

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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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

Action Requested and Recommendation Adoption by the Measures N and H - College and Career Readiness Commission of the 2025-2026 Education Improvement Plan and Assessment for Envision Academy of Arts and Technology as "Approved" for 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 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

Envision

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards				
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input checked="" type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)				
<input checked="" type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions				
<input checked="" type="checkbox"/> Evidence of progress toward pathway programs' quality standards				
Score: 3 Rationale: Envision reported strong student outcomes in their four-year college acceptance rate, college persistence rate, and a-g completion rate.	Suggestions for 25-26 Continued Progress Monitoring: The extent to which it incorporates computer science and WBL experiences is unclear. Envision is encouraged to provide schoolwide professional development to help all teachers socialize in integrating their proposed new pathway theme into their instruction across subjects. While internship participation is high, more detail is needed about the structure, alignment with proposed pathway, and whether internships meet CALPADS criteria.			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input checked="" type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrated Program of Study <input checked="" type="checkbox"/> Work-Based Learning <input checked="" type="checkbox"/> Integrated Student Support 				
<input checked="" type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
<input checked="" type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: 3 Rationale: <p>The school has begun the Silver Certification process for DMA, including developing necessary artifacts and forming industry partnerships. Advisory Board engagement and industry collaboration are increasing. All students currently participate in work-based learning, and the 11th-grade internship program remains active, including both ICT and DMA internships.</p>	Suggestions for 25-26 Continued Progress Monitoring: <p>Facilitate a schoolwide self-assessment using the College and Career for All Linked Learning standards to build a shared understanding of areas for challenges for proposed new pathway. Consider how Envision can revise the Digital Media course description to ensure it is approved as an a-g CTE course. We would also like to see more focus with strategies for supporting focal population.</p>			



Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input checked="" type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
<input checked="" type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
<input checked="" type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
Score: 4 Rationale: <ul style="list-style-type: none"> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan 	Suggestions for 25-26 Continued Progress Monitoring: <ul style="list-style-type: none"> Budget aligns with supplemental staffing, which appears to help Envision make progress toward its non-instructional goals. 			

Final Recommendation

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

Rating¹: Approved

Strengths:

- ☐ Envision staff and EIP shows a commitment to making significant strides toward its stated goals and actions
- ☐ Envision reported strong student outcomes in their four-year college acceptance rate, college persistence rate, and a-g completion rate.

Key Questions:

- ☐ Since Silver certification is mentioned in previous EIPs, which aspects of Silver Certification are priority for next year?
- ☐ To what extent are actions supporting the needs of students with IEPs?
- ☐ How might the budget bolster efforts to shift instruction and curriculum for the proposed pathway?

Budget Feedback:

- ☐ n/a A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan

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

What	Suggested Lead	Deliverable	Date
n/a not conditionally approved			

¹Fully Approved

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

Approved

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

Conditionally Approved

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

Criterion 4 Evidence of Progress and Linked Learning Implementation

Category to be completed by High School Linked Learning Office

Instructions: Review the *Work-Based Learning template*, *EIP Presentation*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input type="checkbox"/> Program of Study	Implementing a sequence that depends on dual enrollment is risky due to reliance on faculty outside of Envision Academy. Encouraging to see weekly common planning time. To what extent is this time for teachers of pathway-cohorted classes to coordinate and progress monitor integration and support? To what extent are personalized supports coordinated by teachers of pathway-cohorted classes? Are there shared student supports that are implemented and progress monitored by these teachers on a regular basis?
<input type="checkbox"/> Work-Based Learning Plan	Promising to see career exploration for all students. To what extent are industry partners collaborating with pathway-cohorted teachers to maximize work-based learning integration in pathway-cohorted classes, including CTE and core academics?
<input type="checkbox"/> Master Schedule	
<input type="checkbox"/> EIP Presentation	Strong alignment between reflection, analysis, and next steps for 2025-26. It was a pleasure to hear from the students.

School Name:		Envision Academy of Arts and Technology					Site #:	9125	
Pathway Name(s):		Software and Systems Development							
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									
2023-2024 Total Enrollment Grades 9-12			174						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	51.7%	47.7%	100.0%	97.7%	24.7%	12.6%	2.9%	20.1%	NA
Student Population by Race/Ethnicity	% 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%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Students with disabilities			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools									
Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	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%	78.4%	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%	31.4%	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%	TBD	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%	TBD	N/A	70.0%			75.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	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%	TBD	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%	TBD	N/A	60.0%		65.0%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator <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>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <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.
A-G Completion - 12th Grade	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.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <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			
PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	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.
Work Based Learning 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.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Our college preparation support is strong, with a College & 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.	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.	Career preparation and support, social-emotional skill development, and student input and validation are all areas of focus moving forward.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	By 2026, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.		
Goal #2: 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.		
Goal #3: 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?			
Strategic Actions for Goal #1	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.		
	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.		
	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.		
	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.		
	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.		
Strategic Actions for Goal #2	Vice Principal and Family & 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.		
	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.		
	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.		
Strategic Actions for Goal #3	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.		
	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.		
	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.		

Budget Expenditures						
2023-2024 Budget: Enabling Conditions Whole School						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <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>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a Family 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 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.	\$68,187.87	2200	Classified Support Salary	Family and Community Engagement Coordinator	1.00	Software and Systems Development
Benefits for above mentioned staff (~25%). This impacts all 208 students in grades 9-12.	\$17,046.97	3000	Benefits			Software and Systems Development
Hire a Career Counselor Advisor (CCA) at 0.881 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. 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.	\$60,524.70	2200	Classified Support Salary	Career Counselor and Advisor	0.881	Software and Systems Development
Benefits for the career counselor listed above (~25%). This impacts all students in grades 9-12.	\$17,175.00	3000	Benefits			Software and Systems Development

Meeting Refreshments 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.	\$265.46	4311	Meeting Refreshments			Software and Systems Development
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2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -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 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.
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 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.
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.	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.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	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.	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.
	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.	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.
	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.	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.
	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.	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.

	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.	
23-24 Strategic Actions for Goal #2	Vice Principal and Family & 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.	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.
	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.	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.
	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.	
23-24 Strategic Actions for Goal #3	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.	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.
	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.	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.
	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.	
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		
Goal #1: By 2026	By 2026, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.	New or Revised Strategic Actions for Goal #1
		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.
		Self assess our existing pathway against the Silver Certification standards and make a plan to address any implementation gaps. Provide professional development as needed.
		Compile and post all necessary documentation, evidence, and artifacts required for Silver Certification. Monitor Progress.
		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.
		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.
	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.	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.

Goal #2: By 2026		New or Revised Strategic Actions for Goal #2	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. 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. Have our Pathway Coordinator (Career Counselor Advisor) continue attending partner charter school advisory boards for their professional development and to learn best practices. Solicit feedback from Advisory Board for ways to support students with IEPs full achievement with the pathway curriculum.
Goal #3: 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.	New or Revised Strategic Actions for Goal #3	Develop a formal work-based learning continuum that includes the progression of WBL experiences from grades nine through twelve. Continue partnerships with established community partners (internship sites, community colleges, community based organizations) Continue work to maximize the learning in work-based learning and to better connect what students learn in the workplace with their classroom learning. Continue Peralta Institute partnership in SY 24-25. Include supports in student IEPs to ensure their full engagement in the WBL continuum.

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

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <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> <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>								
	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>
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	\$63,600.00	2200	Classified Support Salary	Career Counselor and Advisor	1.00	Software and Systems Development	Approved	
Benefits for the career counselor listed above (~14.75%). This impacts all students in grades 9-12.	\$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	
Field Trip for 10th and 11th graders. 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****Pathway Quality Strategic 3 Year Goal****Check in on 3-Year Goals**

For each 3-year goal, answer:

-To what extent is the pathway on track for accomplishing this goal by 2026?

-What has supported or hindered progress towards each goal this year?

By 2026, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.	<p>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.</p> <p>One of the lessons learned throughout this process is that you can put a pathway structure in place, you can have a rigorous and relevant curriculum, but if you don't also have committed and effective CTE teachers, it is hard for a pathway to flourish. For almost three years now, Envision has tried to launch a computer science pathway without successfully retaining dedicated computer science teachers. We have tried online courses and using the PLTW curriculum with short term teachers, substitutes, and administrators supporting the classes. This has been detrimental to all involved, especially to our students. In contrast, our Digital Media Arts courses and now three-year sequence of courses, have thrived. The transition to a Digital Media Arts pathway is an easy one as the teacher, students, a-g CTE courses, and computer lab are already in place. Students will still be learning the use of computers, but with a greater emphasis on using computers to create digital art and design games.</p> <p>Envision Academy of Arts and Technology has always included a focus on both art and tech. We realized that our Digital Media pathway is at the heart of the pathway development work we are doing. Our team is also ensuring that the other essential components of Linked Learning are in place.</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.	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		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -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?
24-25 Strategic Actions for Goal #1	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 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.
	Compile and post all necessary documentation, evidence, and artifacts required for Silver Certification. Monitor Progress.	
	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.	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.
	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.	
24-25 Strategic Actions for Goal #2	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.	We have made significant progress in strengthening our Pathway Advisory Board and enhancing its impact on our Linked Learning pathway. 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.
	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.	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.
	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.	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.
	Have our Pathway Coordinator (Career Counselor Advisor) continue attending partner charter school advisory boards for their professional development and to learn best practices.	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.
	Solicit feedback from Advisory Board for ways to support students with IEPs full achievement with the pathway curriculum.	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.
24-25 Strategic Actions for Goal #3	Develop a formal work-based learning continuum that includes the progression of WBL experiences from grades nine through twelve.	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.
	Continue partnerships with established community partners (internship sites, community colleges, community based organizations)	
	Continue work to maximize the learning in work-based learning and to better connect what students learn in the workplace with their classroom learning.	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.

Goal #3	Continue Peralta Institute partnership in SY 24-25.	<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">- Laney College, which provides our dual enrollment course and has a representative on our Advisory Board.- Oakland Promise, which supports career readiness lessons and assists with college and financial aid applications.- The Hidden Genius Project, which offers students work-based learning experiences in computer science and software development.- Genesys Works, which connects students with additional internship opportunities.- Summer Search and Peer Forward, which help students develop leadership skills. <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>	
	Include supports in student IEPs to ensure their full engagement in the WBL continuum.		
Pathway Strategic Actions 2025-2026			
2025-2026 Strategic Actions			
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?			
Goal #1: By 2026	By 2026, Envision Academy will have achieved Linked Learning Silver Certification and will have a plan to pursue Gold Certification in the following years.	New or Revised Strategic Actions for Goal #1	<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> <p>Pathway Coordinator, in collaboration with administration and staff, will finish compiling and revising documentation needed for successful submission for Silver Certification.</p> <p>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.</p> <p>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.</p>
Goal #2: 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.	New or Revised Strategic Actions for Goal #2	<p>Develop clear, specific roles for the Advisory Board members in advising on pathway curriculum, work-based learning experiences, student success supports, and pathway evaluation.</p> <p>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.</p> <p>Meet quarterly and regularly solicit feedback to continuously improve the effectiveness and impact of our Advisory Board.</p> <p>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.</p> <p>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.</p>
Goal #3: 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.	New or Revised Strategic Actions for Goal #3	<p>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.</p> <p>Foster long-term relationships with both new and established industry, post-secondary, and community partners to provide sustained and meaningful opportunities for students.</p> <p>Collaborate with partners to identify key skills and competencies that students should gain in the workplace, and integrate these into the curriculum.</p> <p>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.</p> <p>Continue to include targeted supports in student IEPs to ensure that students with disabilities are fully engaged in the WBL continuum.</p>
Budget Expenditures			
Effective July 1, 2025 - June 30, 2026			
2025-2026 Pathway Budget			

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

<p>Earn & 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 & Learn, they are responsible for the following deliverables:</p> <ul style="list-style-type: none"> ● Employer Outreach: Leverage the existing Earn & Learn employer network to identify and engage relevant professionals. (\$5,500) ● Guest Speakers: Secure and coordinate schedules for four (4) guest speakers over the spring semester. (\$2,000) ● Preparation Materials: Provide comprehensive prep materials for teachers, students, and employers, utilizing the Earn & Learn WBL Toolkit. (\$1,000) ● 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) <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>	\$15,000.00	5825	Consultant Contract			Software and Systems Development	Approved	
<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>	\$1,400.00	5220	Conference Expenses			Software and Systems Development	Approved	
<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	Approved	

<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:</p> <p>\$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	Approved	
<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:</p> <ul style="list-style-type: none">● 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.	\$255.48	5210	Mileage and Tolls			Software and Systems Development	Approved	

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

School: Envision Academy

Site #: 9125

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
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

9125-3	<p>Earn & 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 & Learn, they are responsible for the following deliverables:</p> <ul style="list-style-type: none"> ● Employer Outreach: Leverage the existing Earn & Learn employer network to identify and engage relevant professionals. (\$5,500) ● Guest Speakers: Secure and coordinate schedules for four (4) guest speakers over the spring semester. (\$2,000) ● Preparation Materials: Provide comprehensive prep materials for teachers, students, and employers, utilizing the Earn & Learn WBL Toolkit. (\$1,000) ● 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) <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>	\$15,000.00	5825	Consultant Contract			Software and Systems Development
9125-4	<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>	\$1,400.00	5220	Conference Expenses			Software and Systems Development

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:</p> <p>\$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:</p> <ul style="list-style-type: none"> • 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. 	\$255.48	5210	Mileage and Tolls			Software and Systems Development