

MEASURE N COMMISSION

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

Measure N - College & Career Readiness - Commission

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Memo

To Board of Education

From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
Jams Harris, Member

Board Meeting Date April 15, 2021

Subject 2021-2022 Measure N Education Improvement Plan
Services for: Madison Park Academy

Action Requested and Recommendation Adoption by the Board of Education of Madison Park Academy (Upper) proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$372,300,00.

Background

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

Adoption by the Board of Education of Madison Park Academy proposed 2021-2022 Education Improvement Plan and Budget.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan

2021-2022 MEASURE N BUDGET

School: MADISON PARK ACADEMY (UPPER)

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$372,300.00	\$372,300.00	\$0.00

Site #: 215

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
215-1	Hire a Pathway Coach, at .50 FTE (PCN 2472): 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. (Salary & Benefit Costs)	\$74,592.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
215-2	Hire an Work Based Learning Liaison, at 1.0 FTE (PCN 7740): 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. (Salary & Benefit Costs)	\$100,762.35	2305	Supervisor & Administrator Salaries	Work Based Learning Liaison	1.0 FTE	Whole School
215-3	Hire an Pathway Case Manager, at 1.0 FTE (PCN 7624): to support tier 1-3 students Social Emotional Learning needs via small and supported groups, reduce absence rate, increase engagement in regular classes, and increase graduation rate. (Salary & Benefit Costs)	\$121,000.00	2305	Supervisor & Administrator Salaries	Pathway Case Manager	1.0 FTE	Whole School
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.	\$28,945.65	5825	Consultant Contracts			Whole School
215-5	Transportation Costs for the College and Career Exploration Field trips (charter 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.	\$20,000.00	5826	Transportation Costs			Whole School
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	Consultant Contracts			Whole School

School: MADISON PARK ACADEMY (UPPER)**School ID: 215****School Description**

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.

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.

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

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

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	23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	91.1%	97.9%	95%	Not available	95.0%		
Four-Year Cohort Dropout Rate	6.7%	2.10%	5%	Not available	5%		
A-G Completion	68.3%	Not Available	85.0%	Not available	85%		
On Track to Graduate- 9th Grade	50.4%	74.80%	65.0%	52% (so far)	60%		
Percentage of students who participated in at least 1 Work-Based Learning activity	87.3%	91%	100.0%	0% (so far)	100%		
Percentage of students who have passed dual enrollment courses with a C- or better	80%	93%	85.0%	Not available	90%		
Percentage of students in Linked Learning pathways	94.1%	100.0%	95.0%	99% (not accurate)	95%		
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	78.0%	90%	95.0%	not available	95.0%		
Four-Year Cohort Dropout Rate	7.1%	10.0%	1.0%	not available	5.0%		
A-G Completion	38.9%	Not Available	50.0%	not available	55%		
On Track to Graduate - 9th Grade	31.3%	30.0%	75.0%	23.5%	35%		

Percentage of students who participated in at least 1 Work-Based Learning activity	91.2%	83.6%	100.0%	0% (not accurate)	100%		
Percentage of students who have passed dual enrollment courses with a C- or better	83.0%	100.0%	85.0%	not available	85%		
Percentage of students in Linked Learning pathways	84.2%	100.0%	87.0%	100% (not accurate)	85%		
ROOT CAUSE ANALYSIS							
Indicator	Strengths			Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>		Root Cause Analysis <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 4 year 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.	

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 shrank 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	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. *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.	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. 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. 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)	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.			
2020-2021: YEAR ONE ANALYSIS						
Strategic Actions						
What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?	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 interdisciplinary 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 engagement 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 engagement 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)	Data on % of WBL experiences that relate to Engineering and Graphic Design as well as students' reported understanding of the pathways 100+ students in paid summer internships, summer of 2021 2+ WBL events for each student/year Continued WBL integration into advisory Increased #s of pathway-aligned WBL experiences					
Increase the on-track to graduate rate and graduation rate through additional supports for Tier 3 students, increased student engagement in classes	Data on on-track to graduate and next year's graduation rate. Reports from students and pathway case manager working with tier 3 students in small group classes. Increased # of interdisciplinary project based learning and displays of learning (1/year/grade level)					
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	Enter object code at left.	Pathway Coach	.50 FTE	Engineering & Graphic Design
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	Enter object code at left.	Pathway Case Manager	1.00 FTE	Engineering & Graphic Design
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	Enter object code at left.	Work Based Learning Liaison	1.00 FTE	Engineering & Graphic Design
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	Enter object code at left.			Engineering & Graphic Design
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	Enter object code at left.			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
2021-2022: YEAR TWO ANALYSIS						
Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?					
2020-2021 Strategic Actions						
Make interdisciplinary Project Based learning a key feature of professional development in 2020-2021	This did not happen as a result of the pandemic. With the pandemic hitting toward the end of last school year, we instead switched the focus of our PD to supporting teachers with teaching in a completely different (virtual) format.					
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)	Similar to above, we did not make this a schoolwide focus due to competing demands like supporting our most needy (and absent from school students), conversations around racism and white supremacy, and teaching in a virtual world.					
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.)	Again, the pandemic hindered our ability to do this. Instead of focusing on this, we spent time focusing on teachers' ability to check for understanding during virtual work (with all students off camera and barely unmuting). We are also looking into supporting our teachers with effective virtual group work.					

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)	Unfortunately the pandemic also halted a lot of this-- we were unable to have many field trips or guest speakers. We did have a successful Career Day where 100% of our students heard from 2 career professionals in fields they selected. We also plan to continue with 100+ internships (mostly virtual) this summer. Our students have engaged with a variety of school-year internships as well, including language ambassadors on our own site, CHAMPS, HEAL, YouthBeat, etc.
Increase the on-track to graduate rate and graduation rate through additional supports for Tier 3 students, increased student engagement in classes	We have absolutely increased our supports for tier 3 students with two case managers on site this year. However, this has come at a time when this support is very needed. Our graduation rate is likely to stay constant for this year, but we may have more students taking into the summer or next year to complete.
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Make interdisciplinary Project Based learning a key feature of professional development in 2020-2021	We submitted a Light Award grant to do this work and are aligned around prioritizing it despite challenges like virtual/hybrid learning. We introduced student-led family conferences where students showcase where they are learning, and we can continue with this along with our public displays of learning in 2021-22.
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)	We can begin using rubrics across the whole school that prioritize the WBL/CTE habits and allow the CTE standards to be on display across all our classes. By incorporating more PBL in all classes, we will see more pathway themes reflected across core content 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.)	Send some of our coaches and teachers to Buck Institute training this summer and continue meeting as a community of practice to make this a major focus of our coaching and professional development in 2021-22.
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)	% of students engaging in work based learning next school year as well as % of students engaging in school-year and summer internships (We hope this number will remain consistent or grow in 2021-22). We hope to garner more internship opportunities in Engineering and Graphic Design (we are working with Gilbert and others to develop more partnerships with folks in our industry sectors).
Budget Analysis of 2020-2021 Measure N Budget	
Impact of 2020-2021 Budget Expenditures	
- How did distance learning impact your budget expenditures?	
- What did you find was the most effective use of resources towards your goals and strategic actions and why?	
We did not use our transportation budget as no field trips happened.	
We did hire a pathway case manager to support with student drop off during distance learning.	
Budget Expenditures	
2021-2022 Budget: Enabling Conditions Whole School	
Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does this specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?	COST
	OBJECT CODE
	OBJECT CODE DESCRIPTION
	POSITION TITLE
	FTE
	PATHWAY NAME (if applicable)

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ENGINEERING			
Mission and Vision	CTE Mission and Vision Pathways are an opportunity to connect core academic coursework and pathway specific skills to real world careers. They are an opportunity to discover new passions and increase student engagement in school by helping understand the relevance, and offer them industry-aligned skills that will prepare them (and even give them a leg up) in college and career. MPA Mission and Vision MPAs 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
	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- School is not theme-aligned-- School is not cohorted because of its size-- Could use more interaction with industry professionals	<ul style="list-style-type: none">-- 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
Rigorous Academics (pages 3, 4, 5 of rubric)	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- 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)	<ul style="list-style-type: none">-- 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
CTE (pages 3, 4, 5 of rubric)	<ul style="list-style-type: none">-- strong sequence of WBL experiences throughout the year, including pathway-aligned field trips (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)	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- 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
WBL (page 6 of rubric)	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- Intervention for students who are not prepared for the pathway?-- Leverage family/community support to address students' academic and SEL needs	<ul style="list-style-type: none">-- Work more closely with third-year students (and Future Center team) on support with post-secondary plans.-- Utilize Pathway Case Manager, WBL, Pathway Coach, Literacy and Math Coaches, and SPED team to support students who need intervention before they fail the pathway
Comprehensive Student Supports (page 7 of rubric)			

Pathway Student Outcomes (page 2 of rubric)	<ul style="list-style-type: none">– 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)	<ul style="list-style-type: none">– 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.)	<ul style="list-style-type: none">– 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	What evidence will you look for to know you are successful?					
Pathway Quality Strategic 3 Year Goal One interdisciplinary project based learning event per year per grade level. 60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes Pathway theme is more present across entire school, including core content classes.	Showcases of student learning where students can demonstrate what they have learned at least once/year in each grade level. Field trips, guest speakers, industry partners and internships reflect Engineering and Graphic Design pathway themes 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	What evidence will you look for to know you are successful?					
Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i> Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class Find ways to share design thinking practices, 21st century skills, CTE Engineering standards with core content teachers Strengthen partnerships with Engineering partners for increased pathway-related WBL experiences	At least one public showcase of an interdisciplinary PBL project (ex: Engineering + Physics) Teachers incorporating more design-thinking/CTE 21st century skills practices into their curriculum/rubrics/projects. Students reporting higher engagement with/understanding of their classes 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 Enter object code at left.	POSITION TITLE	FTE	PATHWAY NAME
						Engineering
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal One interdisciplinary project based learning event per year per grade level. 60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes	What actions did you take that improved outcomes? How do you know you were successful?			What will you do different next year to continue to improve?		
	Our Engineering class implements PBL all year long, but these are not interdisciplinary yet. Covid made this more difficult. We had career day and industry guest speakers come to Engineering class			We are hoping for more PBL collaboration time next year in PD. Our summer internships are largely dependent on district availability-- we have a fair number in Engineering but need to increase relationships with partners to get more summer internships from them.		

Pathway theme is more present across entire school, including core content classes.	Again, distance learning made this difficult. We did show off a pathway video to the whole school to increase awareness of pathways.	Continue building knowledge around pathways and providing opportunities for core-content teachers to align their work to our pathways.				
Pathway Strategic Actions						
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions					
Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class	<ul style="list-style-type: none"> - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why? 					
Find ways to share design thinking practices, 21st century skills, CTE Engineering standards with core content teachers	No collaboration time for this due to adapting to distance learning.					
Strengthen partnerships with Engineering partners for increased pathway-related WBL experiences	Common CTE rubrics. Again, no collaboration time for this due to adapting to distance learning.					
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:						
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?					
Make Interdisciplinary Project Based learning a key feature of professional development in 2020-2021	We submitted a Light Award grant to do this work and are aligned around prioritizing it despite challenges like virtual/hybrid learning. We introduced student-led family conferences where students showcase where they are learning, and we can continue with this along with our public displays of learning in 2021-22.					
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)	We can begin using rubrics across the whole school that prioritize the WBL/CTE habits and allow the CTE standards to be on display across all our classes. By incorporating more PBL in all classes, we will see more pathway themes reflected across core content 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.)	Send some of our coaches and teachers to Buck Institute training this summer and continue meeting as a community of practice to make this a major focus of our coaching and professional development in 2021-22.					
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	% of students engaging in work based learning next school year as well as % of students engaging in school-year and summer internships (We hope this number will remain consistent or grow in 2021-22).					
Create strong personalized WBL experiences for students (students have had 100+ internships in the summer and school year aligned to their personal career path)	We hope to garner more internship opportunities in Engineering and Graphic Design (we are working with Gilbert and others to develop more partnerships with folks in our industry sectors).					
Pathway Budget Analysis of 2020-2021 Measure N Budget						
Impact of 2020-2021 Budget Expenditures						
- How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?						
We did not use our transportation budget as no field trips happened.						
We did hire a pathway case manager to support with student drop off during distance learning.						
Pathway Budget Expenditures						
2021-2022 Pathway Budget						
Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does this expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

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 coursework and pathway specific skills to real world careers.		
	MPA Mission and Vision MPAs 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)	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- School is not theme-aligned-- School is not cohorted because of its size-- Could use more interaction with industry professionals	<ul style="list-style-type: none">-- 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)	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- 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)	<ul style="list-style-type: none">-- 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)	<ul style="list-style-type: none">-- strong sequence of WBL experiences throughout the year, including pathway-aligned field trips (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)	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- 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)	<ul style="list-style-type: none">-- 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	<ul style="list-style-type: none">-- Intervention for students who are not prepared for the pathway?-- Leverage family/community support to address students' academic and SEL needs	<ul style="list-style-type: none">-- Work more closely with third-year students (and Future Center team) on support with post-secondary plans.-- Utilize Pathway Case Manager, WBL, 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)	-- 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 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			
2020-2021: YEAR ONE ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal One interdisciplinary project based learning event per year per grade level. 60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes	What evidence will you look for to know you are successful? Showcases of student learning where students can demonstrate what they have learned at least once/year in each grade level.	Field trips, guest speakers, industry partners and internships reflect Engineering and Graphic Design pathway themes 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>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i> Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class Find ways to share design thinking practices, 21st century skills, CTE Graphic Design standards with core content teachers Strengthen partnerships with Graphic Design partners for increased pathway-related WBL experiences						
Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i> Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class Find ways to share design thinking practices, 21st century skills, CTE Graphic Design standards with core content teachers Strengthen partnerships with Graphic Design partners for increased pathway-related WBL experiences	What evidence will you look for to know you are successful? At least one public showcase of an interdisciplinary PBL project (ex: Graphic Design + English 11) Teachers incorporating more design-thinking/CTE 21st century skills practices into their curriculum/rubrics/projects. Students reporting higher engagement with/understanding of their classes	At least one Graphic Design-aligned WBL experience in 10, 11, and 12 grades				
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 Enter object code at left.	POSITION TITLE	FTE	PATHWAY NAME Engineering
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal One interdisciplinary project based learning event per year per grade level. 60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes		What actions did you take that improved outcomes? How do you know you were successful? Our Graphic Design class implements PBL all year long, but these are not interdisciplinary yet. Covid made this more difficult. We had a Pixar school-year internship for the first time.		What will you do different next year to continue to improve? We are hoping for more PBL collaboration time next year in PD. Our summer internships are largely dependent on district availability-- we have a fair number in AMIE but need to increase relationships with partners to get more summer internships from them.		

Pathway theme is more present across entire school, including core content classes.	Again, distance learning made this difficult. We did show off a pathway video to the whole school to increase awareness of pathways.	Continue building knowledge around pathways and providing opportunities for core-content teachers to align their work to our pathways.				
Pathway Strategic Actions						
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Find ways to share design thinking practices, 21st century skills, CTE Graphic Design standards with core content teachers	Common CTE rubrics. Again, no collaboration time for this due to adapting to distance learning.					
Strengthen partnerships with Graphic Design partners for increased pathway-related WBL experiences	Pixar internship happened for the first time-- almost constant (weekly) collaboration with Pixar this year.					
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:						
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?					
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Pathway Budget Analysis of 2020-2021 Measure N Budget						
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?						
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