

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 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Madison Park Academy 215

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Madison Park Academy as “Approved,” with a total allocation not to exceed \$354,450.00.

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

- 2024-2025 Measure N/Measure H Education Improvement Plan - Madison Park Academy
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Madison Park Academy

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$354,450.00	\$354,450.00	\$0.00

**Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (417) multiplied by the per pupil amount of \$850.*

School: MADISON PARK ACADEMY

Site #: 215

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
215-1	Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy
215-2	Teacher Salaries: Hire a Media Pathway Teacher, at .61 FTE. The teacher will lead, design, and teach Beginner Media to all of our 10th grades. Support and advise pathway sequencing and prepare and expose students to career pathways in media art and design. PCN 9961 (Salary & Benefit Costs included)	\$76,056.47	1105	Teacher Salaries	TCHR STRENG	.61 FTE	Media Academy
215-3	Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE. The College Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Giovanna Munoz Ortiz (Salary & Benefit Costs included)	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy
215-4	Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. This will fund up to 5 field trips, one grade level college field trip for 9th - 12th grade as well as one media pathway specific careere exploration field trip open to grades 10th - 12th.	\$11,000.00	5826	Transportation Costs			Media Academy

215-5	<p>Consultant Contracts: Contract with The Oakland Public Ed Fund (OPEF) to process and pay-out the 2024-25 School year-round Internship Stipends, through June 30, 2025.</p> <p>Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning. Students are even more excited and engaged to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year.</p> <p>This opportunity will be open to all 9-12th grade with a specific focus on students with IEPs. The will serve up to 22 students with \$500 stipends, or 11 students with \$1000 stipends. This will directly support students college and career readiness to make informed decisions and postsecondary plans based on internship experiences. Opportunities for paid work internships to help students increase their college and career readiness.</p> <p>Budget: approximately \$500.00-\$1,000.00 per student stipend. (Includes Administrative Fees)</p>	\$11,000.00	5825	Consultant Contracts			Media Academy
215-6	<p>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director.</p> <p>The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students.</p> <p>Budget Calculation: \$38.50 x 208 hours x 25% benefits = \$10,010.00 Media Pathway Director: Syd Barnett PCN 9582</p>	\$10,010.00	1120	Teacher Salaries Stipends			Media Academy
215-7	<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2025 Summer ECCCO Internship Stipends, through June 30, 2025.</p> <p>9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready.</p> <p>Budget: approximately \$300 - \$1,000 per student stipend dependent on length of internship (Administrative Fees Included)</p>	\$46,470.35	5825	Consultant Contracts			Media Academy

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: MADISON PARK ACADEMY

Site #: 215

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$346,800.00	\$346,800.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (408) 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
215-1	Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Bianca Lorenz (Salary & Benefit Costs included)	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy
215-2	Teacher Salaries: Hire a Media Pathway Teacher, at 1.0 FTE. The teacher will lead, design, and further the mission of the Design pathway. Manage graphic design pathway sequencing for the high school. Develop and maintain gold standard curriculum aligned with Linked Learning and standards. Prepare and expose students to career pathways in graphic design. PCN 9582 - Syd Barnett (Salary & Benefit Costs included)	\$126,723.44	1105	Teacher Salaries	TCHR STRENG	1.0 FTE	Media Academy
215-3	Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE. The College Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Brianna Wilkinson (Salary & Benefit Costs included)	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy
215-4	Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work.	\$10,163.38	5826	Transportation Costs			Media Academy
215-5	Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students. Budget Calculation: \$38.50 x 104 hours x 25% benefits = \$5005.00 Media Pathway Director: Syd Barnett PCN 9582	\$5,005.00	1120	Teacher Salaries Stipends			Media Academy

215-6	<p>Supplies and Materials: to purchase supplies & materials for the Media Academy including Dual Enrollment Courses.</p> <p>The supplies and materials will support projects for our Media Academy pathway. Dual enrollment expenses include materials required by professors. This will allow students to fully engage in dual enrollment classes and be successful through the class.</p>	\$2,990.00	4310	Supplies & Materials			Media Academy
215-7	<p>Equipment: to purchase equipment for projects for our Media Academy pathway. This equipment allows students to gain hands on technical experience.</p>	\$2,005.00	4410	Equipment			Media Academy

School Name: **Madison Park Academy** **Site #:** **215**

Pathway Name(s): **Media Academy**

School Description

Madison Park Media Academy is the upper campus serving 6-12 students. Our school campus located in the Sobrante Park neighborhood of East Oakland. MPA serves students in grades 6-12. Our academy model is designed to support all 6-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.

At MPA Secondary, we focus on student success in the classroom and beyond. In addition, MPA students are guided by a college and career center to stay on-track for high school graduation and to complete an individualized post-secondary plan for continuing education (trade-school, community college, apprenticeship or university). MPA has a over a 90% graduation rate with a large number of our students going on to college. MPA students are connected to a wide variety of resources, including summer programs and internships. Balancing out our academic program, our school offers electives, activities and sports programs. We also support students and their families with a parent center, on-site health clinic and mental health counseling services.

School Mission and Vision

Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.

MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.

School Demographics

2023-24 Total Enrollment Grades 9-12									% Current Newcomers
424									10.4%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	51.4%	48.6%	98.3%	98.5%	36.6%	19.6%	10.6%	3.5%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	9.9%		0.7%	85.1%		1.7%	0.9%	0.2%	1.4%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Special Education			

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	97.6%	87.2%	98.0%	TBD	99.0%		100.0%
Four-Year Cohort Dropout Rate	2.4%	7.4%	2.0%	TBD	1.0%		0.0%
A-G Completion Rate (12th Grade Graduates)	41.7%	32.1%	80.0%	TBD	85.0%		90.0%
On Track to Graduate - 9th Graders	71.8%	72.3%	85.0%	57.6%	90.0%		95.0%
9th Graders meeting A-G requirements	54.5%	60.7%	75.0%	51.5%	85.0%		95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	13.7%	11.2%	15.0%	TBD	25.0%		50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	67.0%	69.5%	60.0%	70.1%	50.0%		80.0%
Percentage of 10th-12th grade students in Linked Learning pathways	35.4%	90.4%	95.0%	TBD	97.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	27.4%	14.0%	80.0%	TBD	90.0%		100.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.5%	TBD	22.0%	TBD	33.0%		40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	18.1%	TBD	20.0%	TBD	30.0%		40.0%
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%	76.9%	100.0%	TBD	100.0%		100.0%
Four-Year Cohort Dropout Rate	0.0%	7.7%	0.0%	TBD	0.0%		0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	16.7%	0.0%	30.0%	TBD	40.0%		50.0%
On Track to Graduate - 9th Graders	27.3%	50.0%	75.0%	29.4%	85.0%		100.0%
9th Graders meeting A-G requirements	18.2%	37.5%	60.0%	17.6%	70.0%		80.0%

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	14.3%	6.3%	30.0%	TBD	45.0%		60.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	38.5%	33.3%	30.0%	42.9%	45.0%		60.0%
Percentage of 10th-12th grade students in Linked Learning pathways	28.9%	73.9%	80.0%	TBD	90.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	7.7%	8.3%	20.0%	TBD	40.0%		50.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.7%	TBD	50.0%	TBD	60.0%		70.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	20.0%	TBD	30.0%		40.0%

ROOT CAUSE ANALYSIS

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

Indicator	Strengths	Challenges
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Our graduation rate has improved since the year before and we have larger classes (54 students our first year and 90 students last year). Our dropout rate has decreased even as our class size has increased.	One challenge is figuring out how to effectively serve the 2% of students as we have usually exhausted all of our interventions to increase the likelihood of graduation. We are impacted with budget cuts and cutting case managers at our school site.
A-G Completion - 12th Grade	Majority of are students are graduating and entering post-secondary plans with skills and knowledge of what career they want to pursue	Our data looks poor due to the fact we test many of our students out of language through the AVANT test and we have students taking dual enrollment language class. We have had major struggles finding an effective Language teacher, but we have been able to still ensure that students graduate A-G eligible.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	The past five years we have been offering double block algebra, which has contributed to students being on track to graduate in their 9th grade year.	Due to budget cuts, we will have to cut our double block algebra and we will move back to single block algebra. These cuts may impact students' on track status.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	We have an increased number of students who are pursuing post-secondary plans and the culture of alumni coming back to students has increased. The support that our alumni network has offered current students has positively impacted students' attitudes about post-secondary plans and allows students to see themselves in college institutions.	COVID and distance learning has still had negative impacts on students' entering a two or four year program right after high school. Many students are still opting for a gap year or heading straight to work to help support their families financially.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways	The majority of our students have now been placed in a pathway and our academic counselor has done a lot of intentional coding and scheduling to ensure that our students are in pathways.	We are shifting to a one pathway school and there will be shifts in students' schedules and ability to enroll in a pathway class next year. We may see a dip in our pathway enrollment as we navigate the new model.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

PATHWAY QUALITY ASSESSMENT

Using the [2023-26 College and Career for All and Linked Learning Quality Standards](#), self-assess in each category

	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
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	- Dual enrollment - CTE expo - College field trips	- Media pathway development - Common preps for teachers to co-design curriculum	Yes, we will work on our media pathway development with the support of the pathway coach, work-based learning liaison, and pathway director stipend. The transition to our one pathway school will require professional development and organization across the whole school site. The professional development team and administrative team will work together to begin the cohorting process and cross curricular efforts.

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	- WBLL - Internship programming - College and career day - Mock interviews - College and internship fair	- Increase in career assessments - Job shadowing opportunities	No. Our goals includes increasing the number of students who engage in work-based learning and complete career assessments.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	- EBC partnership - Capstone class - Advisory - Family nights	- Increase access in 9th and 10th grade - Increase alumni panels	No. Our goals include increasing student supports in 9th and 10th grade and alumni panels for all grades.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohort model.
Goal #2: By 2026	By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.
Goal #3: By 2026	By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.

Pathway Strategic Actions

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

Strategic Actions for Goal #1	- Weekly meetings for pathway development team
	- Collaborative professional development time for teachers to learn about pathway integration in their classes
	- Annual pathway assessments to see areas of growth and strengths
	- Hiring of pathway coach, media teacher
Strategic Actions for Goal #2	- Pathway director stipend
	- Developing and implementing post-secondary planning curriculum that is unique to students with IEPs
	- Building partnerships with Disability Services at Peralta Community College to increase enrollment and engagement with community college
	- Increase the number of students with IEPs in summer ECCCO program
Strategic Actions for Goal #3	- Hiring of pathway coach
	- Hiring of WBLL
	- Summer ECCCO internships
	- Hiring of Work Based Learning Liaison

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Bianca Lorenz (Salary & Benefit Costs included)	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy
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Supplies and Materials: to purchase supplies & materials for the Media Academy including Dual Enrollment Courses. The supplies and materials will support projects for our Media Academy pathway. Dual enrollment expenses include materials required by professors. This will allow students to fully engage in dual enrollment classes and be successful through the class.	\$2,990.00	4310	Supplies & Materials			Media Academy
Equipment: to purchase equipment for projects for our Media Academy pathway. This equipment allows students to gain hands on technical experience.	\$2,005.00	4410	Equipment			Media Academy

Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?	
By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.		This year we are transitioned to have 90% of our students in our one media pathway. We also solidified three positions to allow for a CTE teacher for each grade level. In year 2024 -2025 we will have 3 teachers and all students 10 - 12th in the pathway. We are on track to accomplish this goal by 2026. Our progress was hindered momentarily by teacher retention but we hope to be fully staffed at the start of 2024 -2025 school year.	
By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.		Currently we have 29.4% on track to graduate 9th graders as well as 17.6% of 9th graders with IEPs completing A-G requirements. However, we have 42.9% of our 12th graders with IEPs have passed at least 1 dual enrollment. An area of growth is to increase our clarity and coordination with SPED department to support A-G requirement completion. This year our pathway coach coordinated with Peralta counseling department to support students with IEPs transition to community college with a field trip to Laney and making appointments for their educational plan. Additionally, our IEP internship program began to build our relationship with the SPED department.	
By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.		This year, in collaboration with the SPED Department and the Transition Partnership Program we provided career readiness training and utilized measure N/H funds to support and stipend a spring internship specifically for students with IEPs. We hope these efforts will reflect in our 23-24 internship data after the summer internships are completed and the data is complete.	
Pathway Strategic Actions Reflection			
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	- Weekly meetings for pathway development team	Through hiring our pathway coach, an additional media teacher and providing a stipend for our media teacher we had more buy-in and time to support pathway discussions. We saw a growth of media projects sprouting up from different teachers as media became a common language on campus. Providing the KQED PD at buy back day as well as the KQED 4 session workshop series extended contract for teachers impacted teachers seeing themselves as capable and with the right tools to integrate media into their learning. Our Pathway development team met weekly to discuss building out the new pathway, supporting teachers with media project integration, planning our MAD Art Show final exposition and working to hire a full team.	
	- Collaborative professional development time for teachers to learn about pathway integration in their classes		
	- Annual pathway assessments to see areas of growth and strengths		
	- Hiring of pathway coach, media teacher		
	- Pathway director stipend		
23-24 Strategic Actions for Goal #2	- Developing and implementing post-secondary planning curriculum that is unique to students with IEPs	Our Pathway Coach coordinated with Transitions Partnership Program to run career readiness workshops in an afterschool spring internship program as well as all study skills classrooms. This successful pilot program allowed students to build their job readiness skills and then practice them at school based stipended internships. Additionally, our pathway coach built a partnership with Peralta and organized a field trip to include meetings with counselors to complete students educational plans. We plan to increase our number of students with IEPs in the summer ECCCO program as well.	
	- Building partnerships with Disability Services at Peralta Community College to increase enrollment and engagement with community college		
	- Increase the number of students with IEPs in summer ECCCO program		
	- Hiring of pathway coach, media teacher		
23-24 Strategic Actions for Goal #3	- Hiring of WBLL	Our work based learning liaison diligently supports students with IEPs and the ECCCO Summer internship application season has just begun. The individualized relationships and support our WBLL provides increases our students comfortability with applying and successfully completing summer internships.	
	- Summer ECCCO internships		
	- Hiring of Work Based Learning Liaison		
Pathway Strategic Actions 2024-2025			
2024-2025 Strategic Actions <i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i>			
Goal #1: By 2026	By 2026, 100% of students will be enrolled in our media pathway. By working with our pathway coach and pathway director, we will be able to successfully shift to a one pathway, cohorted model.	New or Revised Strategic Actions for Goal #1	Weekly meetings with pathway development team
			Hire 3 full time media positions to teach each level of pathway, 1 funded partially by Measure N
			Continue collaborative professional development time for teachers to learn about pathway integration in their classes
			Continue to fund Pathway Director Stipend continue to fund pathway coach
Goal #2: By 2026	By 2026, we will increase the number of students with IEPs that complete A-G requirements. Through collaboration with the SPED department and Linked Learning, we will be able to provide more opportunities for post-secondary engagement and planning for our students with IEPs.	New or Revised Strategic Actions for Goal #2	Increase the number of students with IEPs in summer ECCCO program
			Enhance partnership with Disability Services at Peralta Community College to increase enrollment and engagement with community college

	engagement and planning for our students with IEP's.		Continue to implement post-secondary planning curriculum that is unique to students with IEPs organized by WBLL and Pathway Coach
Goal #3: By 2026	By 2026, we will increase the number of students with IEPs that participate in an employer-evaluated internship or similar experience. We want our students to feel prepared to enter life beyond high school and be excited about what career pathway they choose. By having more students engaged in internships, we will be able to increase student engagement and supports.	New or Revised Strategic Actions for Goal #3	continue to fund WBLL
			Provide funds for internship stipends during the school year
			increase the number of students with IEPs in summer ECCCO Internships

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

2024-2025 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. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
<p>Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Brianna Wilkinson (Salary & Benefit Costs included)</p>	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy	Approved	
<p>Teacher Salaries: Hire a Media Pathway Teacher, at .61 FTE. The teacher will lead, design, and teach Beginner Media to all of our 10th grades. Support and advise pathway sequencing and prepare and expose students to career pathways in media art and design. PCN 9961 (Salary & Benefit Costs included)</p>	\$76,056.47	1105	Teacher Salaries	TCHR STRENG	.61 FTE	Media Academy	Approved	
<p>Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE. The College Career Readiness Specialist will assist pathway teacher leaders as well as site leaders in the planning, development and implementation of appropriate activities and services within a college and career center and to serve as the point person for district wide college and career exploration and readiness PCN 7740 - Giovanna Munoz Ortiz (Salary & Benefit Costs included)</p>	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy	Approved	
<p>Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. This will fund up to 5 field trips, one grade level college field trip for 9th - 12th grade as well as one media pathway specific careere exploration field trip open to grades 10th - 12th.</p>	\$11,000.00	5826	Transportation Costs			Media Academy	Approved	

<p>Consultant Contracts: Contract with The Oakland Public Ed Fund (OPEF) to process and pay-out the 2024-25 School year-round Internship Stipends, through June 30, 2025.</p> <p>Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning. Students are even more excited and engaged to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year.</p> <p>This opportunity will be open to all 9-12th grade with a specific focus on students with IEPs. The will serve up to 22 students with \$500 stipends, or 11 students with \$1000 stipends. This will directly support students college and career readiness to make informed decisions and postsecondary plans based on internship experiences. Opportunities for paid work internships to help students increase their college and career readiness.</p> <p>Budget: approximately \$500.00-\$1,000.00 per student stipend. (Includes Administrative Fees)</p>	\$11,000.00	5825	Consultant Contracts			Media Academy	Approved	
<p>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director.</p> <p>The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increased media enrollment in the pathway sequence, increased pass rate and course sequence completion, increased cohort collaboration, and increased graduation rate for all students and specifically our focal students.</p> <p>Budget Calculation: \$38.50 x 208 hours x 25% benefits = \$10,010.00 Media Pathway Director: Syd Barnett PCN 9582</p>	\$10,010.00	1120	Teacher Salaries Stipends			Media Academy	Approved	
<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2025 Summer ECCCO Internship Stipends, through June 30, 2025.</p> <p>9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPs who engage in an internship to be more college and career ready.</p> <p>Budget: approximately \$300 - \$1,000 per student stipend dependent on length of internship (Administrative Fees Included)</p>	\$46,470.35	5825	Consultant Contracts			Media Academy	Approved	

MEASURE N 2022-2023 CARRYOVER PLAN							REVISED 2/16/24
School Name	MADISON PARK ACADEMY					Site Number	215
Why were you unable to expend all your funds in the 2022-2023 school year?	MPA did not spend all of the funds from last year because we over allocated funds for positions when new people were hired. The extra funds are from the overage of the projected salaries and benefits.						
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>		\$537,797.12	Projected Carryover Amount from Fiscal Year 2022-2023		\$137,577.18		
Projected Carryover Amount from Fiscal Year 2022-2023		\$137,577.18	Total Budgeted Amount		\$137,577.18		
Percentage of 2022-2023 Carryover to Measure N Funds		25.6%	Remaining Amount		\$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/H Justification Examples - A Resource for EIP Development document linked below.						
Resources:	2023-2024 Measures N and H Permissible Expenses Measures N and H Justification Examples - A Resource for EIP Development						
BUDGET JUSTIFICATION							
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</p> <p>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Budget Expenditure 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 and support your 2022-23 pathway goals/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 Measures N and H Permissible Expenses document to confirm permissibility.</i></p>							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
<p>Teacher Salaries Stipends: Extended Contract for the Media Academy Director, Syd Barnett, through June 30, 2024.</p> <p>The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development.</p> <p>The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks.</p> <p>The outcomes of this role include increase media enrollment in the pathway sequence, increase pass rate and course sequence completion, increase cohort collaboration, and increase graduation rates for all students and specifically our focal students.</p> <p>Budget Calculation: \$38.50 hourly rate x 104 hours + 25% benefit costs = \$5,005.00 total.</p> <p>(Salary & Benefit Costs Included)</p>	\$5,005.00	1120	Teacher Salaries Stipends			Media Academy	Career Technical Education (Integrated Program)
<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to pay-out and process the 2024 Summer ECCCO Internship Stipends, through June 30, 2024.</p> <p>9th - 12th grade students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. Approximately 70 students will be served by these stipends. In alignment with our goals we will focus on increasing the number of students with IEPS who engage in an internship to be more college and career ready.</p> <p>Budget: approximately \$300 - \$1,000 per student stipend dependent on length of internship</p> <p>(Administrative Fees Included)</p>	\$50,000.00	5825	Consultant Contracts			Whole School	Work-Based Learning

<p>Teacher Salaries Stipends: Extended Contracts for 1 Teacher to support the Exploring College, Career & Community Opportunity (ECCCO) Summer Program, through June 30, 2024.</p> <p>The 2 ECCCO Summer teachers will support students in summer internships by providing work based curriculum to students, assisting them to find internships and work site visits. This expenditure is aligned to pathway development goals in the area of Work-Based Learning, supporting students to successfully complete career preparation experiences in the district-sponsored summer internships ECCCO program. 20-25 students will be served by each of the 1 summer teachers, for a total of 40-50 students and will allow us to support more students with IEPs as part of our goals. This addresses the need for a support infrastructure and advocacy for student success in off-site work experiences, as well as logistical needs for making students get paid and prepare for the district Demonstration of Mastery. (Salary & Benefit Costs)</p>	\$15,000.00	1120	Teacher Salaries Stipends			Whole School	Work-Based Learning
<p>Consultant Contracts: Contract with The Oakland Public Ed Fund (OPEF) to process and pay-out the 2023-24 School year-round Internship Stipends, through June 30, 2024.</p> <p>Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning. COVID-19 has exacerbated the need to support our students to find paid work opportunities that directly support their engagement in school and postsecondary plans. Students are even more excited and engaged to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year. This opportunity will be open to all 9-12th grade students and will be able to serve no more than 50 Tier 3 students and 50 Tier 2 students. This will directly support students college and career readiness to make informed decisions and postsecondary plans. Opportunities for paid work internships to help students increase their college and career readiness. Budget: approximately \$500.00-\$1,000.00 per student stipend. (Includes Administrative Fees)</p>	\$20,133.68	5825	Consultant Contracts			Whole School	Work-Based Learning
<p>Professional Contracted Bus Services: Charter Bus rentals for the Media Academy students to attend College and Career Exploration visits to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, and see the relevance/application of their school work.</p>	\$9,000.00	5826	Professional Contracted Bus Services			Media Academy	Work-Based Learning
<p>Meeting Refreshments: For a series of Media Academy and college and career readiness events for family engagement and pathway knowledge sharing.</p> <p>Meeting refreshments will make the meetings more community-oriented, increase turnout, and be able to include families in more planning processes for students' pathway engagement and planning. We currently have a lack of family engagement around our pathways and this would be an opportunity to share the pathway experience and requirements. This will allow for each grade level to have their own community engagement session as well as all pathway engagement sessions. There will be over 400 students and their families through these combined events.</p>	\$7,000.00	4311	Meeting Refreshments			Media Academy	Career Technical Education (Integrated Program)
<p>Supplies and Materials: Purchase of supplies and materials for the Media Academy Makerspace and Exhibitions to allow students to create project-based learning (PBL) experiences, integrated projects in class, and a final project exhibition to demonstrate and apply student learning of pathway outcomes. Exhibitions of the projects will include industry and community engagement opportunities for students, increasing student engagement. Supplies and Materials will allow for creation and final exhibition of work.</p>	\$4,500.00	4310	Supplies & Materials			Media Academy	Career Technical Education (Integrated Program)
<p>Equipment: Purchase of Equipment for Media Academy Makerspace and Exhibitions to allow students to create project-based learning (PBL) experiences, integrated projects in class, and a final project exhibition to demonstrate and apply student learning of pathway outcomes. Exhibitions of the projects will include industry and community engagement opportunities for students, increasing student engagement. Supplies and Materials will allow for creation and final exhibition of work. This equipment will allow us to provide industry standard equipment in our new makerspace and expanded CTE classrooms.</p>	\$8,500.00	4410	Equipment			Media Academy	Career Technical Education (Integrated Program)

<p>Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>	\$4,100.00	1xxx-3xxx	Salary & Benefit Costs Negatives			Whole School	
<p>Equipment: Purchase of Equipment for Media Academy Makerspace and Exhibitions to allow students to create project-based learning (PBL) experiences, integrated projects in class, and a final project exhibition to demonstrate and apply student learning of pathway outcomes. Exhibitions of the projects will include industry and community engagement opportunities for students, increasing student engagement. Supplies and Materials will allow for creation and final exhibition of work. This equipment will allow us to provide industry standard equipment in our new makerspace and expanded CTE classrooms.</p>	\$14,338.50	4410	Equipment			Media Academy	Career Technical Education (Integrated Program)

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[MPA]

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> Meaningful reflection about progress toward strategic goals (whole school and pathway) Clear articulation of connections between these reflections and new or adapted strategic actions Evidence of progress toward pathway programs' quality standards 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> The Education Improvement Plan shows evidence of meaningful reflection, including qualitative narratives and quantitative data that supports progress. The plan demonstrates specific acknowledgement of focal populations for which performance indicators show low performance. The strategies outlined in the plan demonstrate a commitment to ensuring that all students have access to an integrated program of study opportunities. MPA has fully transitioned to one pathway. This has allowed the school to focus all resources towards creating one strong scope and sequence that starts in middle school and continues through 12th grade. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The school's actions should continue to align directly with 			

	<p>their goals. Reflections reflected in the EIP must continue to address current conditions and needs of the school.</p>
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Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<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 three 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 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 their reflection logically into their actions 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> The school has robust structures for professional learning and collaboration. This has allowed the school to make significant gains. The EIP clearly articulates strategies to support students in special education. MPA moved to a one-Pathway School (Media) the strengths include Dual Enrollment and College Expos. Teachers have common pre by grade level in order to engage in integration. The school is committed to supporting students with IEPs and ensuring they have the resources and opportunities needed to meet A-G requirements and participate in career readiness experiences. The EIP reflects continued efforts to develop and fully implement post-secondary plans for students with IEPs. This includes ECCCO and Peralta partnerships. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The EIP indicates that the school regularly monitors progress towards goals. To ensure ongoing progress, pathway teams shall continue to have a specific meeting cadence and engage in practices that promote cycles of inquiry, collaboration, and reflection that informs decision-making. 			

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

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning • Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • The school is using funds to build and maintain a robust pathway. The primary focus as noted in the budget is securing staff that will hold areas of work such as WBL, teacher coaching, student supports, and media pathway coursework. Transportation costs are covered to facilitate college and career exploration field trips, and supplies and equipment are purchased to support student learning and engagement. Consultant costs are covered to provide students access to internships. 			

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.

Rating¹: Approved

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

Strengths:

- The EIP includes clear and specific reflection on progress towards goals.
- The EIP shows that the school has made significant progress towards building structures required to foster a strong pathway.
- The EIP budget allocations directly address the needs of the school.
- The school is making critical and intentional shifts to establish a well-defined pathway program.

Key Questions:

- How will you continue to monitor pathway participation of all students?
- What actions will you take to successfully build out pathway-specific experiences in the middle space that align with high school activities?

Budget Feedback:

- Continue to make budget decisions that support media pathway courses at every grade level, including middle school.

¹Fully Approved

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

Approved

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

Conditionally Approved

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



- The school has made concerted efforts to promote collaboration. While there is great success in this area in the high school segment, middle school staff can benefit from cohesion and alignment. This will require ongoing funding of PD and collaboration investments.

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

What	Suggested Lead	Deliverable	Date