terms of their progress through A-G courses. Since it is a requirement for us, some of these students may not see a clear path forward within our school if they begin to get off-track.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i>	We have dedicated significant time and energy to building 9th grade community as they transition to high school. This school year (2022-23), we offered a Freshman Seminar course for the first time. We also organized a 9th grade retreat early in the spring as we sought to respond to some behavioral challenges we saw in the fall that impacted student academics. These intentional moves have helped students improve attendance and engagement in core academic classes and should help our 9th graders stay on track to graduate and meet A-G requirements.	Our current 9th grade cohort was very challenged by the transition to high school, possibly due to missing out on a huge part of middle school due to pandemic-related school closures. We have some room to grow in terms of consistency and levels of support for 9th graders outside the sphere of success but who are not receiving other services. Thus, a number of them already have courses they will need to make up later in their high school career.

College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	Again, our small community is to our benefit here, as our college counselor is able to provide a lot of support to students as they navigate their 12th grade year and next steps. Another structural graduation requirement we have is that all students submit at least one college application, which encourages some students who may not have considered college to actually do so. A number of current 12th graders who had not been considering college are indeed thinking about it having applied and been admitted! Our Learning Center team (who works with students with IEPs) also does a lot of work with 12th graders in thinking about their transition from high school, thereby helping our focus student population.	We do only have one college counselor on campus, so student preparation for the college-going process in the 9th-11th grade years is not where we'd like it to be. Increased support and communication to younger students and families is a goal for us moving forward so that students feel more prepared once they do get to their 12th grade year.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Historically, Envision has prided itself on including participation in a work-learning experience (WLE) as a graduation requirement; this was typically fulfilled in a student's 11th grade year. We are excited to be rebuilding this program and re-engaging with the community, and have hired a Family & Community Engagement Coordinator with Measure N funds to support with this.	Our WLE program - and the associated graduation requirement - was put on pause during the COVID-19 pandemic. While some students have found internships on their own, the requirement itself was waived for the past few years. We are looking forward to re-establishing this high expectation and cultivating new community partners who can sustain our program moving forward.
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		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students at Envision Academy are enrolled in pathway courses, meeting the standard for "an equitable, open admissions policy" noted in the quality standards. All of our students also take core classes or pathway courses for more than 50% of their schedule. Additionally, we offer dual-enrollment courses that all 10th graders take and that 12th graders have an option of taking. Students in 11th and 12th grade have AP Courses in their schedule as well.	We need to establish an Advisory committee to "inform and validate the design and implementation of the pathway program of study." We also need to do some work to increase the cross-curricular nature of our program of study to ensure assessments are aligned and that courses "build on a foundation of cross-subject and industry-infused curriculum and instructional design." In a few cases, students with IEPs enroll in Resource courses instead of in a Pathway course.	We must focus on Curriculum and Instructional Design and Delivery, Assessment of Learning, and Partner Input and Validation over the next 3 years.
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Envision Academy has included work-learning experiences as part of the graduation requirement for years, and there is general support from the community that allows for 11th graders to spend 5 days off campus in the spring engaging in an internship. This ensures equitable access to these experiences.	The past few years, our work-learning experience requirements has been waived due to the pandemic. Now, we need to re-establish community partners who can offer internships "aligned with the program of study" and ensure the experiences that are re-introduced in spring 2023 are high-quality. We also need to offer a greater range of work-based learning, like case studies and exploration. Finally, we need to reflect on our evaluation (both from students and employers) processes after this year to determine our next steps with our Advisory Panel.	As we re-engage in work-based learning, all of these categories will be important areas of focus.



<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Our college preparation support is strong, with a College &amp; Career Readiness course for our 12th graders helping them explore the college application process and career options. Our Advisory cohort structure also provides social-emotional supports. As a small school, we also pride ourselves in offering individual student supports and the extent to which we can monitor "academic, personal, and social-emotional needs" of our student body. We offer a number of individualized interventions including attendance review teams, Student Success team meetings, behavior plans, and more.</p>	<p>Covid impacted our robust career program which including an annual college fair, a rotation of guest speakers and a 2 week internship during junior year. We are in the process of rebuilding these programs and need to tie them more intentionally to the career pathways. We need to improve in how we support 9th, 10th, and 11th graders in their college exploration. We also do not currently have an official SEL curriculum and can do more to meet student needs through Tier I services. Finally, we need to incorporate more student voice and review our systems to gauge the efficacy of individual student supports.</p>	<p>Career preparation and support, social-emotional skill development, and student input and validation are all areas of focus moving forward.</p>
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

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

<b>Goal #1:</b> By 2026	Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.
<b>Goal #2:</b> By 2026	By 2026, Envision will have a thriving Advisory Board that meets at least once per semester, consists of a minimum of three industry professionals, and is regularly involved in providing feedback to improve our Pathway's development.
<b>Goal #3:</b> By 2026	By 2026, Envision Academy will revisit and enhance our Work-Based Learning Continuum such that 100% of students experience work-based learning at each grade level, including internships in 11th grade.

**Pathway Strategic Actions**

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

<b>Strategic Actions for Goal #1</b>	<p>Career Counselor and Vice Principal establish Pathway Committee in Fall 2023 with families and students to build student voice in Pathway and to write surveys and interview questions to incorporate student voice in decision-making. The Committee meets quarterly each year to revisit data and give input on pathway development, student supports, and student access to the pathway. The Committee will be representative of the student population at EA.</p> <p>Career Counselor familiarizes themselves with Silver and Gold Linked Learning Standards in Fall 2023 and creates a three-year project plan in Winter 2023 to set goals for the school in implementing the Linked Learning model; in Spring 2024, the Career Counselor meets with the Instructional Lead Team to determine the necessary development and training to achieve an integrated program of study. In 2024-25, this plan has us engaging in work towards Silver Certification. In 2025-26, the school engages in the Certification process and receives Silver Certification and receives feedback on next steps to achieve Gold Certification.</p> <p>Career Counselor and Vice Principal attend Linked Learning conference in spring 2024 to learn about next steps in creating and implementing the school plan. In 2024-25 and 2025-26, the career counselor and pathway teachers attend this or a similar conference and apply learning at the school.</p> <p>Career Counselor will continue to seek out learning opportunities for themselves and the school through Measure N PLC and other networks throughout this three-year term in order to bring best practices back to EAHS.</p> <p>Vice Principal, Career Counselor, and College Counselor review enrollment in 2023-24 to see who may not be accessing the pathway courses due to joining us later in high school or because of other class enrollment, as well as engaging in a case study with some selected students in those groups. In 2024-25, this team develops a plan in consult with the Pathway Committee for students in different scenarios to engage equitably in the pathway. In 2025-26, we see full engagement in the pathway in accordance with this plan.</p>
<b>Strategic Actions for Goal #2</b>	<p>Vice Principal and Family &amp; Community Engagement Coordinator will convene the first Advisory Board in Spring 2023 with two additional members; these two, plus the Career Counselor, convene the Advisory Board, maintaining two members, members once per semester in 2023-24. They recruit another industry professional to join in 2024-25 and continue to meet at least once per semester through 2025-26.</p> <p>Career Counselor and Family and Community Engagement Coordinator recruit two additional Advisory Board members through family or community connections in Fall 2023 and one additional Advisory Board member in Fall 2024 while maintaining interest and engagement for existing Advisory Board members from Fall 2023 through Spring 2026.</p> <p>Career Counselor and Family and Community Engagement Coordinator start a minutes-keeping and recurring agenda format in Fall 2023 and develop core questions and areas for feedback for the year. Initially, the proposal is for the Advisory Board to focus on refinement of pathway courses and familiarity with the Linked Learning Silver Standards in 2023-24; integrated programs of study and work-based learning in 2024-25; and work-based learning and pursuance of Silver Certification in 2025-26.</p>
<b>Strategic Actions for Goal #3</b>	<p>Ensure Family and Community Engagement Coordinator is retained each year and receives coaching and feedback from administration on sustaining community relationships. Professional and school-focused goals in terms of community outreach are initially drafted in the summer of 2023 with ongoing feedback and updates in 2024, 2025, and 2026.</p> <p>Hire and retain a career counselor who can maintain the work-based learning plan from 2022-23 during 2023-24 while building our work-based learning continuum. This includes expanding the program to seniors in 2024-25 and ensuring all students in each grade have a work-based learning experience in each grade by 2025-26.</p> <p>Career counselor, in consultation with the Family and Community Engagement Coordinator, documents resources and processes to ensure the program can continue to grow year on year; documentation is initially handed over in summer 2023, expanded during 2023-24, and has ongoing edits in 2025 and 2026.</p>

<b>Budget Expenditures</b>						
<b>2023-2024 Budget: Enabling Conditions Whole School</b>						
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
<p><b>Hire a Family Community Engagement Coordinator (FCEC) at 1.0 FTE</b> to address major challenges to accelerating student academic growth and achievement by creating and implementing systems to bring in parents and community partners to support student attendance, achievement, career exploration, and college readiness. This individual will also lean into us to increase our partnerships with community organizations that will support our work-based learning network and connections we can offer to students. Finally, this individual supports student leadership development, college preparation and motivation, and parent support, all of which can have a positive impact on student success in an excellent and integrated program of study. The FCEC specifically supports our Measure N work by attending to the Linked Learning foci of Student Supports and Work-Based Learning directly and indirectly supports student success in our academic program. This position impacts all students grades 9 - 12 and supports our 2nd and 3rd Strategic Goals.</p>	\$68,187.87	2200	Classified Support Salary	Family and Community Engagement Coordinator	1.00	Software and Systems Development
<p><b>Benefits</b> for above mentioned staff (~25%). This impacts all 208 students in grades 9-12.</p>	\$17,046.97	3000	Benefits			Software and Systems Development
<p><b>Hire a Career Counselor Advisor (CCA) at 0.881 FTE</b> to manage our work-based learning scope and sequence for students and serve as Pathway Coordinator. This position impacts all students grades 9 - 12. Duties include leading Professional Development to support deepening connections between WBL and classroom learning; partnering with our college counselor on college and career pathway and postsecondary success goals and initiatives; connecting with community professional partners to establish work based learning opportunities in software and systems development; expanding our internship, apprenticeship and externship opportunities for students and educators; providing career readiness learning curriculum for pathway students in 9th and 10th grade Advisory; leading the Career Experience portion of the college and career course offered to 11th and 12th grades; initiating partnership agreements and MOU's with partnership organizations; and serving as our Pathway Coordinator, which includes submitting necessary paperwork to the Measure N commission and attending charter school PLC meetings. This position will support all 3 of our Strategic Goals. On Envision United's salary schedule, a Year 3 Counselor will earn \$68,700. Measure N funds will cover 88.1% of that, or \$60,524.70. Strategic carryover funds from 2022-23 will cover 1.9% of the salary, and the remaining 10% (\$6,870) will come from the school's general fund.</p>	\$60,524.70	2200	Classified Support Salary	Career Counselor and Advisor	0.881	Software and Systems Development
<p><b>Benefits</b> for the career counselor listed above (~25%). This impacts all students in grades 9-12.</p>	\$17,175.00	3000	Benefits			Software and Systems Development

<p><b>Meeting Refreshments</b> for Advisory Board meetings in 2023-24. The Advisory Board is a crucial ingredient in supporting the development of our Pathway and ensuring that our curriculum is regularly informed by current industry experts. As a result, the program of study for students will be more rigorous and relevant, thus increasing student engagement. This expenditure is directly linked to Strategic Goal 2.</p>	\$265.46	4311	Meeting Refreshments		Software and Systems Development
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**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

<b>Pathway Quality Strategic 3 Year Goal</b>	<p><b>Check in on 3-Year Goals</b>                      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?</p>
<p>By 2026, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.</p>	<p>We are currently registered with the Linked Learning portal and have begun the process of achieving Silver Certification. Our Career Counselor Advisor is the pathway coordinator for Linked Learning and we have completed the first steps in the certification process. Having a dedicated staff member working on the certification has supported the process. Other duties and responsibilities have prevented us from making further progress.</p>
<p>By 2026, Envision will have a thriving Advisory Board that meets at least once per semester, consists of a minimum of three industry professionals, and is regularly involved in providing feedback to improve our Pathway's development.</p>	<p>We have started an Advisory Board that is currently consisting of four members. Our first meeting is scheduled for March of 2024. We were hindered by finding Advisory Board members at first, but gathered some connections through our personal networks to support the formation of the our Advisory Board.</p>
<p>By 2026, Envision Academy will revisit and enhance our Work-Based Learning Continuum such that 100% of students experience work-based learning at each grade level, including internships in 11th grade.</p>	<p>Our Career Counselor is in the process of revising and enhancing our WBL Continuum, but currently students at each grade level are experiencing WBL, including 100% of 11th graders participating in an internship in Spring 2024. This has been supported by many college and career-related activities that are done at each grade level. The organization and progression of activities has been hindered by our Career Counselor needing time to settle into the position, understand the systems in place at the school, and develop the continuum.</p>

**Pathway Strategic Actions Reflection**

<b>2023-2024 Strategic Actions</b>	<p><b>Reflection on 2023-2024 Strategic Actions</b>                      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?</p>
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<p><b>23-24 Strategic Actions for Goal #1</b></p>	<p>Career Counselor and Vice Principal establish Pathway Committee in Fall 2023 with families and students to build student voice in Pathway and to write surveys and interview questions to incorporate student voice in decision-making. The Committee meets quarterly each year to revisit data and give input on pathway development, student supports, and student access to the pathway. The Committee will be representative of the student population at EA.</p> <p>Career Counselor familiarizes themselves with Silver and Gold Linked Learning Standards in Fall 2023 and creates a three-year project plan in Winter 2023 to set goals for the school in implementing the Linked Learning model; in Spring 2024, the Career Counselor meets with the Instructional Lead Team to determine the necessary development and training to achieve an integrated program of study. In 2024-25, this plan has us engaging in work towards Silver Certification. In 2025-26, the school engages in the Certification process and receives Silver Certification and receives feedback on next steps to achieve Gold Certification.</p> <p>Career Counselor and Vice Principal attend Linked Learning conference in spring 2024 to learn about next steps in creating and implementing the school plan. In 2024-25 and 2025-26, the career counselor and pathway teachers attend this or a similar conference and apply learning at the school.</p> <p>Career Counselor will continue to seek out learning opportunities for themselves and the school through Measure N PLC and other networks throughout this three-year term in order to bring best practices back to EAHS.</p>	<p>1.1-1.2 The Pathway Committee was formed in the Spring of 2024 instead of the Fall of 2023. We are not on track to meet the goal of having a quarterly meeting, but we will be meeting in March of 2024 to gather input on the pathway and student supports. The three year project plan for the Silver Certification is also still being developed. The primary reason for the delay in the formation of the Pathway Committee and the development of the three year project plan is that due to staff turnover, the new Career Counselor began in August 2023 and took some time getting settled into their new position. However, we are still on track to finish that three-year project plan and meet with the Instructional Lead Team in Spring 2024, to fully engage in Silver Certification work in the 2024-2025 school year. We will also be beginning to gather student data through surveys and interviews to get feedback from students, in particular our focal population, students with IEPs.</p> <p>1.3 The Career Counselor will be attending the Linked Learning conference in Spring 2024 to learn more about best implement the three year plan and achieve Silver Certification.</p> <p>1.4 The Career Counselor has been attending the Measure N/H Charter School PLC meetings to learn best practices from other schools and connect with other Measure N/H Pathway Coordinators. There are plans to attend Advisory Board meetings from other schools and meet individually with other coordinators to learn more about their school's pathways and how they incorporate student voice into their pathway.</p> <p>1.5 In Spring 2024, the Vice Principal, College Counselor, and Career Counselor developed a plan to carry out a case study in Fall 2024 to determine which students are on track to complete the pathway of CTE courses. We will look at which groups of students are unable to access the courses and how, as a small school with limited scheduling capacity, we might maximize access while balancing A-G graduation requirements for students who need to make up credits.</p>
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	<p>Vice Principal, Career Counselor, and College Counselor review enrollment in 2023-24 to see who may not be accessing the pathway courses due to joining us later in high school or because of other class enrollment, as well as engaging in a case study with some selected students in those groups. In 2024-25, this team develops a plan in consult with the Pathway Committee for students in different scenarios to engage equitably in the pathway. In 2025-26, we see full engagement in the pathway in accordance with this plan.</p>	
<p><b>23-24 Strategic Actions for Goal #2</b></p>	<p>Vice Principal and Family &amp; Community Engagement Coordinator will convene the first Advisory Board in Spring 2023 with two additional members; these two, plus the Career Counselor, convene the Advisory Board, maintaining two members, members once per semester in 2023-24. They recruit another industry professional to join in 2024-25 and continue to meet at least once per semester through 2025-26.</p> <p>Career Counselor and Family and Community Engagement Coordinator recruit two additional Advisory Board members through family or community connections in Fall 2023 and one additional Advisory Board member in Fall 2024 while maintaining interest and engagement for existing Advisory Board members from Fall 2023 through Spring 2026.</p> <p>Career Counselor and Family and Community Engagement Coordinator start a minutes-keeping and recurring agenda format in Fall 2023 and develop core questions and areas for feedback for the year. Initially, the proposal is for the Advisory Board to focus on refinement of pathway courses and familiarity with the Linked Learning Silver Standards in 2023-24; integrated programs of study and work-based learning in 2024-25; and work-based learning and pursuance of Silver Certification in 2025-26.</p>	<p>2.1-2.2 Due to staff turnover, a new Family and Community Engagement Coordinator began in October of 2023, and took some time getting settled into the position. However, as of February 2024, we have an Advisory Board consisting of four members, and have a meeting planned for March 2024. We have one more Advisory Board member that has stated will join in Fall of 2024.</p> <p>2.3 For the meeting in March 2024, the Career Counselor and Family and Community Engagement Coordinator will be maintaining a minutes-keeping agenda that will continue to be used in the Fall 2024 meeting and onto future meetings. The meeting in March 2024 will be an overview of our current courses and the Linked Learning standards for certification. Since we have had difficulty getting meetings in place, we plan to use surveys in order to continuously receive feedback on our pathway, in the event that meetings cannot occur. We still to develop a plan for maintaining interest and engagement, and will be inquiring with CoP school partners on best practices for this piece.</p>
<p><b>23-24 Strategic Actions for Goal #3</b></p>	<p>Ensure Family and Community Engagement Coordinator is retained each year and receives coaching and feedback from administration on sustaining community relationships. Professional and school-focused goals in terms of community outreach are initially drafted in the summer of 2023 with ongoing feedback and updates in 2024, 2025, and 2026.</p> <p>Hire and retain a career counselor who can maintain the work-based learning plan from 2022-23 during 2023-24 while building our work-based learning continuum. This includes expanding the program to seniors in 2024-25 and ensuring all students in each grade have a work-based learning experience in each grade by 2025-26.</p> <p>Career counselor, in consultation with the Family and Community Engagement Coordinator, documents resources and processes to ensure the program can continue to grow year on year; documentation is initially handed over in summer 2023, expanded during 2023-24, and has ongoing edits in 2025 and 2026.</p>	<p>As of Spring 2024, we have a Career Counselor and Family and Community Engagement Coordinator that both began in Fall of 2023. The Career Counselor is working on enhancing and expanding the WBL continuum and the Family and Community Engagement Coordinator has engaged community members in supporting our 11th grade internship program and other student support opportunities. Although there is not a formalized coaching plan for sustaining community relationships, there has been some coaching already taking place. The Career Counselor Advisor, who is the coordinator for the internship program, conversed with the Principal and Vice Principal on conducting the site visits, checking in with the internship sites, and post-internship reflection. In addition, we are inviting the internship sites to visit the school during the 11th grade presentations about their internships. In future internship weeks, students will be developing a plan for helping their internship site with a specific challenge.</p> <p>Our current WBL continuum includes college visits, career interest assessments, trips to college and career fairs, exploration lessons during advisory class, job shadowing, internships, visits to CTE/trade school programs, dual enrollment, and portfolio defenses. We are planning on participating in the Peralta Institute program in summer 2024. During the 11th grade internship week, the Career Counselor Advisor is available for student and site support throughout the week. This person visits internship sites to check student progress and needs. As part of the internship, students complete two reflection assignments during their internship, followed by a presentation after their internship is concluded. The next things we plan to add/implement are mock interviews, deeply integrated projects, and more opportunities for early college credit. We plan to ensure that the student supports are sufficient so that our focal population, students with IEPs, are able to fully and meaningfully experience the components of the WBL continuum.</p>
<p><b>Pathway Strategic Actions 2024-2025</b></p>		
<p><b>2024-2025 Strategic Actions</b> Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</p>		
<p><b>Goal #1:</b> By 2026</p>	<p>By 2026, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.</p>	<p><b>New or Revised Strategic Actions for Goal #1</b></p> <p>Engage faculty, staff, and other key stakeholders in reviewing the requirements for Silver Certification in order to increase understanding of both the Linked Learning approach and the Silver Certification criteria and standards.</p> <p>Self assess our existing pathway against the Silver Certification standards and make a plan to address any implementation gaps. Provide professional development as needed.</p> <p>Compile and post all necessary documentation, evidence, and artifacts required for Silver Certification. Monitor Progress.</p> <p>Work with our Pathway Coach, Advisory Board, and other stakeholders to conduct a final review of our Silver Certification evidence to ensure all criteria and standards are met. Submit evidence for certification.</p> <p>Provide student surveys to gather information from the student experience on the pathway courses, in particular to gather feedback from our focal population, students with IEPs.</p>
	<p>By 2026, Envision will have a thriving Advisory Board that meets at least once per semester, consists of a minimum of three industry professionals, and is regularly involved in providing feedback to improve our Pathway's development.</p>	<p>Formally outline the purpose, goals, and responsibilities of our Pathway Advisory Board, Include advising on pathway curriculum, work based learning experiences, supports for student success, and pathway evaluation. Emphasize the importance of the Advisory Board and its role in shaping our Linked Learning pathway and in supporting student success.</p>

<p><b>Goal #2:</b> By 2026</p>		<p><b>New or Revised Strategic Actions for Goal #2</b></p>	<p>Maintain current Advisory Board members and recruit at least two new members, assuring a diverse Board that brings a range of experience, expertise, and perspectives.</p> <p>Meet quarterly and regularly solicit feedback to continuously improve the effectiveness and impact of our Pathway Advisory Board. Utilize surveys when scheduling Advisory Board meetings becomes difficult.</p> <p>Have our Pathway Coordinator (Career Counselor Advisor) continue attending partner charter school advisory boards for their professional development and to learn best practices.</p> <p>Solicit feedback from Advisory Board for ways to support students with IEPs full achievement with the pathway curriculum.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2026, Envision Academy will revisit and enhance our Work-Based Learning Continuum such that 100% of students experience work-based learning at each grade level, including internships in 11th grade.</p>	<p><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>Develop a formal work-based learning continuum that includes the progression of WBL experiences from grades nine through twelve.</p> <p>Continue partnerships with established community partners (internship sites, community colleges, community based organizations)</p> <p>Continue work to maximize the learning in work-based learning and to better connect what students learn in the workplace with their classroom learning.</p> <p>Continue Peralta Institute partnership in SY 24-25.</p> <p>Include supports in student IEPs to ensure their full engagement in the WBL continuum.</p>

**Budget Expenditures**  
*Effective July 1, 2024 - June 30, 2025*

**2024-2025 Budget: Enabling Conditions Whole School**

<p><b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
<p>Hire a Career Counselor Advisor (CCA) at 1.0 FTE to manage our work-based learning scope and sequence for students and serve as Pathway Coordinator. This position impacts all students grades 9 - 12. Duties include leading Professional Development to support deepening connections between WBL and classroom learning; partnering with our college counselor on college and career pathway and postsecondary success goals and initiatives; connecting with community professional partners to establish work based learning opportunities in software and systems development; expanding our internship, apprenticeship and externship opportunities for students and educators; providing career readiness learning curriculum for pathway students in 9th and 10th grade Advisory; leading the Career Experience portion of the college and career course offered to 11th and 12th grades; initiating partnership agreements and MOU's with partnership organizations; and serving as our Pathway Coordinator, which includes submitting necessary paperwork to the Measure N commission and attending charter school PLC meetings. This position will support all 3 of our Strategic Goals. At \$40/hour, over 1590 hours in the 11-month schedule, our calculation is: \$40 x 1590 = \$63,600</p>	\$63,600.00	2200	Classified Support Salary	Career Counselor and Advisor	1.00	Software and Systems Development	Approved	
<p>Benefits for the career counselor listed above (~14.75%). This impacts all students in grades 9-12.</p>	\$9,391.62	3000	Benefits	N/A		Software and Systems Development	Approved	

Salary for Family and Community Engagement Coordinator (FCEC) at 1.0 FTE to address major challenges to accelerating student academic growth and achievement by creating and implementing systems to bring in parents and community partners to support student attendance, achievement, career exploration, and college readiness. This individual will also support increasing partnerships with community organizations that will support our work-based learning network and connections we can offer to students. Finally, this individual supports student leadership development, college preparation and motivation, and parent support, all of which can have a positive impact on student success in an excellent and integrated program of study. The FCEC specifically supports our Measure N/H work by attending to the Linked Learning foci of Student Supports and Work-Based Learning directly and indirectly supports student success in our academic program. This position impacts all students grades 9-12 and supports our 2nd and 3rd strategic goals. With a salary of \$55,650, at 0.75 FTE, we are at \$41,737.50	\$41,737.50	2200	Classified Support Salary	Family and Community Engagement Coordinator	0.75	Software and Systems Development	Approved	
Benefits for the Family and Community Engagement Coordinator listed above (~14.75%). This impacts all students in grades 9-12. At 0.75 FTE, we are at \$4617.21	\$4,617.21	3000	Benefits	N/A		Software and Systems Development	Approved	
<b>Field Trip for 10th and 11th graders.</b> We are planning a 2-night, 3-day trip to the East Coast in the fall to visit multiple universities and connect with the technology departments at those campuses. We are collaborating with IST Campus Tours to plan the trip. This trip will be offered to all 10th and 11th grade students to expose them to different paths within software and systems development and to learn what they can do after graduating from the various related programs at the universities. We are estimating for 50 students which with IST Tours comes to a package cost of \$649 per student to cover the total cost of the trip, including transportation, accommodations, and food. 50 x \$649 = \$32,450.	\$17,503.67	5830	Field Trips			Software and Systems Development		Conditionally Approved

**2025-2026: YEAR THREE**

**Pathway Strategic Goals**

<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> 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, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.	We were fully on track to complete Silver Certification for our ICT pathway; however, in response to the difficulties of hiring and retaining a credentialed ICT teacher, Envision recently made the decision to begin the process of transitioning to a Digital Media Arts pathway. We have a strong credentialed Digital Media Arts teacher in place, a sequence of three CTE courses, and students enthusiastic about digital media arts. We are building new Digital Media Arts partnerships and postsecondary connections. We have already completed the initial steps for Silver Certification, reviewed the requirements, and self-assessed against the Silver Certification Standards. We have begun to develop and gather the necessary artifacts, including a formal Program of Study and Work-Based Learning Continuum. Our Career Advisor, in partnership with administration and teachers, are heading the process of Silver Certification.
By 2026, Envision will have a thriving Advisory Board that meets at least once per semester, consists of a minimum of three industry professionals, and is regularly involved in providing feedback to improve our Pathway's development.	We have met this goal and are currently on track to continue it through 2026 and beyond. We have four Advisory Board members that met with the Pathway Coordinator twice this year, once per semester. We have discussed the state of the pathway and ideas for improvement. We are actively looking to expand, particularly including industry professionals in the Digital Media Arts space as we look to change our pathway. Moving forward, we plan to involve our Advisory Board in reviewing and providing input to our Digital Media Arts pathway curriculum, helping to actualize all aspects of our Work-Based Learning Continuum, and in increasing connections between industry partners and our students and their learning. (i.e., industry partners as student project consultants, mentors, and/or evaluators.)
By 2026, Envision Academy will revisit and enhance our Work-Based Learning Continuum such that 100% of students experience work-based learning at each grade level, including internships in 11th grade.	We have met this goal and are currently on track to continue it through 2026 and beyond. Our Pathway Coordinator has spearheaded the development of the WBL plan, in accordance with the Measure N/H guidelines. 100% of students are currently experiencing work-based learning at each grade level. The 11th grade internship program is still taking place, including students experiencing internships in both ICT, in addition to Digital Media internships.

**Pathway Strategic Actions Reflection**

<b>2024-2025 Strategic Actions</b>	<b>Reflection on 2024-2025 Strategic Actions</b> 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?
Engage faculty, staff, and other key stakeholders in reviewing the requirements for Silver Certification in order to increase understanding of both the Linked Learning approach and the Silver Certification criteria and standards.	We successfully carried out the first two strategic actions early in the school year. During our summer professional development sessions, we facilitated training for faculty and staff to deepen their understanding of both the Silver Certification criteria and the broader Linked Learning approach. Through these sessions, we ensured that all stakeholders were familiar with the purpose, goals, and methods of Linked Learning. Feedback from the sessions, including staff surveys and conversations, revealed that the training helped staff feel more confident and informed about the process. Additionally, we have maintained ongoing discussions throughout the year to reinforce this understanding, ensuring it becomes a continuous point of focus.
Self assess our existing pathway against the Silver Certification standards and make a plan to address any implementation gaps. Provide professional development as needed.	In the summer of 2024, the Vice Principal and Pathway Coordinator conducted a thorough self-assessment of our existing pathway against the Silver Certification standards. This self-assessment was a crucial step in identifying areas where we could improve, particularly in the documentation and formalization of key components. We found gaps in the required artifacts, such as the Program of Study and the Work-Based Learning Continuum, which were not yet fully formalized. Since then, we've worked with the Advisory Board

<p><b>24-25 Strategic Actions for Goal #1</b></p>	<p>Compile and post all necessary documentation, evidence, and artifacts required for Silver Certification. Monitor Progress.</p> <p>Work with our Pathway Coach, Advisory Board, and other stakeholders to conduct a final review of our Silver Certification evidence to ensure all criteria and standards are met. Submit evidence for certification.</p> <p>Provide student surveys to gather information from the student experience on the pathway courses, in particular to gather feedback from our focal population, students with IEPs.</p>	<p>required artifacts, such as the Program of Study and the Work-Based Learning Continuum, which were not yet fully formalized. Since then, we've worked with the Advisory Board members and teachers to develop these documents. While significant progress has been made in addressing these gaps, we acknowledge that not all required documentation has been compiled yet. The recent decision to shift the pathway theme has led to the need for revisions in some existing artifacts. We anticipate having all necessary evidence finalized and ready for submission in the 2025-2026 school year, with a planned submission for Silver Certification by Fall 2026.</p> <p>One of our most valuable actions was gathering insights from students through surveys. These surveys provided critical feedback, especially from our focal population of students with IEPs. A key takeaway from the surveys was a noticeable decline in student interest in the ICT pathway courses. In contrast, there was a growing interest in the Digital Media Arts classes that were being taken concurrently by all students, including those with IEPs. This feedback has been instrumental in informing our decisions about pathway adjustments and course offerings moving forward.</p>
<p><b>24-25 Strategic Actions for Goal #2</b></p>	<p>Formally outline the purpose, goals, and responsibilities of our Pathway Advisory Board. Include advising on pathway curriculum, work based learning experiences, supports for student success, and pathway evaluation. Emphasize the importance of the Advisory Board and its role in shaping our Linked Learning pathway and in supporting student success.</p> <p>Maintain current Advisory Board members and recruit at least two new members, assuring a diverse Board that brings a range of experience, expertise, and perspectives.</p> <p>Meet quarterly and regularly solicit feedback to continuously improve the effectiveness and impact of our Pathway Advisory Board. Utilize surveys when scheduling Advisory Board meetings becomes difficult.</p> <p>Have our Pathway Coordinator (Career Counselor Advisor) continue attending partner charter school advisory boards for their professional development and to learn best practices.</p> <p>Solicit feedback from Advisory Board for ways to support students with IEPs full achievement with the pathway curriculum.</p>	<p>We have made significant progress in strengthening our Pathway Advisory Board and enhancing its impact on our Linked Learning pathway.</p> <p>One key accomplishment has been the formal development of the Advisory Board's purpose, goals, and responsibilities. This foundational step has provided clarity on the Board's role in shaping the pathway curriculum, expanding work-based learning opportunities, and supporting student success. Now that the role of the board as a whole is established, we will utilize them for continuous pathway improvement. Additionally, we have successfully maintained our current Advisory Board members while expanding our network by recruiting two new members. Both old and new members bring valuable expertise from both the private and public sectors within the software and systems development industry and in digital media arts, enriching our discussions and decision-making processes.</p> <p>This year, we met with our Advisory Board twice—once per semester—ensuring consistent engagement and collaboration. To enhance communication, we have maintained ongoing discussions with individual Board members and actively sought their feedback. Looking ahead, we plan to distribute a structured survey in Spring 2025 to further assess and improve the Board's effectiveness.</p> <p>Our Pathway Coordinator has also taken steps to strengthen our Advisory Board knowledge and skills by attending partner charter school advisory board meetings, engaging with other pathway coordinators, and participating in webinars focused on best practices. These efforts have helped us refine our strategies and access additional resources to support our students effectively.</p> <p>Furthermore, we have prioritized the inclusion and success of students with IEPs within the pathway. Through discussions with the Advisory Board, we have gathered valuable insights and resources to better support these students. Collaboration with our SPED team has also provided guidance on effective instructional strategies and learning supports, ensuring that all students can fully participate and succeed in the pathway curriculum.</p> <p>As we continue this work, we remain committed to fostering a strong, diverse, and engaged Advisory Board that will drive ongoing improvements and create meaningful opportunities for our students.</p>
<p><b>24-25 Strategic Actions for Goal #3</b></p>	<p>Develop a formal work-based learning continuum that includes the progression of WBL experiences from grades nine through twelve.</p> <p>Continue partnerships with established community partners (internship sites, community colleges, community based organizations)</p> <p>Continue work to maximize the learning in work-based learning and to better connect what students learn in the workplace with their classroom learning.</p> <p>Continue Peralta Institute partnership in SY 24-25.</p> <p>Include supports in student IEPs to ensure their full engagement in the WBL continuum.</p>	<p>We are on track for successfully completing all strategic actions associated with Goal #3. We have made significant progress in achieving our strategic actions to enhance work-based learning (WBL) at Envision Academy. Our comprehensive Work-Based Learning Continuum is now fully developed, outlining a clear progression of experiences from grades nine through twelve. This continuum includes college and work-site visits, career interest assessments, job shadowing, internships, college and career fairs, advisory exploration lessons, visits to CTE/trade school programs, dual enrollment opportunities, resume workshops, and portfolio defenses. A key component of this continuum is the 11th-grade internship program, where students receive ongoing support from the Career Advisor, who visits internship sites regularly to monitor progress and address any needs. Students complete two reflection assignments during their internships, culminating in a Presentation of Learning at an exhibition after their internship concludes. This year's exhibition proved to be a big success and brought more families and community members to our campus than any other event held this year. This exhibition was also vital to gathering student input on the experience, as students shared their learning, key takeaways, and the advice they would give to students that will participate in following years. We also provided surveys to the internship mentors to give us feedback and ways to improve the program.</p> <p>This year, we introduced several enhancements to our WBL program, including mock interviews and the development of digital defense portfolios, where students create personal websites to showcase their experiences and skills. A major milestone was our participation in the Peralta Summer Institute in 2024, and we have committed to continuing this partnership. Last year, 12 students enrolled in courses through this initiative, and we aim to increase participation through targeted outreach and repeated reminders.</p> <p>We have also maintained and expanded our community partnerships to provide diverse WBL opportunities. Key partnerships include:</p> <ul style="list-style-type: none"> <li>- Laney College, which provides our dual enrollment course and has a representative on our Advisory Board.</li> <li>- Oakland Promise, which supports career readiness lessons and assists with college and financial aid applications.</li> <li>- The Hidden Genius Project, which offers students work-based learning experiences in computer science and software development.</li> <li>- Genesys Works, which connects students with additional internship opportunities.</li> <li>- Summer Search and Peer Forward, which help students develop leadership skills.</li> </ul> <p>Furthermore, we have ensured that students with IEPs are fully supported in the WBL continuum. This year, all 11th-grade students with IEPs successfully participated in internships, demonstrating our commitment to equitable access.</p> <p>Through these efforts, we are steadily progressing toward our 2026 goal, ensuring that 100% of students engage in meaningful work-based learning experiences at every grade level.</p>

**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?

<p><b>Goal #1:</b></p>	<p>By 2026, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.</p>	<p><b>New or Revised Strategic Actions</b></p>	<p>Continue to engage faculty, staff, and key stakeholders in quarterly professional development sessions and collaborative meetings to deep school-wide understanding of the Linked Learning components and Silver Certification standards. Provide updated resources and examples of successful implementation to ensure alignment with certification criteria.</p> <p>Perform regular self-assessments every semester to evaluate pathway progress against Silver Certification standards, focusing on the alignment of course content, work-based learning opportunities, and student outcomes. Adjust the implementation plan as needed and address emerging gaps based on findings from these assessments.</p>
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By 2026		<b>Strategic Actions for Goal #1</b>	Pathway Coordinator, in collaboration with administration and staff, will finish compiling and revising documentation needed for successful submission for Silver Certification. Continue to collaborate with the Pathway Coach, Advisory Board, and other stakeholders to conduct a comprehensive final review of the pathway's evidence and documentation. Continue conducting student surveys to gather feedback on the student experience within pathway courses. In addition to surveys, organize targeted focus group discussions with IEP students to gain deeper insights into their experiences, barriers, and successes.
<b>Goal #2:</b> By 2026	By 2026, Envision will have a thriving Advisory Board that meets at least once per semester, consists of a minimum of three industry professionals, and is regularly involved in providing feedback to improve our Pathway's development.	<b>New or Revised Strategic Actions for Goal #2</b>	Develop clear, specific roles for the Advisory Board members in advising on pathway curriculum, work-based learning experiences, student success supports, and pathway evaluation. Maintain current Advisory Board members and aim to recruit an additional two new members, ensuring that at least one is a student representative and another brings diversity in industry expertise. We will prioritize members from industries directly aligned with our pathway theme as well as individuals who can offer varied perspectives, including those with experience in underrepresented communities, and those with experience working with students with IEPs. Meet quarterly and regularly solicit feedback to continuously improve the effectiveness and impact of our Advisory Board. The Pathway Coordinator will continue attending advisory board meetings at partner charter schools and other relevant organizations for professional development. Additionally, the coordinator will seek opportunities for networking and learning about best practices in industry partnerships, pathway development, and student support services. Insights gained will be shared with the Advisory Board to improve collaborative efforts. Develop a system for evaluating the impact of the Advisory Board on the pathway's development. This includes formalizing the agenda structure and developing a method of tracking the implementation of recommendations from the board and measuring improvements in student outcomes.
<b>Goal #3:</b> By 2026	By 2026, Envision Academy will revisit and enhance our Work-Based Learning Continuum such that 100% of students experience work-based learning at each grade level, including internships in 11th grade.	<b>New or Revised Strategic Actions for Goal #3</b>	Continue expanding our work-based learning continuum with the addition of additional guest speakers and panels, as well as workshops on LinkedIn and other professional networking tools. Foster long-term relationships with both new and established industry, post-secondary, and community partners to provide sustained and meaningful opportunities for students. Collaborate with partners to identify key skills and competencies that students should gain in the workplace, and integrate these into the curriculum. Offer ongoing professional development and additional planning time for teachers to collaborate in developing pathway-themed, interdisciplinary projects that better bridge classroom learning with work-based learning. Continue to include targeted supports in student IEPs to ensure that students with disabilities are fully engaged in the WBL continuum.

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

**2025-2026 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.                      For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; 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.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b></p> <p>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b></p> <p>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form <b>is</b> required along with any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>



<p><b>Career Advisor at 1.0 FTE:</b> To manage our work-based learning scope and sequence for students and serve as Pathway Coordinator. This position impacts all students grades 9 - 12. Duties include leading Professional Development to support deepening connections between WBL and classroom learning; partnering with our College Counselor on college and career pathway and postsecondary success goals and initiatives; connecting with community professional partners to establish work based learning opportunities in software and systems development; expanding our internship, apprenticeship and externship opportunities for students and educators; providing career readiness learning curriculum for pathway students in 9th and 10th grade Advisory; leading the Career Experience portion of the college and career course offered to 11th and 12th grades; initiating partnership agreements and MOU's with partnership organizations; and serving as our Pathway Coordinator, which includes submitting necessary paperwork to the Measure N commission and attending charter school PLC meetings. This position will support all 3 of our Strategic Goals. At \$41.20/hour, over 1590 hours in the 11-month schedule, our calculation is: \$41.20 x 1590 = \$65,508</p>	\$65,508.00	2200	Classified Support Salary	Career Advisor	1.00	Software and Systems Development	Approved	
<p><b>Benefits</b> for the career counselor listed above (19%). This impacts all students in grades 9-12.</p>	\$12,446.52	3000	Benefits	N/A		Software and Systems Development	Approved	
<p><b>Earn &amp; Learn Partnership:</b> To deliver a series of workforce development initiatives aimed at exposing students to real-world experiences in the software development and engineering industries, through a series of guest speaker engagements and activities. These initiatives will support the development of a robust employer network for Envision Academy and enhance career pathway readiness for students. Also, the partnership will include development of pre-apprenticeship readiness courses tailored to specific career pathways. These courses will prepare Envision Academy participants to meet unique program qualifications and gain a competitive advantage when eligible.</p> <p>In the "<b>Gold Package</b>" of partnerships with Earn &amp; Learn, they are responsible for the following deliverables:</p> <ul style="list-style-type: none"> <li>● Employer Outreach: Leverage the existing Earn &amp; Learn employer network to identify and engage relevant professionals. (\$5,500)</li> <li>● Guest Speakers: Secure and coordinate schedules for four (4) guest speakers over the spring semester. (\$2,000)</li> <li>● Preparation Materials: Provide comprehensive prep materials for teachers, students, and employers, utilizing the Earn &amp; Learn WBL Toolkit. (\$1,000)</li> <li>● ELENA Data Collection and Reporting: Manage and collect data to produce an end-of-semester WBL Impact Report and an Employer Breakdown Report for the WBL Coordinator. (\$4,500)</li> </ul> <p>With a package <b>Add-on</b> of collaborating with two partners to develop pre-apprenticeship courses (\$3,000), we arrive at \$15,000 total.</p>	\$15,000.00	5825	Consultant Contract			Software and Systems Development	Approved	
<p><b>Conference Expenses for the Linked Learning Conference.</b> As we continue growing our program and continue building capacity for our Linked Learning work, we will send two additional staff members to the conference, in addition to the two already accounted for in the 23-24 Measure H Carryover we have already set aside (Line Item 15). Here, we hope to continue building capacity and understanding from experts in the field and other schools. This directly supports our first goal of achieving Silver Certification.</p> <p>As the conference is taking place in Oakland, there will be no hotel or flight costs. General Registration cost: \$700 x 2 people = \$1400</p>	\$1,400.00	5220	Conference Expenses			Software and Systems Development	Approved	

<p><b>Pathway Mentor Stipends:</b> EA graduates who are enrolled in Peralta Colleges mentoring EA students in post-secondary transition. Mentors will expand tutoring and mentoring for students enrolled in our dual enrollment offerings, as well as their Career Technical Education sequenced courses. Mentors also provide individualized support through peer mentoring, college success mentoring, and tutoring to understand and apply content within their Career Technical Education and dual enrollment courses. Pathway Mentors support all pathway students and connects to our goals related to individualized support. We hope to make this part of our improvement plan moving forward as we continue to grow and strengthen our academic mentor supports. This aligns with the Linked Learning essential element of Integrated Student Supports. Mentors are paid \$25 per hour. We are estimating about 20 weeks of Pathway mentorship, and about 20 hours per week. 20 weeks x 20 hours x \$25/hr.= \$10,000 (Budget includes salaries only since benefits are not included for part-time staff).</p>	<p>\$10,000.00</p>	<p>2201</p>	<p>PupilSuppt Stipend</p>	<p>Pathway Mentor</p>	<p>.10</p>	<p>Software and Systems Development</p>	<p>Approved</p>	
<p><b>Teacher Stipends:</b> Teacher stipends for four pathway teachers to convene for planning of interdisciplinary units and projects aligned with our pathway theme and to deepen connections between classroom learning and work-place learning. This supports our pathway to advance toward meeting the Measure H and Linked Learning standards related to Integrated Program of Study and our Goal #3 of enhancing our Work-Based Learning continuum and the fourth strategic action for that goal. This will positively impact learning and teaching for all our students. We are planning to have three pathway teachers meet once a month, from August to December to plan these projects for the Spring semester. The staff will be paid at the hourly rate of \$47.50 per hour. Approximating 31 hours across the 5 days from August to December, we arrive at the following:  \$47.50/hour x 31 hours x 4 staff members = \$5890 (Budget included salary stipends only. Benefits costs associated with the stipends will be covered by Envision)</p>	<p>\$5,890.00</p>	<p>1120</p>	<p>Teacher Salary Stipend</p>			<p>Software and Systems Development</p>	<p>Approved</p>	
<p><b>Staff Mileage and Parking Reimbursement:</b> For our Career Advisor to be able to participate in opportunities to further their professional growth in Linked Learning and allow CTE staff to implement all four pillars of Linked Learning. Funds will be used to: ● Reimburse Career Advisor for visiting internship sites for the 11th grade internship week. ● Reimburse Career Advisor for visiting other high schools to observe Linked Learning best practices ● Estimating 300 miles of travel, with a mileage reimbursement rate of \$0.655, we get 300 x 0.655 = \$196.50. We are putting the remaining towards parking, arriving at the total of \$255.48.</p>	<p>\$255.48</p>	<p>5210</p>	<p>Mileage and Tolls</p>			<p>Software and Systems Development</p>	<p>Approved</p>	

# Envision Academy - Software & Systems Development Program of Study

**Industry Sector:** Information and Communication Technologies

**Post-Secondary Partners:** Laney College

**Community-Based Partners:** Oakland Promise, Genesys Works, Summer Search, Peer Forward, Hidden Genius Project

<b>Pathway Vision</b>	<p>The Software &amp; Systems Development Pathway is dedicated to equipping students with the technical, analytical, and professional skills needed to thrive in a rapidly evolving digital world. The pathway will empower students to become innovators and ethical contributors to the technology industry. Through real-world applications, external partnerships, and interdisciplinary learning, students will develop technical expertise, critical thinking skills, and a growth mindset essential for success in college, career, and life. Students in the Software &amp; Systems Development Pathway will engage in real-world learning, work in collaborative environments, solve meaningful problems, develop a career plan and portfolio. By combining academic rigor with career-relevant experiences, we prepare students to lead in a technology-driven society while ensuring they are adaptable and resilient in the face of emerging challenges.</p>			
<b>Pathway COP Meeting Time:</b>	<b>10th Grade Program</b> Grade level meeting time: Wednesdays, 2-3 PM	<b>11th Grade Program</b> Grade level meeting time: Wednesdays, 2-3 PM	<b>12th Grade Program</b> Grade level meeting time: Wednesdays, 2-3 PM	<b>Pathway Student Learning Outcomes</b>
<b>Academic Core</b> Student Cohort Integrity <i>Course all students take</i>	English 10: Jo Howard World History: Jordan Dallas Physics: Ali Vali Geometry: Long-Term Sub Spanish I/III: Long-Term Sub/Leigh Crespo	English 11: Dominic Monteiro US History: Jordan Dallas Physics: Ali Vali Algebra II: Thea Clarke	English 12: Dominic Monteiro US Government/Economics: Adam Nasser AP Environmental Science: Hanwen Cui Statistics: Long-Term Sub Spanish II/IV: Long-Term Sub/Leigh Crespo	<p><b>Student Learning Outcomes (SLOs): By completion of the pathway, students will be able to:</b></p> <p><b>1. Technical Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>Apply fundamental programming concepts (e.g., variables, loops, conditionals, functions) to develop functional software applications.</li> <li>Utilize programming languages to solve computational problems.</li> <li>Design, develop, and test software systems using structured and object-oriented programming principles.</li> <li>Implement best practices in software development.</li> <li>Understand the fundamentals of operating systems, databases, and networking concepts relevant to software and system development.</li> </ul> <p><b>2. Problem-Solving &amp; Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Analyze real-world problems and design algorithmic solutions using computational thinking strategies.</li> <li>Develop and refine software through iterative testing and debugging.</li> <li>Apply mathematical and logical reasoning to optimize software performance.</li> </ul> <p><b>3. Industry Standards &amp; Professional Practices</b></p>
Technical Core/Theme <a href="#">CTE Course Resources</a>	CIS ( <a href="#">Course Description</a> ) DMA 2 ( <a href="#">Course Description</a> )	AP Computer Science Principles ( <a href="#">Course Description</a> )	Cybersecurity ( <a href="#">Course Description</a> )	
Integration Types <ul style="list-style-type: none"> <li>- Practice</li> <li>- Skills</li> <li>- Projects</li> <li>- Events (WBL)</li> </ul>	Documentary Project: <ul style="list-style-type: none"> <li>DMA 2 + English 10</li> <li>Project-Based investigation of issue in local community; plan story, script, questions, conduct interviews in English</li> <li>Poster design and editing in DMA</li> </ul> 3D Modeling: <ul style="list-style-type: none"> <li>DMA2 + Geometry</li> <li>Students design Castle and/or other architectural structures in Geometry</li> <li>Build 3D model in DMA using Blender</li> </ul> Portfolio Defense: <ul style="list-style-type: none"> <li>Involves web development</li> <li>Integrates use and reflection on our <a href="#">Graduate Profile</a></li> </ul>	WoW (World of Work) Internship: <ul style="list-style-type: none"> <li>Professionalism, time management, workplace etiquette, application of academic knowledge in real-world environments</li> <li>Professional writing (collaboration + integration with English 11)</li> </ul> College and Career Readiness Course: <ul style="list-style-type: none"> <li>Self-advocacy, goal setting, and developing an understanding of the education and career pathways available to them</li> <li>Professional writing (collaboration + integration with English 11)</li> </ul>	Portfolio Defense: <ul style="list-style-type: none"> <li>Involves web development</li> <li>Integrates use and reflection on our <a href="#">Graduate Profile</a></li> <li>Presentation skills, professionalism</li> </ul> College Essay Writing: <ul style="list-style-type: none"> <li>Collaboration between English 12 + College/Career Team</li> </ul> Election Project: <ul style="list-style-type: none"> <li>US Government + Cybersecurity</li> <li>Students learn election processes and history in US Government class, with focus on election hacking</li> <li>Students learn technical skills involved in hacking, ethical hacking, prevention of hacking</li> </ul>	

# Envision Academy - Software & Systems Development Program of Study

**Industry Sector:** Information and Communication Technologies

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**Community-Based Partners:** Oakland Promise, Genesys Works, Summer Search, Peer Forward, Hidden Genius Project

Dual Enrollment	CIS I - Laney College  Peralta Summer Institute  Personalized support registering for various courses through Peralta CC including CS courses (i.e. CIS 6)	Peralta Summer Institute  Personalized support registering for various courses through Peralta CC including CS courses (i.e. CIS 6)	Peralta Summer Institute  Personalized support registering for various courses through Peralta CC including CS courses (i.e. CIS 6)	<ul style="list-style-type: none"> <li>● Demonstrate proficiency in software development methodologies.</li> <li>● Apply cybersecurity principles to ensure data protection, privacy, and secure coding practices.</li> <li>● Understand and adhere to ethical, legal, and professional responsibilities in software development.</li> </ul> <p><b>4. Communication &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>● Work effectively in teams to design, develop, and deploy projects.</li> <li>● Present technical concepts and project outcomes to diverse audiences using clear documentation and oral communication.</li> <li>● Utilize project management and collaboration tools to coordinate software development tasks.</li> </ul> <p><b>5. Career &amp; College Readiness</b></p> <ul style="list-style-type: none"> <li>● Develop a professional portfolio showcasing completed projects, skills, and technical competencies.</li> <li>● Explore and understand postsecondary education and career pathways in software and systems development</li> </ul>
Integrated Projects/ Common Performance Assessments	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]	
Defenses or Capstones	10th Grade Defense	Internship Exhibition	12th Grade Defense	
Other Courses/Electives	N/A	<ul style="list-style-type: none"> <li>● College and Career Readiness</li> <li>● Digital Media Art III</li> </ul>	N/A	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	<ul style="list-style-type: none"> <li>● University field trips</li> <li>● Laney College field trip</li> <li>● Community Meetings (School assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>● University field trips</li> <li>● Physics Bridge competition</li> <li>● Community Meetings (School assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>● University field trips</li> <li>● Community Meetings (School assemblies)</li> </ul>	
Work Based Learning	<a href="#">WBL Plan</a>	<a href="#">WBL Plan</a>	<a href="#">WBL Plan</a>	
Student Leadership	Pathway Student Focus Group	Pathway Student Focus Group	Pathway Student Focus Group	
Summer Learning	<ul style="list-style-type: none"> <li>● Peralta Summer Institute</li> <li>● Credit Recovery</li> <li>● UC Scout Summer Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Peralta Summer Institute</li> <li>● Credit Recovery</li> <li>● UC Scout Summer Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Peralta Summer Institute</li> <li>● Credit Recovery</li> <li>● Support with various courses through Peralta CC</li> </ul>	
				<p><b>Certifications</b></p> <p>In the works:</p> <ul style="list-style-type: none"> <li>- Google System Administration and IT Infrastructure Services</li> </ul>

# Envision Academy - Software & Systems Development Program of Study

**Industry Sector:** Information and Communication Technologies

**Post-Secondary Partners:** Laney College

**Community-Based Partners:** Oakland Promise, Genesys Works, Summer Search, Peer Forward, Hidden Genius Project

	<ul style="list-style-type: none"> <li>Support with various courses through Peralta CC</li> </ul>	<ul style="list-style-type: none"> <li>Support with various courses through Peralta CC</li> <li>uAspire partnership</li> </ul>	<ul style="list-style-type: none"> <li>Beyond12 and uAspire partnerships</li> </ul>	
<p>College Awareness &amp; Exploration</p> <p><a href="#">College and Career Readiness Classroom Framework</a></p>	<ul style="list-style-type: none"> <li>Advisory Lessons</li> <li>Counselor Presentations</li> <li>Transcript Evaluations</li> <li>University Field Trips</li> <li>Laney College Field Trip</li> <li>School Signing Day Assembly</li> <li>College and Career Plan Development</li> </ul>	<ul style="list-style-type: none"> <li>Advisory Lessons</li> <li>Counselor Presentations</li> <li>Transcript Evaluations</li> <li>University Field Trips</li> <li>Scoir</li> <li>College Essay Writing</li> <li>Staff College Panel Q&amp;A</li> <li>School Signing Day Assembly</li> <li>College and Career Plan Development</li> </ul>	<ul style="list-style-type: none"> <li>Advisory Lessons</li> <li>Counselor Presentations</li> <li>Transcript Evaluations</li> <li>University Field Trips</li> <li>Scoir</li> <li>College Essay Support</li> <li>School Signing Day Assembly</li> <li>Alumni Panel</li> <li>Cash4College Night</li> <li>CSU Application Day</li> <li>uAspire Financial Advisors</li> </ul>	
<p>Community Building and Motivational Activities and Trips</p>	<ul style="list-style-type: none"> <li>Community Meetings (Assemblies)</li> <li>Grade-level field trips</li> <li>Field Day</li> </ul>	<ul style="list-style-type: none"> <li>Community Meetings (Assemblies)</li> <li>Grade-level field trips</li> <li>Field Day</li> </ul>	<ul style="list-style-type: none"> <li>Community Meetings (Assemblies)</li> <li>Grade-level field trips</li> <li>Field Day</li> <li>Senior 100 Day Celebration</li> <li>Senior Sunset</li> </ul>	
<p>Advisory</p>	<ul style="list-style-type: none"> <li>PMSC</li> <li>College and Career lessons + presentations</li> <li>Program Recruitment + promotion (e.g. Summer Search)</li> </ul>	<ul style="list-style-type: none"> <li>PMSC</li> <li>College and Career lessons + presentations</li> <li>Program Recruitment + promotion (e.g. Genesys Works)</li> </ul>	<ul style="list-style-type: none"> <li>PMSC</li> <li>College and Career lessons + presentations</li> <li>Program Recruitment + Promotion (e.g. Beyond12)</li> </ul>	
<p>Personalized Supports</p>	<ul style="list-style-type: none"> <li>Summer school credit recovery</li> <li>Peer Forward leaders</li> <li>SPED Instructional Assistants + Education Specialists</li> <li>College Counseling</li> <li>SEL/Mental Health Counseling</li> <li>MTSS</li> <li>SST (Student Support Team)</li> <li>1Direction Mentors</li> </ul>	<ul style="list-style-type: none"> <li>Summer school credit recovery</li> <li>Peer Forward leaders</li> <li>SPED Instructional Assistants + Education Specialists</li> <li>College Counseling</li> <li>SEL/Mental Health Counseling</li> <li>MTSS</li> <li>SST (Student Support Team)</li> <li>1Direction Mentors</li> </ul>	<ul style="list-style-type: none"> <li>Summer school credit recovery</li> <li>Peer Forward leaders</li> <li>SPED Instructional Assistants + Education Specialists</li> <li>College Counseling</li> <li>SEL/Mental Health Counseling</li> <li>MTSS</li> <li>SST (Student Support Team)</li> <li>1Direction Mentors</li> <li>Beyond12 Coaching</li> <li>uAspire Financial Advising</li> </ul>	

Work-Based Learning Lead: **Michael Viera**

Pathway Name: **Software & Systems Development**

Collaborators: **Kassandre Harper-Cotton (Principal), Kevin Hoffman (Vice Principal), Kevin Chang (College Counselor), Pathway Coach, Staff**

**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](#)

**Goals**

1. 100% access for all students, including students with IEPs
2. Collaborate with industry partners to host more worksite visits and plan real-world projects.
3. Add guest speakers and career fairs to the continuum at various grade levels.

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	Individual, over time
	<ul style="list-style-type: none"> <li>• Workplace tour</li> <li>• Guest speaker / teacher</li> <li>• Career fair</li> <li>• Visit a workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Informational interview</li> <li>• Job shadow</li> <li>• Virtual exchange with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Student-run enterprise with partner involvement</li> <li>• Virtual enterprise</li> <li>• Integrated projects with partners</li> <li>• Service projects</li> <li>• Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Internship required for a credential or entry to occupation</li> <li>• Apprenticeship</li> <li>• Clinical experience</li> <li>• On-the-job training</li> <li>• Work experience</li> </ul>
<b>9th</b>	<ul style="list-style-type: none"> <li>• PMSC Advisory Lessons</li> <li>• UC Santa Cruz Field Trip</li> <li>• Black College Expo</li> <li>• Hidden Genius Project recruitment/presentations</li> <li>• AC Science and Engineering Fair</li> <li>• Laney CTE Open House</li> </ul>	<ul style="list-style-type: none"> <li>• Career Interest assessments</li> <li>• Oakland Promise Career lessons</li> <li>• Staff experience panels + interviews</li> <li>• Career counseling</li> </ul>		
<b>10th</b>	<ul style="list-style-type: none"> <li>• PMSC Advisory Lessons</li> <li>• SFSU Field Trip</li> </ul>	<ul style="list-style-type: none"> <li>• Career Interest assessments</li> <li>• Oakland Promise Career</li> </ul>	<ul style="list-style-type: none"> <li>• Peralta Summer Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Defense Presentation</li> <li>• Youth Employment Partnership (YEP)</li> </ul>

	<ul style="list-style-type: none"> <li>Black College Expo</li> <li>Laney College CTE tour</li> <li>Hidden Genius Project recruitment/presentations</li> <li>AC Science and Engineering Fair</li> <li>Laney CTE Open House</li> </ul>	<ul style="list-style-type: none"> <li>lessons</li> <li>Staff experience panels + interviews</li> <li>Career counseling</li> </ul>		
<b>11th</b>	<ul style="list-style-type: none"> <li>PMSC Advisory Lessons</li> <li>SJSU Field Trip</li> <li>Black College Expo</li> <li>Laney College CTE tour</li> <li>AC Science and Engineering Fair</li> <li>Laney CTE Open House</li> </ul>	<ul style="list-style-type: none"> <li>Career Interest assessments</li> <li>Gladeo Bay Area career exploration</li> <li>Scoir</li> <li>Resume + Cover Letter development</li> <li>Professional Communication lessons</li> <li>Career counseling</li> </ul>	<ul style="list-style-type: none"> <li>World of Work internship</li> <li>Peralta Summer Institute</li> <li>Genesys Works recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Resume workshop</li> <li>Mock interviews</li> <li>Internship exhibition</li> <li>Youth Employment Partnership (YEP)</li> </ul>
<b>12th</b>	<ul style="list-style-type: none"> <li>PMSC Advisory Lessons</li> <li>Sac State Field Trip</li> <li>Black College Expo</li> <li>AC Science and Engineering Fair</li> <li>Laney CTE Open House</li> </ul>	<ul style="list-style-type: none"> <li>Career Interest assessments</li> <li>Scoir</li> <li>Resume + Cover letter development</li> <li>Professional communication lessons</li> <li>Career counseling</li> </ul>	<ul style="list-style-type: none"> <li>Peralta Summer Institute</li> <li>Genesys Works internships</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio Defense Presentation</li> <li>Mock interviews</li> <li>Individualized college application support and FAFSA/CA Dream Act support</li> <li>Youth Employment Partnership (YEP)</li> </ul>

**General Roles/Responsibilities:**

Person or Position	Responsibilities
<b>Pathway/WBL Lead</b>	Support partnerships, coordinate internships, coordinate career exploration, plan sequence of experiences.
<b>Principal/Vice Principal</b>	Support planning and implementation of all components of WBL plan.
<b>College Counselor</b>	FAFSA, CC applications, facilitate college exploration, coordinate college field trips, credit recovery assessment and advisement.
<b>Pathway Coach</b>	Administrative support for College and Career and Measure H/N.

**Next Steps:**

1. Expand WoW Internship program to other grade levels to include a progression of hands-on work experiences for students.
2. Collaborate with Earn & Learn to host career fair and add pathway-aligned guest speakers at various grade levels.
3. Conduct assessment to ensure focal group (students with IEPs) continue having full access to WBL continuum.

Master Course Schedule - School Year by Course

Course	Day	Period P1	Period P2	Period P3	Period P4	Period P5	Period P6	Period ADV	Period HSI
Advisory (100: ADV)	A							Clarke, Thea 100.S2UADVA 22 Room B04 ADV(A) Term: S2 ----- Dallas, Jordan 100.S2UADVD 22 Room 301 ADV(A) Term: S2 ----- Monteiro, Dominic 100.S2UADVF 23 Room 306A ADV(A) Term: S2 ----- Nasser, Adam 100.S2UADV 20 Room 101 ADV(A) Term: S2	
Advisory I (100A: ADV)	A							Cui, Hanwen 100A.S2LADVC 16 Room B09 ADV(A) Term: S2 ----- Howard, Jo 100A.S2LADVB 14 Room 204A ADV(A) Term: S2 ----- Valli, Ali 100A.S2LADV 15 Room 306B ADV(A) Term: S2	
Algebra I (300: MATH,UCC)	A				Clarke, Thea 300.S2Alg1P4 13 Room B04 P4(A) Term: S2	Clarke, Thea 300.S2Alg1P5 12 Room B04 P5(A) Term: S2			
Algebra II (302: MATH,UCC)	A	Clarke, Thea 302.S2Alg2P1 20 Room B04 P1(A) Term: S2	Clarke, Thea 302.S2Alg2P2 24 Room B04 P2(A) Term: S2						
AP Computer Science Principles (4641: SCI,UCC)	A			TBD, Teacher 4641.S2APCSP3 13 Room 105 P3(A) Term: S2	TBD, Teacher 4641.S2APCSP4 10 Room 105 P4(A) Term: S2				
AP Environmental Science (425: SCI,UCC)	A	Cui, Hanwen 425.S2EnScP1 27 Room B09 P1(A) Term: S2					Cui, Hanwen 425.S2EnScP6 14 Room B09 P6(A) Term: S2		
AP Spanish Language and Culture (735: WLANG,UCE)	A						Crespo, Leigh 735.S2APSpP6 11 Room 201 P6(A) Term: S2		
Biology (415: SCI,UCC)	A			Cui, Hanwen 415.S2BioP3 14 Room B09 P3(A) Term: S2		Cui, Hanwen 415.S2BioP5 14 Room B09 P5(A) Term: S2			
CTE Digital Media Art 1 (204: ART,UCF)	A						Lawrence, Stefani 204.S2DM1P6 23 Room B03 P6(A) Term: S2		
CTE Digital Media Art 2 (205: Art,UCC)	A				Lawrence, Stefani 205.S2DM2P4 19 Room B03 P4(A) Term: S2				
Economics (630: SS,ECON,UCC)	A			Nasser, Adam 630.S2EconP3 22 Room 101 P3(A) Term: S2		Nasser, Adam 630.S2EconP5 23 Room 101 P5(A) Term: S2			
English 1 (500: ELA,UCC)	A		Howard, Jo 500.S2Eng1P2 14 Room 204A P2(A) Term: S2	Howard, Jo 500.S2Eng1P3 12 Room 204A P3(A) Term: S2					
English 2 (510: ELA,UCC)	A					Howard, Jo 510.S2Eng2P5 12 Room 204A P5(A) Term: S2	Howard, Jo 510.S2Eng2P6 15 Room 204A P6(A) Term: S2		
English 3 (520: ELA,UCC)	A					Monteiro, Dominic 520.S2Eng3P5 17 Room 306A P5(A) Term: S2	Monteiro, Dominic 520.S2Eng3P6 24 Room 306A P6(A) Term: S2		
English 4 Honors (530: ELA,UCC)	A		Monteiro, Dominic 530.S2En4HP2 25 Room 306A P2(A) Term: S2	Monteiro, Dominic 530.S2En4HP3 25 Room 306A P3(A) Term: S2					



Course	Day	Period P1	Period P2	Period P3	Period P4	Period P5	Period P6	Period ADV	Period HSI
English Language Development (9104: ELA,UCEB)	A				Crespo, Leigh 9104.S2ELDP4 8 Room 201 P4(A) Term: S2				
Ethnic Studies (610: SS,UCEG)	A		Nasser, Adam 610.S2EthSP2 10 Room 101 P2(A) Term: S2		Nasser, Adam 610.S2EthSP4 13 Room 101 P4(A) Term: S2				
Geometry (301: MATH,UCC)	A	TBD, Teacher 301.S2GeoP1 19 Room 306B P1(A) Term: S2					TBD, Teacher 301.S2GeomP6 15 Room 306B P6(A) Term: S2		
Intermediate Game Art and Production (7261: ART,UCF)	A		Lawrence, Stefani 7261.S2IGAPP2 17 Room B03 P2(A) Term: S2	Lawrence, Stefani 7261.S2IGAPP3 18 Room B03 P3(A) Term: S2					
Intervention (101)	A								Clarke, Thea 101.S2UINA 22 Room B04 HSI(A) Term: S2 ----- Cui, Hanwen 101.S2LINB 16 Room B09 HSI(A) Term: S2 ----- Dallas, Jordan 101.S2UINC 22 Room 301 HSI(A) Term: S2 ----- Howard, Jo 101.S2LINA 13 Room 204A HSI(A) Term: S2 ----- Monteiro, Dominic 101.S2UINE 23 Room 306A HSI(A) Term: S2 ----- Nasser, Adam 101.S2UINB 20 Room 101 HSI(A) Term: S2 ----- Vali, Ali 101.S2LIND 15 Room 306B HSI(A) Term: S2
Online Learning (1200)	A						Chang, Hsin Yuan 1200.S2QLP6 1 P6(A) Term: S2		
Physics (441: SCI,UCD)	A	Vali, Ali 441.S2PhysP1 12 Room 306A P1(A) Term: S2	Vali, Ali 441.S2PhysP2 11 Room 201 P2(A) Term: S2		Vali, Ali 441.S2PhysP4 23 Room 301 P4(A) Term: S2	Vali, Ali 441.S2PhysP5 11 Room 205 P5(A) Term: S2			
PLTW Cyber Security (8122: GO)	A	TBD, Teacher 8122.S2CyP1 3 Room 105 P1(A) Term: S2				TBD, Teacher 8122.S2CyP5 13 Room 105 P5(A) Term: S2			
Resource (605)	A	Chang, Michelle 605.S2ResP1 3 Room 304 P1(A) Term: S2							
Science 6 (2656: SCI)	A								
Science 7 (2657: SCI)	A								
Science 8 (2658: SCI)	A								
Spanish 1 (700: WLANG,UCE)	A	TBD, Teacher 700.S2Sp1P1 18 Room 205 P1(A) Term: S2		TBD, Teacher 700.S2Sp1P3 20 Room 205 P3(A) Term: S2					
Spanish 2 (710: WLANG,UCE)	A				TBD, Teacher 710.S2SP2P4 20 Room 205 P4(A) Term: S2		TBD, Teacher 710.S2Sp2P6 8 Room 205 P6(A) Term: S2		
Spanish 3 (690: WLANG,UCE)	A	Crespo, Leigh 690.S2Sp3P1 5 Room 201 P1(A) Term: S2		Crespo, Leigh 690.S2Sp3P3 7 Room 201 P3(A) Term: S2					
Statistics (923: MATH,UCC)	A		TBD, Teacher 923.S2StatP2 9 Room 306B P2(A) Term: S2		TBD, Teacher 923.S2StatP4 15 Room 306B P4(A) Term: S2				
Teaching Assistant (872: ESE)	A	Hoffman, Kevin 872.S2TAP1 6 P1(A) Term: S2	Hoffman, Kevin 872.S2TAP2 1 P2(A) Term: S2		Hoffman, Kevin 872.S2TAP4 6 P4(A) Term: S2	Hoffman, Kevin 872.S2TAP5 4 P5(A) Term: S2	Hoffman, Kevin 872.S2TAP6 0 P6(A) Term: S2		
U.S. History (620: SS,USHIST,UCA)	A					Dallas, Jordan 620.S2USHP5 22 Room 301 P5(A) Term: S2	Dallas, Jordan 620.S2USHP6 20 Room 301 P6(A) Term: S2		
World History (600: SS,WHIST,UCA)	A	Dallas, Jordan 600.S2WHisP1 19 Room 301 P1(A) Term: S2	Dallas, Jordan 600.S2WHisP2 20 Room 301 P2(A) Term: S2						