

2020-2021 MEASURE N BUDGETSchool: **MADISON PARK ACADEMY (UPPER)**Site #: **215**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$368,900.00	\$368,900.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
215-1	Fund .50 FTE salary of the Pathway Coach to 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.	\$74,592.00	2305	Classified Supervisors' and Administrators' Salaries	Pathway Coach	.50 FTE	Engineering & Graphic Design
215-2	Fund 1.00 FTE salary of the Pathway Case Manager to support tier 1-3 students SEL needs via small and supported groups, reduce absence rate, increase engagement in regular classes, and increase graduation rate.	\$108,312.56	2305	Classified Supervisors' and Administrators' Salaries	Pathway Case Manager	1.00 FTE	Engineering & Graphic Design
215-3	Fund 1.00 FTE salary of the Work Based Learning Liaison to support all aspects of school year and summer work based learning, including coordinating field trips, guest speakers, job shadowing, internships, out of school programs, concurrent enrollment, teacher coaching, and integration of pathway themes and linked learning practices throughout the school.	\$100,762.35	2305	Classified Supervisors' and Administrators' Salaries	Work Based Learning Liaison	1.00 FTE	Engineering & Graphic Design
215-4	Consultant Contract for the Summer ECCCO Internship Stipends for students to 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.	\$20,000.00	5825	Consultants			Engineering & Graphic Design
215-5	Transportation Costs for the College and Career Exploration Field trips (busses) for students to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work, and	\$32,000.00	5826	External Work Order Services			Engineering & Graphic Design
215-6	Consultant Contract with East Bay Consortium College and Career Information Center to provide college access support for students and families to ensure our students are applying, getting accepted to, and getting financial aid for college.	\$27,000.00	5825	Enter object code at left.			Engineering & Graphic Design
215-7	Supplies or materials to support academic acceleration including dual enrollment expenses, technology software, equipment for projects for our Graphic Design and Engineering pathways.	\$6,233.09	4310 / 4410 / 5846	Enter object code at left.			Engineering & Graphic Design

School:	MADISON PARK ACADEMY (UPPER)						School ID:	215	
School Description									
<p>Madison Park Engineering and Graphic Design Academy is the upper campus serving 6-12 students. Our school campus located in the Sobrante Park neighborhood of East Oakland. MPA is comprised of two campuses: MPA Primary – located on the lower campus – serves students in grades TK-5 and MPA Secondary – located on the upper campus – serves students in grades 6-12. Our academy model is designed to support all TK-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.</p> <p>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 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 including volleyball, football, basketball, track, and soccer. We also support students and their families with a parent center, on-site health clinic and mental health counseling services.</p>									
School Mission and Vision									
<p>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.</p> <p>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.</p>									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	49.8%	50.2%	99.3%		29.6%	24.3%	10.0%	3.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	13.0%	0.0%	1.9%	82.5%	0.0%	1.4%	0.7%	0.0%	1.2%
Target Student Population	Which student population will you focus on in order to reduce disparities?					SPED RSP			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	91.1%	Not Available	95%						
Four-Year Cohort Dropout Rate	6.7%	Not Available	1%						
A-G Completion	68.3%	Not Available	85.0%						
On Track to Graduate- 9th Grade	48.7%	57.7%	65.0%						
Percentage of students who participated in at least 1 Work-Based Learning activity	87.3%	64.9%	100.0%						
Percentage of students who have passed dual enrollment courses with a C- or better	80%	93%	85.0%						
Percentage of students in Linked Learning pathways	94.1%	100.0%	95.0%						
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		

MPA_2020-2021 Measure N Education Improvement Plan

Four-Year Cohort Graduation Rate	78.0%	Not Available	95.0%				
Four-Year Cohort Dropout Rate	7.1%	Not Available	1.0%				
A-G Completion	28.6%	Not Available	50.0%				
On Track to Graduate - 9th Grade	68.8%	Not Available	75.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	91.2%	45.0%	100.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	83.0%	100.0%	85.0%				
Percentage of students in Linked Learning pathways	84.2%	100.0%	87.0%				

ROOT CAUSE ANALYSIS

<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	91% graduation rate has improved since the year before and we have larger classes (54 students our first year and 90 students last year)	Serving the 9% of our students who drop out each year. These are tier 3 students with the most needs-- often reading well below grade level, severe SEL issues, disengaged with traditional school model, etc. How do we support them? Our graduation rate for our target population-- SPED students-- is generally lower, and we need to make sure we are providing appropriate supports for these students.	We need intensive support for our tier 3 students-- from external partners like Alameda County, counseling, work based learning, and early intervention so that students are not off track to graduate starting their 9th grade year and have counseling and other SEL supports already in place.
Four-Year Cohort Dropout Rate	Our dropout rate has stayed relatively level even as our class size has increased. Our SPED dropout rate has decreased over the past three years as our SPED services have improved.	Our dropout rate increased from 2% to 3% and then 6% last year (but this is at the same time as our class sizes have gotten much larger). Reducing dropout rate for tier 3 students (6 students dropped out last year which is a large number)	Unmet SEL needs and environmental factors. Need to connect them to outside resources/support when their challenges are beyond our capacity to intervene. Early intervention.
A-G Completion	Only 68% met A-G, but 91% were able to receive a diploma and move on to post-secondary. Our 8-period day provides many opportunities to recoup AG credit. We are rigorous in maintaining AG courses on our course list.	25 students last year were not A-G eligible meaning they could not go to a 4year school. AG completion is very low for our target population (only 28.6% of SPED students met their AGs)	Unmet SEL needs and environmental factors. Need to connect them to outside resources/support when their challenges are beyond our capacity to intervene. Early intervention. Teachers still giving students Ds as a compromise to students who are not four-year college bound but need diploma. SPED students face competing priorities and most are bound for 2-year college.

MPA_2020-2021 Measure N Education Improvement Plan

On Track to Graduate - 9th Grade	Double block Algebra + Algebra bridge in middle school all increased on-track to graduate rate almost 10% over the course of one year with these interventions. Off-track in math shrunk from 40% to 14%. 68.8% of our target population is on track to graduate after 9th grade year!	Less than half our 9th graders were on track by the end of their freshman year in 2018-19. 57.7% on track last year means there are still 42.3% of students not on track by the end of this benchmark year.	35% of students are off track in English; 26% are off-track in GPA. This year we increased interventions at 9th grade English level by adding additional English support class for students at low reading levels/struggling. We need to continue adding early interventions like summer bridges, additional literacy and numeracy supports early on. We also want to continue putting our strongest and most experienced teachers in the 9th grade year which is something we committed to a number of years ago.
Percentage of students who participated in at least 1 Work-Based Learning activity	64.9% + of our students engaged in at least one work based learning event. For juniors and seniors, however, over 95% of our students engaged in one or more WBL event. We have institutionalized a number of events at MPA including resume workshop day, Career Day, mock interview day, and summer internships (in which 100 students participated last summer)	Our biggest challenge in this category is creating events that are both personalized to students' career interests and representative of the pathways. We improved our Career Day event this year by allowing students to opt into the career sectors they were interested in. However, the event was not as successful as it could have been because of so many last minute cancellations from presenters and so many students opting out on that day.	Create a culture of work based learning where institutionalized events like Career Day are things students look forward to (not days when they decide they should skip). Formalize and strengthen relationships with partners so they show up for important events and engage with students in more personalized ways (one relationship success is Pixar; we need to build more of these relationships).
Percentage of students who have passed dual enrollment courses with a C- or better	We have a very high passage rate for dual enrollment classes (always better than 80%) for the past 4 years. Our dual enrollment program has steadily grown and grades in these classes have stayed consistently high.	2018-19 Spring was one of the lowest passage rates we've had in the history of dual enrollment-- 18% of students got a D or F that will show up on both their HS and College transcripts, potentially impacting their on-track and financial aid status once they enroll full time in community college.	The major reason for this fail rate was professor issues (one professor left mid-year and his replacement did not connect with students) and not enough support from the school to bridge the HS--> College gap. Our numbers have increased exponentially from 29 students in DE our first year to 150 or more now. Next year we will have even more students with 8 dual enrollment college classes on campus. We need to make sure professors are well vetted and understand our unique school community. Furthermore, we need to build in more supports within our school to help students be successful in their college classes.

Percentage of students in Linked Learning pathways	<p>The majority of our students are in pathways, but we want this number to be closer to 100%. This is our first year we are entirely built out with three years of the pathway in place. As our teachers get stronger and more comfortable with their curriculum they have gotten better able to support students who are failing and reduced the failure rate in their pathways.</p> <p>*Note: There is an error in OUSD data tagging because 100% of our students are not in pathways. We have a new counselor this year who is tagging students more accurately.</p>	<p>Students not on track to graduate are not placed in pathways because they are electives; instead they are placed in A-G classes that will allow them to graduate on time.</p> <p>Too many students failing pathway classes and having to repeat and/or eventually drop out also reduces the numbers of students being placed in Pathways.</p> <p>Our SPED students face these challenges at even higher rates and thus are even less likely than the general population to be in pathways (especially for three years)</p>	<p>Unmet SEL needs, lack of quality teaching, and environmental factors lead to students being off-track to graduate. Although we do have an 8-period day, we need more early intervention and additional supports to get students passing classes outside of the normal school day (ex: Saturday school, summer credit recovery, after school boot camps, etc.). This summer we planned a massive summer credit recovery program which would have helped with this effort.</p>
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2020-2021: YEAR ONE ANALYSIS

Strategic Actions

Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
Make Interdisciplinary Project Based learning a key feature of professional development in 2020-2021	At least one public showcase of an intrerdisipinary PBL project each year in each grade level
Integrate whole-school practices that reflect pathway theme into core content classes (example: design thinking practices, 21st century skills, CTE standards in Engineering and Graphic Design)	Teachers incorporating more design-thinking/CTE 21st century skills practices into their curriculum/rubrics/projects. Students reporting higher engagment with/understanding of their classes
Support coaches to understand how to coach their teachers toward more PBL and pathway-integrated curriculum (through pathway teacher observations, PBL PD, observations at other schools, project design support, etc.)	Teachers incorporating more PBL practices into their curriculum. Students reporting higher engagment with/understanding of their classes
Continue building out a strong sequence of WBL experiences throughout the year, including pathway-aligned field trips (2-3 in each pathway) and guest speakers Create strong personalized WBL experiences for students (students have had 100+ internships in the summer and school year aligned to their personal career path)	<p>Data on % of WBL experiences that relate to Engineering and Graphic Design as well as students' reported understanding of the pathways</p> <p>100+ students in paid summer internships, summer of 2021</p> <p>2+ WBL events for each student/year</p> <p>Continued WBL integration into advisory</p> <p>Increased #s of pathway-aligned WBL experiences</p>
Incease the on-track to graduate rate and graduation rate through additional supports for Tier 3 students, increased student engagement in classes	<p>Data on on-track to graduate and next year's gaduation rate.</p> <p>Reports from students and pathway case manager working with tier 3 students in small group classes.</p> <p>Increased # of interdisciplinary project based learning and displays of learning (1/year/grade level)</p>

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Fund .50 FTE salary of the Pathway Coach to 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.	\$74,592.00	2305	Classified Supervisors' and Administrators' Salaries	Pathway Coach	.50 FTE	Engineering & Graphic Design
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Transportation Costs for the College and Career Exploration Field trips (busses) for students to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work, and	\$32,000.00	5826	External Work Order Services			Engineering & Graphic Design
Consultant Contract with East Bay Consortium College and Career Information Center to provide college access support for students and families to ensure our students are applying, getting accepted to, and getting financial aid for college.	\$27,000.00	5825	Enter object code at left.			Engineering & Graphic Design
Supplies or materials to support academic acceleration including dual enrollment expenses, technology software, equipment for projects for our Graphic Design and Engineering pathways.	\$6,233.09	4310 / 4410 / 5846	Enter object code at left.			Engineering & Graphic Design

ENGINEERING			
Mission and Vision	CTE Mission and Vision A school where design thinking, application of computer science, engineering, visual arts and graphic design principles find their way into all classes at every grade level. Pathways are an opportunity to connect core academic course work and pathway specific skills to real world careers.		
	MPA Mission and Vision MPA's vision is that our students graduate prepared for college and career as curious, innovative,creative problem solvers who demonstrate character and strive to build a more just community for themselves and others. 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.		
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	-- regular opportunities for students to interact with industry professionals (including their own CTE teachers) -- students regularly reflect on their collaboration skills and engage in group projects -- Capstone and other projects include public defenses of learning	-- School is not theme-aligned -- School is not cohorted becasue of its size -- Could use more interaction with industry professionals	-- Prepare students through Algebra bridge and double block Algebra to ensure students are at grade level in math/science so that they can better benefit from the pathway experience -- Integrate the core. Get core content teachers to work on design thinking/better understand the pathway and how they can integrate it into their classes (ex: Have core content teachers observe pathway teachers for more integration) -- Increase # of public presentations of learning at other grade levels
CTE (pages 3,4,5 of rubric)	-- Strong collaboration within the CTE department (common prep period during the day) -- Teacher is an Engineering professional who understands demands of industry -- All pathway classes are strongly aligned with CTE standards	-- Share more pathway-specific best practices with core teachers -- More collaboration among CTE and general-ed teachers is needed (no time during school day for this)	-- Foster multi-disciplinary projects with CTE/gen-ed collaboration through time in PD, observations, and incorporating relevant whole-school practices like Design Thinking into classes
WBL (page 6 of rubric)	-- strong sequence of WBL experiences throughout the year, including pathway-aligned fieldtrips (2-3 in each pathway) and guest speakers -- Strong personalized WBL experiences (students have had 100+ internships in the summer and school year aligned to their personal career path)	-- Summer internship experiences not necessarily aligned with Pathway themes of Graphic Design and Engineering -- Advisory Board is currently attending events but not regularly meeting to assess quality of pathway -- WBL practices do not necessarily support interdisciplinary practices	-- Use WBL experiences to align coursework/foster interdisciplinary project collaboration among teachers -- Increase number of WBL experiences for Engineering students (more field trips/guest speakers) -- Find more quality Engineering and Graphic Design internships

Comprehensive Student Supports (page 7 of rubric)	-- Pathway teachers now sit on grade level teams in order to have more in depth conversations about students in-need and support with academic interventions -- Advisory system supports Pathway teachers (and whole school) to better know one group of students' and their families	-- Intervention for students who are not prepared for the pathway? -- Leverage family/community support to address students' academic and SEL needs	-- Work more closely with third-year students (and Future Center team) on support with post-secondary plans. -- Utilize Pathway Case Manager, WBLL, Pathway Coach, Literacy and Math Coaches, and SPED team to support students who need intervention before they fail the pathway
Pathway Student Outcomes (page 2 of rubric)	-- multiple opportunities for students to explore the pathway (through Pathway Foundation Art class) before they make a selection for 10th grade -- Due to pathway placement practices, demographic data in the pathway mirrors that of the entire school (race, gender)	-- Engineering theme doesn't necessarily align with student desires/skills -- Need more analysis of how specific focal groups are doing in pathways (ex: AA males, Sped students, ELLs, etc.)	-- Increase # of interdisciplinary PBL projects so that students better understand the relevance of the skills they are leaning in their pathway/have a chance to apply skills in relevant context -- tag all students as part of Engineering or Graphic Design so as to be better able to track data on students in pathways 10th-12th grade -- Goal: 100% of students participating in pathways

2020-2021: YEAR ONE ANALYSIS**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
One interdisciplinary project based learning event per year per grade level.	Showcases of student learning where students can demonstrate what they have learned at least once/year in each grade level.
60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes	Field trips, guest speakers, industry partners and internships reflect Engineering and Graphic Design pathway themes
Pathway theme is more present across entire school, including core content classes.	Guests who visit MPA will be able to correctly identify our pathway themes. Students will report greater understanding of the purpose of pathways, their relevance to their futures (even if they don't want to be Engineers or Graphic Designers), and will be able to articulate their post-secondary plans

Pathway Strategic Actions

Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class	At least one public showcase of an intrerdisipinary PBL project (ex: Engineering + Physics)
Find ways to share design thinking practices, 21st century skills, CTE Engineering standards with core content teachers	Teachers incorporating more design-thinking/CTE 21st century skills practices into their curriculum/rubrics/projects. Students reporting higher engagment with/understanding of their classes
Strengthen partnerships with Engineering partners for increased pathway-related WBL experiences	At least one Engineering-aligned WBL experience in 10, 11, and 12 grades

Pathway Budget Expenditures**2020-2021 Pathway Budget**

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
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			Enter object code at left.			Engineering
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GRAPHIC DESIGN			
Mission and Vision	CTE Mission and Vision A school where design thinking, application of computer science, engineering, visual arts and graphic design principles find their way into all classes at every grade level. Pathways are an opportunity to connect core academic course work and pathway specific skills to real world careers.		
	MPA Mission and Vision MPA is committed to providing a high-quality, relevant, and engaging education for all students. We strive to create a learning environment that fosters academic excellence, personal growth, and community involvement. Our mission is to prepare students for the future by equipping them with the skills and knowledge they need to succeed in a global economy.		
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	-- regular opportunities for students to interact with industry professionals (including their own CTE teachers) -- students regularly reflect on their collaboration skills and engage in group projects -- Capstone and other projects include public defenses of learning	-- School is not theme-aligned -- School is not cohorted because of its size -- Could use more interaction with industry professionals	-- Collaborate with math department to get students to grade level in math/science so that they can better benefit from the pathway experience -- Integrate the core. Get core content teachers to work on design thinking/better understand the pathway and how they can integrate it into their classes (ex: Have core content teachers observe pathway teachers for more integration) -- Increase # of public presentations of learning at other grade levels
CTE (pages 3,4,5 of rubric)	-- Strong collaboration within the CTE department (common prep period during the day) -- Teacher is a Graphic Design professional who understands demands of industry -- All pathway classes are strongly aligned with CTE standards	-- Share more pathway-specific best practices with core teachers -- More collaboration among CTE and general-ed teachers is needed (no time during school day for this)	-- Foster multi-disciplinary projects with CTE/gen-ed collaboration through time in PD, observations, and incorporating relevant whole-school practices like Design Thinking into classes
WBL (page 6 of rubric)	-- strong sequence of WBL experiences throughout the year, including pathway-aligned fieldtrips (2-3 in each pathway) and guest speakers -- Strong personalized WBL experiences (students have had 100+ internships in the summer and school year aligned to their personal career path)	-- Summer internship experiences not necessarily aligned with Pathway themes of Graphic Design and Engineering -- Advisory Board is currently attending events but not regularly meeting to assess quality of pathway -- WBL practices do not necessarily support interdisciplinary practices	-- Use WBL experiences to align coursework/foster interdisciplinary project collaboration among teachers -- Increase number of WBL experiences for Engineering students (more field trips/guest speakers) -- Find more quality Engineering and Graphic Design internships
Comprehensive Student Supports (page 7 of rubric)	-- Pathway teachers now sit on grade level teams in order to have more in depth conversations about students in-need and support with academic interventions -- Advisory system supports Pathway teachers (and whole school) to better know one group of students' and their families	-- Intervention for students who are not prepared for the pathway? -- Leverage family/community support to address students' academic and SEL needs	-- Work more closely with third-year students (and Future Center team) on support with post-secondary plans. -- Utilize Pathway Case Manager, WBLL, Pathway Coach, Literacy and Math Coaches, and SPED team to support students who need intervention before they fail the pathway

<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>-- multiple opportunities for students to explore the pathway (through Pathway Foundation Art class) before they make a selection for 10th grade -- Due to pathway placement practices, demographic data in the pathway mirrors that of the entire school (race, gender)</p>	<p>-- Need more analysis of how specific focal groups are doing in pathways (ex: AA males, Sped students, ELLs, etc.)</p>	<p>-- Increase # of interdisciplinary PBL projects so that students better understand the relevance of the skills they are learning in their pathway/have a chance to apply skills in relevant context -- tag all students as part of Engineering or Graphic Design pathway so as to be better able to track data on students in pathways 10th-12th grade -- Goal: 100% of students participating in pathways</p>
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2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
One interdisciplinary project based learning event per year per grade level.	Showcases of student learning where students can demonstrate what they have learned at least once/year in each grade level.
60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes	Field trips, guest speakers, industry partners and internships reflect Engineering and Graphic Design pathway themes
Pathway theme is more present across entire school, including core content classes.	Guests who visit MPA will be able to correctly identify our pathway themes. Students will report greater understanding of the purpose of pathways, their relevance to their futures (even if they don't want to be Engineers or Graphic Designers), and will be able to articulate their post-secondary plans

Pathway Strategic Actions

<i>Strategic Action</i> <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i>	What evidence will you look for to know you are successful?
Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class	At least one public showcase of an interdisciplinary PBL project (ex: Graphic Design + English 11)
Find ways to share design thinking practices, 21st century skills, CTE Graphic Design standards with core content teachers	Teachers incorporating more design-thinking/CTE 21st century skills practices into their curriculum/rubrics/projects. Students reporting higher engagement with/understanding of their classes
Strengthen partnerships with Graphic Design partners for increased pathway-related WBL experiences	At least one Graphic Design-aligned WBL experience in 10, 11, and 12 grades

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
			Enter object code at left.			Engineering



Measure N 2020-2021 Education Improvement Plan Assessment

Madison Park Academy

Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☒ Submitted Measure N Budget
- ☒ Silver Certification Status

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" 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
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">Rigorous Academics Integrated in PathwayIntegrated Students SupportsWork Based LearningIndustry Theme and CTE Sequence	Score: 3 Rationale: <ul style="list-style-type: none">Clear evidence of implementation of all 4 pillarsEvidence of growth in student outcome data (e.g. increase in graduation rates, decrease in math off-track data and high-passage rate in dual-enrollment courses))Clear pathway theme and sequencing of CTE courses in each pathwayOverall, plan reflects awareness and clear next steps to evaluate what's been put in place and provide deeper pathway quality and integration			

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway development in order to</i>	Score: 4			



<p><i>develop a coherent Theory of Action</i></p> <ul style="list-style-type: none">• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.• Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.• 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	<p>Rationale:</p> <ul style="list-style-type: none">• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators such as SpEd students, while also identifying positive trends with target group, specifically in 9th grade on-track data• Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined with a very clear identification of the highest leverage challenge
<p>Pathway Quality Assessment</p> <p><i>The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars</i></p> <ul style="list-style-type: none">• Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars• Next steps that have been identified support the continuous quality improvement of the pathway(s)• Self-assessment provides evidence such as concrete examples or references data• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	<p>Score: 3.5</p> <p>Rationale:</p> <ul style="list-style-type: none">• Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars• Next steps that have been identified support the continuous quality improvement of the pathway(s)• Extremely clear and coherent analysis• Assessment doesn't differentiate greatly in analysis between the two pathways
<p>Strategic Goals</p> <ul style="list-style-type: none">• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year• Alignment between schoolwide goals and Measure N priorities is evident• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other• The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme• The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation• The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N	<p>Score: 2.5</p> <p>Rationale:</p> <ul style="list-style-type: none">• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year• The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme with the focus of establishing one interdisciplinary project based learning event per grade level per year• Alignment between schoolwide goals and Measure N priorities is evident• The root cause analysis and pathway quality assessment discusses students failing pathway courses and it is not completely evident how the stated strategic goals are



	<ul style="list-style-type: none">addressing this pieceNeed to clarify how goals will lead to improvement in student outcomes
Strategic Actions <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 Rigorous Academic and Career Technical Education Pillars and the integration of these pillarsStrategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning PillarStrategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports PillarStrategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategiesFor large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	Score: 2.5 Rationale: <ul style="list-style-type: none">Pathway strategic actions are aligned to pathway-specific goalsPathways incorporate research-based practices into their strategiesClear coherence between whole school strategic actions, pathway strategic goals and actionsThe root cause analysis and pathway quality assessment discusses students failing pathway courses and it is not completely evident how the the strategic actions will address this piece

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none">Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement PlanExpenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked LearningExpenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure NExpenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not availableExpenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the schoolExpenditures are necessary due to the existence of Linked Learning pathways at the school site	Score: 3.5 Rationale: <ul style="list-style-type: none">Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway developmentProposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlinedProposed Measure N budget appears to be supplementalInvestment in pathway case manager aligns to identified needs in root cause analysis, but it is not clear how the pathway goals and strategic actions connect to this investment			



Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:

- Root cause analysis is extremely thoughtful and analyzes multiple pieces of data to identify strengths and high leverage challenges
- Strong alignment between school wide strategic actions and pathway's strategic goals and actions with a focus on integrating the pathway theme into the instructional core in each grade level
- Continued investment in wraparound supports for pathway (e.g. counselor, case manager. WBL Liaison, pathway coach, etc)

Key Questions:

- How will you assess the quality of the integration theme into core content classes and the impact of that integration on student outcomes?

Next Steps:

What	Suggested Lead	Deliverable	Date
Ensure when Measure N expenditures happen in 20-21, justification in Escape aligns with Measure N plan	Principal and Admin		Ongoing