

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H –

College & Career Readiness Commission

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: East Bay Innovation Academy

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for East Bay Innovation Academy as “Fully Approved,” with a base allocation of \$177,650.00 and a strategic carryover allocation of \$90,667.31 for a total allocation not to exceed \$268,317.31.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: EAST BAY INNOVATION ACADEMY

Site #: 9124

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

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

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9124-1	Hire a Director of College and Career Readiness, at .20 FTE (Salary): This position is responsible for collaborating with teachers/advisors to create and implement an expanded comprehensive support program for all 9th graders (est 100). This program will result in development of a personalized long-term college and career plan, that reflects each student's engagement with the program. The position will also collaborate with the Pathway and Work Based Learning Coordinators and teachers to ensure that all of our curriculum is designed in a way to integrate both the East Bay Innovation Academy Career Technical Education theme and UC A-G requirements (impact all students, est 280).	\$21,740.00	1311	Certificated Teacher	Director of Outreach and College and Career Readiness	0.20	Computer Science and Design Innovation
9124-2	Hire a Work Based Learning Coordinator, at .30 FTE (Salary): Will support the equitable expansion of the Work Based Learning portion of our program and development of industry partnerships. He/she will be a part of East Bay Innovation Academy industry advisory board. He/she will collaborate with staff members and industry partners to integrate Work Based Learning into our year long Linked Learning program in Career Tech Ed courses, core courses, Personalized Learning Plan (PLP) conferences, and a dedicated weekly Work Based Learning time block. All students (est 280) will be served by the Work Based Learning continuum.	\$22,827.00	1100	Certificated Teacher	Work Based Learning Coordinator	0.30	Computer Science and Design Innovation
9124-3	Hire a Linked Learning Pathway Coordinator, at .30 FTE (Salary): Support the development of our Computer Science and Design Innovation themed pathway throughout all courses and school by raising awareness among all staff and students (est 280), collaborating with teachers to plan and implement pathway themed cross-curricular projects within core classes and our annual Capstone project, managing the pathway ambassador team, managing the work toward Silver and Gold certification, and partnering with the principal to ensure fidelity to Measure N/H Education Improvement Plan.	\$22,827.00	1100	Certificated Teacher	Linked Learning Pathway Coordinator	0.30	Computer Science and Design Innovation
9124-4	Hire a CTE Teacher at 1 FTE: This role will be needed to teach the Project Lead The Way courses, Computer Science Essentials and Cybersecurity which are two of our CTE Pathway Courses (CSDI 1 and CSDI Pathway Elective). This role will serve all 9th and 12th grade students in the pathway (estimated 120 students). Additional job duties include: collaborate with core academic teachers to develop and implement cross-curricular projects; and coordinate with Pathway Lead and Work-Based Learning Coordinator to strengthen and develop CSDI Pathway This role would support our strategic goal 2 as this person will be integral in implementing the PLTW courses fully with fidelity and goal 3 as this person will also be integral in achieving gold certification through the pillar of rigorous academics.	\$77,200.00	1100	Certificated Teacher	CSDI Teacher	1 FTE	Computer Science and Design Innovation

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

<p>9124-11</p>	<p>Dues and Membership: Membership Fee for Project Lead the Way annual participation (required for all PLTW courses offered). Participation Fee includes access to all PLTW program features including, but not limited to, access to curriculum, access to PLTW Community allowing PLTW teachers to connect with one another, share ideas, and learn from their peers; assessments; unlimited required software licenses; teacher resources and learning opportunities; student recognition opportunities; reporting tools; and the PLTW Tech Support.</p> <p>This would support Strategic Goal 2, allowing us to implement a fully aligned CTE curriculum. It also supports Goal 3 of implementing a student centered curriculum that has post-secondary college and industry connections. Furthermore, it supports us in maintaining a strong 4 year progression that culminates in a senior capstone.</p>	<p>\$2,200.00</p>	<p>5300</p>	<p>Dues and Membership</p>			<p>Computer Science and Design Innovation</p>
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School Name:	East Bay Innovation Academy	Site #:	9124
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Pathway Name(s):	Computer Science and Design Innovation
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School Description

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

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

School Mission and Vision

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

School Demographics

2022-23 Total Enrollment Grades 9-12									% Current Newcomers
242									0
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	59.00%	41.00%	90.20%	33.60%	5.30%	7.70%	21.07%	19.00%	2.07%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	20.70%	1.00%	9.90%	20.70%	0.00%	0.00%	28.50%	17.30%	1.20%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Students with IEPs will be our focus for graduation. We notice that these students are generally over-represented in the group which is credit deficient and not on track to graduate.			

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	98.20%		98.00%		98.00%		98.00%
Four-Year Cohort Dropout Rate	1.07%		<5%		<5%		<5%
A-G Completion Rate (12th Grade Graduates)	83.90%		95.00%		95.00%		95.00%
On Track to Graduate - 9th Graders	85.00%		88%		90%		92%
9th Graders meeting A-G requirements	85.00%		88%		90%		92%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	43%		75%		80%		85%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	84.00%		86%		90%		94%
Percentage of 10th-12th grade students in Linked Learning pathways	100.00%		100%		100%		100%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	N/A		100%		100%		100%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.28%		20%		22%		23%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	53.70%		65%		69%		75%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	100.0%		100.00%		100%		100.00%
Four-Year Cohort Dropout Rate	0.0%		0.00%		0.00%		0.00%
A-G Completion - 12th Grade (12th Grade Graduates)	52.9%		60.00%		70.00%		80.00%
On Track to Graduate - 9th Graders	66.0%		75.00%		85.00%		95.00%
9th Graders meeting A-G requirements	66.0%		75.00%		85.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.9%		50.00%		75.00%		95.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	N/A		50.00%		75.00%		80.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%		100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	100.0%		100.00%		100.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	38.0%		40.00%		42.00%		44.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	31.0%		35.00%		38.00%		40.00%
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 (Analyze these two indicators together)	<p>Last year we had a 91% graduation rate which exceeded our goal by 1%. The previous year we had a similar graduation rate. Because of some CALPADs errors, our graduation rate may actually be higher. We were able to graduate all but 2 students, and one of those students remained enrolled with us and the other we supported to enter a continuation program that better supported his goals and he was able to graduate as well.</p> <p>We instituted a differentiated advising structure and increased our college and career supports. We established a partnership with Destination College Advising Corps, and expanded our college counseling team. We were then able to target students in need of intervention and credit recovery supports to ensure they returned to being on track for graduation. With the supports in place, we were able to get all students to get a diploma and are continuing this work.</p> <p>Our dropout rate seems to be inaccurate and we have reached out to CALPADs for clarification.</p>			<p>Some of the challenges were establishing a clear credit recovery system. Once we were able to create this, we then had to figure out a way to build this into student schedules to make sure students received support from teachers on credit recovery courses.</p> <p>Another challenge was getting our seniors to remain invested this year. With this class, the effects of the pandemic were very evident. At one point in the year we had 70% of seniors failing 1 or more classes. Through our college and career readiness program, we were able to intervene on time and ensure that most students remained on track to graduate.</p>			
A-G Completion - 12th Grade	<p>We had a high number of students graduate with A-G diplomas. One of the contributing factors is that our graduation requirements exceed A-G requirements. This helps because our credit recovery program supports students to recover these credits in A-G approved courses. Furthermore, we made sure that 100% of courses were A-G approved.</p>			<p>One challenge in this area was around students with IEPs. We have students, who because of their abilities, have been put on California Min diploma tracks. Another challenge is ensuring that we have A-G approved credit recovery options for our Pathway courses. Because they were unique to EBIA we had to design these separately from our online platform.</p>			

<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i></p>	<p>One of the strengths in our program is that all of our courses are A-G approved. Ensuring students are enrolled in a clear 4 year progression ensures that students meet all the A-G requirements. Furthermore our EBIA standard graduation requirement exceeds A-G requirements and we do not give credit for D's thus completely aligning our program with A-G requirements. We have also launched a summer school recovery program as well as enrolling students in credit recovery as soon as they fail a trimester rather than waiting. This keeps students focused and helps them from losing motivation when they have too many classes to make up.</p>	<p>Some challenges that we have faced with this have been a readiness gap from students that we received given the pandemic. Students struggled with a lot of important developmental skills such as persistence and work completion habits. We have had to adjust a lot of our teacher practices in the last two years to support our 9th graders where they are. This has meant</p>
<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i></p>	<p>In 2022, 51% of students opted to matriculate directly into a 4-year college or university, 27% opted for Community College, 22% opted for a gap year or Career Technical Education. Some strengths were implementing Computer Science Design & Innovation 4 for more 1:1 time with post secondary planning and college/career exploration</p>	<p>One major challenge was financial barriers for students and access to scholarships. This deterred some students from applying to 4 years and opting for 2 years or opting to take a gap year. Another barrier unique to this year was students not feeling prepared because of the pandemic and opting for a gap year.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>		
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>		
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>	<p>One of our strengths in this area is being a single pathway school which means that 100% of students are in a pathway course. We enroll students starting in 9th grade and continue through to 12th grade. Our courses follow the PLTW progression and give choice in the 10th and 11th grade year between pathway courses.</p>	<p>One challenge here was building a complete progression. This is the 1st year where we had a senior capstone course. Another challenge is student buy in to the one pathway. Some students often feel that CS isn't for them. However with the expansion of different types of ICT CS courses this year, we have been able to engage more students in the vast world of Computer Science.</p>
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>		

PATHWAY QUALITY ASSESSMENT

<p>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</p>	<p>Evidence of Strengths</p>	<p>Areas For Growth</p>	<p>Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>
<p>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</p>	<p>Equitable Admissions - 100% of EBIA students are engaged in the pathway with student populations reflecting the community.</p> <p>Curriculum and Instructional Design and Delivery - project-based, student centered curriculum across CTE and core academic courses at a level of rigor to develop strong critical thinking skills.</p> <p>Clear four-year CTE course progression offered with Computer Science Design & Innovation courses built out with Project Lead the Way curriculum.</p> <p>Student input and validation around the design/vision for CSDI 4 course.</p> <p>Assessment of Learning - Piloting Senior Portfolio presentations this year as an assessment of learning in the CSDI 4 course</p>	<p>Now that four-year sequence is established, build consistency of sequence and course content to strengthen cohorting as the majority of students will now enter the pathway as 9th graders (as intended) rather than picking up in the middle of the progression (during first years of establishing courses).</p> <p>Curriculum and Instructional Design and Delivery - Industry and postsecondary partners have infrequent opportunities to participate in industry-infused curriculum design at all grade levels.</p> <p>Early College Credit Opportunities - Current Dual Enrollment courses and instructors have been of inconsistent quality.</p>	<p>- Assessment of Learning / Partner Input and Validation - Continue to build out the Senior Portfolio presentations and procedures: industry partners as panel members, incorporate pathway teachers as advisors, tune portfolio requirements and expectations. Using the LAUSD Portfolio-Defense model and resources as a guide.</p> <p>- Early College Credit Opportunities - Continue to seek out relationships with community college programs to find individuals who are willing to partner with our pathway to bring high quality dual enrollment opportunities to all students.</p>

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>Work Based Learning Continuum The four year pathway has been developed and there is a dedicated time built into the master schedule to incorporate the WBL curriculum so that all students have access to the work based learning experiences.</p> <p>Intersession A week long programming for students to participate in various work based learning activities. During this time, students attend workshops that cater to a variety of interests such as STEM, theater arts, music, mindfulness, visual arts, etc. This is also a time for guest speakers, college tours, workplace tours, internships, as well.</p>	<p>Equity Diversify WBL opportunities (including on-campus WBL opportunities) to reduce the reliance on third party internships and increase quantity and consistency of WBL offerings year to year.</p> <p>WBL Continuum Increase the implementation of the WBL continuum/curriculum during the WBL periods embedded within the master schedule.</p>	<p>Internships - Build on-campus WBL opportunities and experiences (such as student planned events/workshops open to the community) to reduce reliance on internships and increase equity of access for all students. (Strategic Goal 3) - Seek out WBL providers who are willing to establish a consistent relationship with our Pathway to increase consistency of WBL opportunities. (Strategic Goal 3)</p> <p>WBL Curriculum Build out the upcoming school year calendar with the different WBL lessons for each grade level and plan for WBL events throughout the upcoming school year.</p>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>College and Career Preparation and Support - -College and Career center exposes students to a variety of postsecondary options and provides 1:1 student support for postsecondary options • 100% of students participate in College Exploration, FAFSA, and Application workshops through advisory push in workshops.</p> <p>Social-Emotional Skill Development - All students participate in weekly advisory activities for all students focussing on social awareness, self-management, and growth mindset.</p> <p>Individual Student Supports - The pathway and admin leadership team meets weekly to monitor student academic, personal, and social-emotional needs, and provides culturally responsive and timely interventions as necessary collaborating with advisors and pathway teachers to implement interventions to meet the needs of each student.</p> <p>Grade level teams meet weekly assess the efficacy of student supports based on progress of identified subgroups.</p> <p>Student Input and Validation - Students serve as leaders, ambassadors, and spokespersons for the Pathway through our Linked Learning Ambassadors/Leadership course. Through the course, students plan student events, provide tours to prospective students/families, and gather feedback from the student body to communicate with pathway leadership. Students partner with school leadership throughout the school year in a continuous improvement process with school administration and pathway leaders regularly pushing into the classroom.</p>	<p>Individual Student Supports - Peer mentoring opportunities are occasionally employed but not fully integrated into intervention strategies.</p>	<p>College and Career Preparation and Support - Develop consistent relationships with postsecondary institutions to promote successful student transitions to higher education</p> <p>Social-Emotional Skill Development - Work to further build out SEL curriculum into a four-year sequence with standardized protocols.</p>

2023-2024: YEAR ONE ANALYSIS	
Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goals	
<i>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.</i>	
Goal #1: By 2026	By 2026 we will have implemented a full work-based learning continuum that includes on campus computer science work-based learning experiences. As a result, 100% of pathway students will have completed 1 high quality WBL experience by their graduation year.
Goal #2: By 2026	By 2026 we will fully implement Project Lead the Way courses to have a clear pathway progression that culminates in a 4th year capstone for 100% of students in the pathway.
Goal #3: By 2026	By 2026 we will fully implement student-centered curriculum with postsecondary and industry connections, meeting 100% of gold standards in the Integrated Program of Study domain.
Pathway Strategic Actions	
Strategic Actions for 2023-24	
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>	
Strategic Actions for Goal #1	Hire a WBL and Internship coordinator role to support the continued development.
	Establish partnerships with EBIA community networks to offer more WBL experiences.
	Create opportunities during intersession for students to engage in WBL experiences on and off campus.
	Develop on-campus WBL opportunities through student-designed and student-run community workshops. With pathway teacher support, students in each pathway course will design and run a workshop/class related to their coursework on campus engaging 100% of students in the course and with at least 10 community members in attendance. By the end of the school year, each course will have carried out a workshop, resulting in 4 total on-campus WBL opportunities.
Strategic Actions for Goal #2	We will work with the Peralta system to establish a partnership with their Cyber Security program to support our certification process.
	We will continue to send our teachers to PLTW trainings to ensure they can fully implement and support students to be successful in the courses to culminate in the 4th year.
	We will work with dual enrollment to offer additional cyber security course options to culminate in the certificate option.
	We will work with industry professionals to support the development of WBL experiences for our students in the cyber security realm.
Strategic Actions for Goal #3	Create a team of core content teachers, CTE teachers, and industry members to lead in integration of rigorous academics with industry relevant concepts and methods across disciplines.
	We will work with the Industry Advisory Board to help improve and implement the program of study so that it prepares students for industry work and postsecondary work.
	During their senior year, students will participate in a Capstone course where they will create a culminating project and portfolio that will reflect the integrated program of study.
	Partner with community members and industry professionals to serve as panelists and mentors for students as they work on through the program of study and end of year projects.
Budget Expenditures	
2023-2024 Budget: Enabling Conditions Whole School	

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

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

<p>Dues and Membership: Membership Fee for Project Lead the Way annual participation (required for all PLTW courses offered). Participation Fee includes access to all PLTW program features including, but not limited to, access to curriculum, access to PLTW Community allowing PLTW teachers to connect with one another, share ideas, and learn from their peers; assessments; unlimited required software licenses; teacher resources and learning opportunities; student recognition opportunities; reporting tools; and the PLTW Tech Support.</p> <p>This would support Strategic Goal 2, allowing us to implement a fully aligned CTE curriculum. It also supports Goal 3 of implementing a student centered curriculum that has post-secondary college and industry connections. Furthermore, it supports us in maintaining a strong 4 year progression that culminates in a senior capstone.</p>	<p>\$2,200.00</p>	<p>5300</p>	<p>Dues and Membership</p>			<p>Computer Science and Design Innovation</p>
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MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN (for Fiscal Year 2023-24)								
Name of School Site		East Bay Innovation Academy				Site #	9124	
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>		\$90,667.31	In the box below, please indicate why you decided to allocate Strategic Carryover.					
Total Budgeted Amount		\$90,667.31	We had additional funds leftover during the 22-23 school year due to the allocation of funds from our probationary period. We decided not to allocate all of our funding in 2022-23 so that we could more strategically spend this funding in the 23-24 school year.					
Remaining Amount to Budget		\$0.00						
NOTE:		Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.						
Directions:		Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.						
Resources:		Measure N 2022-2023 Permissible Expenses Measure N Justification Examples - A Resource for EIP Development						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.								
		COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Bus Rentals for College/Career Tours for each grade level. This will support our strategic actions of expanding implementation of 4 year Work Based Learning continuum and expose students to more pathway aligned experiences to foster deeper engagement and will impact all students (280) (Example: Career Fairs, College Expos, College Trips, industry visits etc) Budget Calculation: Transportation to College Visits for all students (5 busses at 50 passengers each) = \$12,500 Transportation to Industry Sites (5 busses at 30 passengers each) = \$6,500 Account for fluctuation in costs (fuel prices, maintenance fees, etc.) = \$1,000		\$20,000.00	5810	Service			Computer Science and Design Innovation	Work-Based Learning

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

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

Measure N/H 2023-2024 Education Improvement Plan Assessment

East Bay Innovation Academy

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> ● Integrated Program of Study ● Work Based Learning ● Integrated Student Supports 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Pathway Quality Assessment provides evidence of all 3 domains of Linked Learning ● Work-based learning time is built into the weekly master schedule and school intersession ● CTE course sequence in place for 9th-12th grade ● Interdisciplinary, project-based learning is supported through cohorting and professional development ● Student input provided through Linked Learning Ambassadors/Leadership course ● Assessment identifies the following areas of growth: <ul style="list-style-type: none"> ○ Integrated Program of Study: strengthen pathway cohorting, industry partner involvement in curriculum, and dual enrollment quality ○ Work Based Learning: diversification of work-based learning opportunities and increase implementation of work-based learning continuum ○ Integrated Student Supports: Fully implementing peer mentoring 			

	Feedback for continued progress monitoring: N/A
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Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> • School has identified a Focal Student population that is not achieving key outcome indicators. • School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. • Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined • For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Identified focal group is students with IEPs. • Required sections of the root cause analysis are complete and thoroughly analyzed. Some of the identified challenges include: impact of pandemic on student motivation, skills and feelings of readiness for college (specifically for 9th and 12th graders), need for A-G approved credit recovery courses, financial barriers for college entrance, and student buy-in to Computer Science • Root cause analysis references data and provides concrete examples <p>Feedback for continued progress monitoring: N/A</p>			
<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> • Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains • Next steps have been identified to support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence, such as concrete examples or specific data 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Very thorough analysis of EBIA's progress relative to College and Career for All and Linked Learning Quality Standards. • Identified next steps support continuous quality improvement of pathway <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Several of the self-identified areas for improvement appear related to school culture. Many schools are struggling to rebuild a culture of high expectations and high caring as they emerge from the pandemic. In some instances, it may be worth reviewing the research on best practices. For example, there are forms of standards-based grading that 			

	<p>include credit recovery that involves students making up work aligned to the specific standards they have not yet mastered rather than making up a whole course.</p>
<p>Strategic Goals</p> <ul style="list-style-type: none"> • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years • The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) • Alignment is evident between schoolwide goals and Measure N/H priorities • For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other • For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Identified goals align to the domains of Integrated Program of Study and Work-Based Learning • The 3-year goals will advance the implementation of Linked Learning. However, there is not always coherence between the Quality Assessment, Root Cause Analysis and identified goals. For example, what is the challenge you are trying to address with Goal 2? <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • In Goal 1, what do you mean by "high quality WBL experience"? Is that an internship or or other long-term Work-Based Learning experience? It would be good to define this so everyone is clear on the target.
<p>Strategic Actions</p> <ul style="list-style-type: none"> • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> • Integrated Program of Study • Work-Based Learning • Integrated Student Support • Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Strategic Action 1 for Goal 3 involves creating a diverse team of core content teachers, CTE teachers and industry members to guide the curriculum work at the heart of Goal 3. This team approach to furthering the Integrated Program of Study will be a meaningful investment of time! • The first three Strategic Actions for Goal 1 are very general and don't seem to represent new practices for the school • Most of the strategic actions for Goal 2 focus on establishing Cyber Security courses that culminate in a certificate option. How is this related to your Pathway Quality Assessment and your goal of "fully implementing Project Lead the Way courses?" <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • There is no mention of your focal group --- students with IEPs – in either your goals or 2023-2024 strategic actions. (NOTE: that your pathway assessment and EIP presentation did include aspects of EBIA's strategies to

	<p>address students with IEPs’ opportunity and achievement gaps through a changing mindset about what learning looks like, greater use of project-based approaches which are engaging to students, as well as changes in credit recovery procedures and other supports for student success.) How might EBIA be more intentional about the strategic actions you will employ to “raise” your focal group in future EIPs and in your on-the-ground, more detailed implementation plan for 2023-2024 and beyond?</p>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the needs identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H • Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Budget includes funding for 0.2 FTE College and Career Readiness Director, 0.3 FTE Work Based Learning Coordinator, 0.3 FTE Linked Learning Pathway Coordinator, 1.0 FTE CTE Teacher, Admission Fees, Meeting Refreshments, Supplies and Materials, and Teacher Salary Stipends for developing work-based learning curriculum • Strategic Carryover budget includes funding for field trips, supplies and materials, supplies and materials, Linked Learning Consultant, professional development, work-based learning transportation, and conference expenses • Budget expenditures reflect a distributive leadership and team approach to pathway coordination and reflect the value EBIA places on students and student-centered learning. • Proper justification is provided that clearly articulates what Measure N/H dollars are funding and how it is aligned to pathway development and strategic 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, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating: Fully Approved

- School has **fully implemented** *Linked Learning* as evidenced by the establishment of all three domains of *Linked Learning*: *Integrated Program* (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 is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths:

- School's commitment to *Linked Learning*: EBIA is intentionally aligning its pathway work to the *Linked Learning* Gold Standards. The school is committed to cohorting grade-level students and teachers to support integrated projects. Project-based learning strategies integrate the design process and industry partners. The school has worked to align the master schedule, bell schedule and professional development in support of a fully integrated pathway. A-G is the default curriculum for all students.
- Investment in Staff: School recognizes that CTE teachers need professional development and support to implement *Project Lead the Way* to its full potential.
- Work-based Learning Continuum: EBIA has developed a 4-year continuum and four year career portfolio and college/career plan. Students participate in industry talks, job shadows, interviews and internships. The Senior Capstone requires students to reach out to industry partners and to connect the design/innovation theme with the knowledge and skills students have acquired through *Project Lead the Way*.
- EIP reflects thoughtfulness, focus on student needs, honesty and openness to change.

Key Questions:

- What investments is the school making in *Integrated Student Supports*? Focusing on *College and Career Preparation and Support* and *Social-Emotional Skill Development* are identified as next steps in the *Pathway Quality Assessment* but they aren't reflected in the *Strategic Goals*.
- As EBIA designs and refines more external and on campus internships and internship-like learning experiences, it will be important to use tools such as the [NAF Gold Standards for Internships](#) in the design and quality assessment process. Research-based internship practice often describes three student outcomes of internships - identifying career aspirations and mapping a plan to reach their goals; building college-and-career ready/21st century skills and receiving feedback (employer-evaluated internships); and developing connections with professionals who can help them navigate their path forward. How will EBIA assure that students develop connections with industry professionals as part of their on-campus internship experiences? How might EBIA assure that students have both on-campus and off-campus internship experiences?

Budget Feedback:

- N/A

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided
Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided