

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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File ID Number	23-0784
Introduction Date	4/18/2023
Enactment Number	
Enactment Date	

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: Envision Academy of Arts & Technology

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 Envision Academy of Arts & Technology as “Approved,” with a base allocation of \$163,200.00 and a strategic carryover allocation of \$1,330.28 for a total allocation not to exceed \$164,530.28.

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: ENVISION ACADEMY OF ARTS AND TECHNOLOGY

Site #: 9125

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$163,200.00	\$163,200.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (192) 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
9125-1	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
9125-2	Benefits for above mentioned staff (~25%). This impacts all 208 students in grades 9-12.	\$17,046.97	3000	Benefits			Software and Systems Development
9125-3	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	0.88	Software and Systems Development
9125-4	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

9125-5	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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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									% Current Newcomers
2022-23 Total Enrollment Grades 9-12			208						1%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	50%	50%	92%	82.50%	21%	12%	17%	17%	0%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	26%	0.5%	0.5%	53%	0%	0%	4%	4%	12%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					We will focus on students with IEPs in order to reduce disparities. Students with IEPs score below their peers in ELA CAASPP and even with their peers on math CAASPP. As we improve our ability to offer inclusive instruction to students with documented instructional needs, it is logical that our instruction will improve for all students. Additionally, given our small size, providing Resource classes for students with IEPs can impact their ability to enroll in CTE courses; a focus on this population will enable us to design more inclusive scheduling structures so more students can take our pathway courses.			
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	92.80%		94.00%		95.00%		96.00%		
Four-Year Cohort Dropout Rate	7.20%		6.00%		5.00%		4.00%		
A-G Completion Rate (12th Grade Graduates)	100%		100%		100%		100%		
On Track to Graduate - 9th Graders	68%		75.00%		80.00%		83.00%		
9th Graders meeting A-G requirements	68%		75.00%		80.00%		83.00%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0%		80.00%		85.00%		90.00%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	32.0%		50.00%		60.00%		70.00%		
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	98.00%		99.00%		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		Revised Pathway to change capstone and concentrator course	70.00%		80.00%		85.00%		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	22.0%		22.00%		20.00%		18.00%		

College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	58%		65.00%		70.00%		75.00%
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	95.60%		96.00%		96.00%		96.00%
Four-Year Cohort Dropout Rate	4.40%		4.00%		4.00%		4.00%
A-G Completion - 12th Grade (12th Grade Graduates)	100%		100.00%		100.00%		100.00%
On Track to Graduate - 9th Graders	78%		80.00%		82.00%		83.00%
9th Graders meeting A-G requirements	78%		80.00%		82.00%		83.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0%	6.0%	70.00%		75.00%		80.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	26.09%		25.00%		60.00%		70.00%
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	80.00%		90.00%		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		Revised pathway to change capstone and concentrator course	70.00%		80.00%		85.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	21.73%		22.00%		22.00%		20.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	52.2%		55.00%		60.00%		65.00%

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	Strengths	Challenges
<p>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.</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p>
<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)</p>	<p>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.</p>	<p>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.</p>
<p>A-G Completion - 12th Grade</p>	<p>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.</p>	<p>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.</p>

<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i></p>	<p>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.</p>	<p>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.</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>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.</p>	<p>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.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>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.</p>	<p>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.</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>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>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.</p>	<p>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.</p>	<p>We must focus on Curriculum and Instructional Design and Delivery, Assessment of Learning, and Partner Input and Validation over the next 3 years.</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>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.</p>	<p>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.</p>	<p>As we re-engage in work-based learning, all of these categories will be important areas of focus.</p>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Our college preparation support is strong, with a College & Career Readiness course for our 12th graders helping them explore the college application process and career options. Our Advisory cohort structure also provides social-emotional supports. As a small school, we also pride ourselves in offering individual student supports and the extent to which we can monitor "academic, personal, and social-emotional needs" of our student body. We offer a number of individualized interventions including attendance review teams, Student Success team meetings, behavior plans, and more.</p>	<p>Covid impacted our robust career program which including an annual college fair, a rotation of guest speakers and a 2 week internship during junior year. We are in the process of rebuilding these programs and need to tie them more intentionally to the career pathways. We need to improve in how we support 9th, 10th, and 11th graders in their college exploration. We also do not currently have an official SEL curriculum and can do more to meet student needs through Tier I services. Finally, we need to incorporate more student voice and review our systems to gauge the efficacy of individual student supports.</p>	<p>Career preparation and support, social-emotional skill development, and student input and validation are all areas of focus moving forward.</p>

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.*

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

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?

<p>Strategic Actions for Goal #1</p>	<p>Career Counselor and Vice Principal establish Pathway Committee in Fall 2023 with families and students to build student voice in Pathway and to write surveys and interview questions to incorporate student voice in decision-making. The Committee meets quarterly each year to revisit data and give input on pathway development, student supports, and student access to the pathway. The Committee will be representative of the student population at EA.</p>
	<p>Career Counselor familiarizes themselves with Silver and Gold Linked Learning Standards in Fall 2023 and creates a three-year project plan in Winter 2023 to set goals for the school in implementing the Linked Learning model; in Spring 2024, the Career Counselor meets with the Instructional Lead Team to determine the necessary development and training to achieve an integrated program of study. In 2024-25, this plan has us engaging in work towards Silver Certification. In 2025-26, the school engages in the Certification process and receives Silver Certification and receives feedback on next steps to achieve Gold Certification.</p>

	<p>Career Counselor and Vice Principal attend Linked Learning conference in spring 2024 to learn about next steps in creating and implementing the school plan. In 2024-25 and 2025-26, the career counselor and pathway teachers attend this or a similar conference and apply learning at the school.</p> <p>Career Counselor will continue to seek out learning opportunities for themselves and the school through Measure N PLC and other networks throughout this three-year term in order to bring best practices back to EAHS.</p> <p>Vice Principal, Career Counselor, and College Counselor review enrollment in 2023-24 to see who may not be accessing the pathway courses due to joining us later in high school or because of other class enrollment, as well as engaging in a case study with some selected students in those groups. In 2024-25, this team develops a plan in consult with the Pathway Committee for students in different scenarios to engage equitably in the pathway. In 2025-26, we see full engagement in the pathway in accordance with this plan.</p>
Strategic Actions for Goal #2	<p>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.</p> <p>Career Counselor and Family and Community Engagement Coordinator recruit two additional Advisory Board members through family or community connections in Fall 2023 and one additional Advisory Board member in Fall 2024 while maintaining interest and engagement for existing Advisory Board members from Fall 2023 through Spring 2026.</p> <p>Career Counselor and Family and Community Engagement Coordinator start a minutes-keeping and recurring agenda format in Fall 2023 and develop core questions and areas for feedback for the year. Initially, the proposal is for the Advisory Board to focus on refinement of pathway courses and familiarity with the Linked Learning Silver Standards in 2023-24; integrated programs of study and work-based learning in 2024-25; and work-based learning and pursuance of Silver Certification in 2025-26.</p>
Strategic Actions for Goal #3	<p>Ensure Family and Community Engagement Coordinator is retained each year and receives coaching and feedback from administration on sustaining community relationships. Professional and school-focused goals in terms of community outreach are initially drafted in the summer of 2023 with ongoing feedback and updates in 2024, 2025, and 2026.</p> <p>Hire and retain a career counselor who can maintain the work-based learning plan from 2022-23 during 2023-24 while building our work-based learning continuum. This includes expanding the program to seniors in 2024-25 and ensuring all students in each grade have a work-based learning experience in each grade by 2025-26.</p> <p>Career counselor, in consultation with the Family and Community Engagement Coordinator, documents resources and processes to ensure the program can continue to grow year on year; documentation is initially handed over in summer 2023, expanded during 2023-24, and has ongoing edits in 2025 and 2026.</p>

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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>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>							COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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<p>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.</p>	<p>\$68,187.87</p>	<p>2200</p>	<p>Classified Support Salary</p>	<p>Family and Community Engagement Coordinator</p>	<p>1.00</p>	<p>Software and Systems Development</p>
<p>Benefits for above mentioned staff (~25%). This impacts all 208 students in grades 9-12.</p>	<p>\$17,046.97</p>	<p>3000</p>	<p>Benefits</p>			<p>Software and Systems Development</p>
<p>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.</p>	<p>\$60,524.70</p>	<p>2200</p>	<p>Classified Support Salary</p>	<p>Career Counselor and Advisor</p>	<p>0.881</p>	<p>Software and Systems Development</p>
<p>Benefits for the career counselor listed above (~25%). This impacts all students in grades 9-12.</p>	<p>\$17,175.00</p>	<p>3000</p>	<p>Benefits</p>			<p>Software and Systems Development</p>
<p>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.</p>	<p>\$265.46</p>	<p>4311</p>	<p>Meeting Refreshments</p>			<p>Software and Systems Development</p>

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN (for Fiscal Year 2023-24)								
Name of School Site	Envision Academy of Arts and Technology					Site #	9125	
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$1,330.28	In the box below, please indicate why you decided to allocate Strategic Carryover.						
Total Budgeted Amount	\$1,330.28	We decided to allocate strategic carryover to make the most of our Measure N budget in paying our Career Counselor an equitable salary and in order to make the most of the funds we had left. This way, the strategic carryover and our Whole-School Measure N plan are working in tandem and to support one another towards the common goals of that position!						
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?	

<p>Hire a Career Counselor Advisor (CCA) at 0.019 FTE to manage our work-based learning scope and sequence for students. 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. On Envision United's salary schedule, a Year 3 Counselor will earn \$68,700. Carryover funds will cover 1.9% of that, or \$1,305.30; 88.1% of the salary will be covered by 2023-24 Measure N funds; and the remaining 10% will come from school general funds. Note we have included an additional \$24.98 in this line item in order to balance out our Strategic Carryover budget.</p>	<p>\$1,330.28</p>	<p>2200</p>	<p>Classified Support Salary</p>	<p>Career Counselor and Advisor</p>	<p>0.019</p>	<p>Software and Systems Development</p>	<p>Work-Based Learning and Career Technical Education</p>
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Measure N/H 2023-2024 Education Improvement Plan Assessment

Envision Academy of Art & Technology

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: 3</p> <p>Rationale</p> <ul style="list-style-type: none"> ● Pathway Quality Assessment and 1-pager provide evidence of all 3 domains of Linked Learning ● Structured opportunities for teacher collaboration time and development of integrated projects is not clear ● Envision went through a thoughtful redesign of its pathway and CTE course sequence, changing it from a <i>Computer Science and Digital Design</i> pathway in the <i>Arts, Media and Entertainment (AME)</i> sector to a <i>Software and Systems Development</i> pathway in the <i>Information and Communications Technology (ICT)</i> sector. ● The new CTE sequence in place for 10th-12th graders includes: <ul style="list-style-type: none"> ○ 10th grade Semester 1: Computer Information Systems 1 (Laney College Dual Enrollment) ○ 10th grade Semester 2: Digital Media Art 2 ○ 11th grade: AP Computer Science Principles ○ 12th grade: Computer Science A ● Assessment identifies the following areas of growth: <ul style="list-style-type: none"> ○ Integrated Program of Study: need to establish Advisory Council, need greater cross curricular work 			

	<ul style="list-style-type: none"> ○ and industry involvement in courses ○ Work Based Learning: need industry partners for internships and need to implement full continuum of work-based learning ○ Integrated Student Supports: Career preparation and support, social-emotional skill development, and student input and validation
	Feedback for continued progress monitoring: N/A

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, with a goal of designing more inclusive scheduling structures so that more students with IEPs can take pathway courses. ● All sections of the root cause analysis are complete. Some of the identified challenges include: students leaving Envision for other schools due to being off-track to graduate and/or lack of opportunities for credit recovery, 9th graders needing to make up courses, the need for increased college/career prep in 9th-11th grade, and the need to re-establish the work-learning experience graduation requirement and new internship partnerships ● School has identified structural and pandemic challenges that are impacting student achievement. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● Root cause analysis does not specifically identify challenges serving students with IEPs. Consider these challenges as you implement your pathway strategic actions. 			

Pathway Quality Assessment(s)

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.

- 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

Score: 3

Rationale:

- Quality assessment indicates that much work needs to occur to fully implement the Linked Learning model at Envision, including establishing an Advisory Committee, developing interdisciplinary projects, and establishing a full work-based learning continuum
- Identified next steps support continuous quality improvement of pathway
- Evidence of strengths section references data and concrete examples

Feedback for continued progress monitoring: N/A

Strategic Goals

- 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

Score: 3

Rationale:

- Goal 1 regarding achieving silver certification by 2026 will further develop all 3 domains of Linked Learning
- Goal 2 regarding Advisory Board will support Integrated Program of Study and Work-Based Learning
- Goal 3 will further develop Work-Based Learning
- Goals align with needs identified in Quality Assessment
- School is going through a period of rebuilding, as noted in their presentation to the Measure N Commission. Now that the new CTE sequence is established, Envision is committing to rebuilding other domains of Linked Learning.

Feedback for continued progress monitoring:

- Goal 2 around the Advisory Board could be more ambitious. Once it is re-established, consider how you might increase the number of members beyond 3 professionals and increase frequency to quarterly meetings.
- One gap in the goals is a focus on integrated projects and developing structures such as teacher collaboration time to support an integrated program of study. It is important to develop structures and expertise that support an integrated curriculum and not to wait until another 3 year cycle to focus on this critical component of Linked Learning.

<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"> The identified strategies, if implemented, should lead to progress towards 3 year goals Developing a Pathway Committee is a great idea for embedding student and family voice in pathway development and decision-making. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> For Strategic Actions for Goal 2, it would be beneficial for staff to talk to other Charter Schools about best practices for developing and sustaining Advisory Boards and to sit in on their Advisory Board meetings. As you develop the work-based learning continuum, consider what professional development will be needed to embed opportunities and industry professionals into the CTE and core academic classes.
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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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> Budget includes funding for 1.0 FTE Family Community Engagement Coordinator, 0.881 FTE Career Counselor Advisor and refreshments for Advisory Board meetings. Strategic Carryover budget includes funding for 0.019 FTE Career Counselor Advisor (for a total of 0.9 FTE) Both FTE positions funded by Measure N/H have roles in supporting identified 3-Year goals. However, there appears to be some overlap in duties between the two positions in the area of Work-Based Learning. 			

- Adding Pathway coordination duties to the Career Counselor Advisor position is a strategic decision that should allow for a greater focus on pathway development and implementation.

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: Approved

- School is **actively developing and implementing** *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:

- It's clear from Envision's presentation and EIP that the school is committed to rebuilding the *Linked Learning* model; the redesign of the CTE course sequence is a strong first step.
- Moving pathway coordination duties from the Vice Principal to the Career Counselor Advisor should allow for greater sustained focus on pathway development.

Key Questions:

- What strategies will Envision implement to address the needs of their focal student population (students with IEPs)?
- How will Envision address other challenges identified in the root cause analysis such as students leaving to go to schools that have more opportunity for credit recovery?

Budget Feedback:

- Building out a cross-subject and industry-infused curriculum is an identified area of need but is not prioritized in the budget. For the future, consider what resources are necessary for this to occur and how Measure N/H funded personnel can support this work. Consider using Measure N/H funds to partially fund the Family and Community Engagement Coordinator and repurposing the remaining funds to support efforts towards developing and implementing an integrated curriculum.

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