MEASURE N COMMISSION

1000 Broadway, Suite 680 Oakland, CA 94607-4099



Measure N - College & Career Readiness - Commission

Jason Gumataotao, Chairperson jason@ibew595.org Louise Waters, Vice Chair louise.bay.waters@gmail.com Whitney Dwyer, Secretary whitney.dwyer@ousd.org

Emma Paulino, Member emmap@oaklandcommunity.org James Harris, Member james@510media.com

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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

April 15, 2021

Subject

2021-2022 Measure N Education Improvement Plan

Services for: Madison Park Academy

Action Requested and Recommendation

Board Meeting Date

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)

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

Site #: 215

Consultant Contract with East Bay Consortium College and Caree Information Center to provide college access support for students	Transportation Costs for trips (charter busses) for walls, engage in hands-c professionals, see the re	Consultant Contract for the Summe students to engage in real-world, ha 215-4 their motivation for school, help the increase readiness for post-second transfer to continuation school rate.	Hire an Pathway Case M tier 1-3 students Social E 215-3 supported groups, reduc regular classes, and incr Costs)	Hire an Work Based Lea support all aspects of scl including coordinating fle internships, out of school coaching, and integration practices throughout the	Hire a Pathway Coach, a aspects of Measure N Ec academics through dual and support; technical sk partner collaboration; WE year experiences; persor Career (Future) Center, s (Salary & Benefit Costs)	BUDGET ACTION BU
Consultant Contract with East Bay Consortium College and Career	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.	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.	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)	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)	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 schoolyear experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. (Salary & Benefit Costs)	BUDGET JUSTIFICATION
\$27,000.00	\$20,000.00	\$28,945.65	\$121,000.00	\$100,762.35	\$74,592.00	COST
5825	5826	5825	2305	2305	2305	OBJECT CODE
Consultant	Transportation Costs	Consultant Contracts	Supervisor & Administrator Salaries	Supervisor & Administrator Salaries	Supervisor & Administrator Salaries	OBJECT CODE DESCRIPTION
			Pathway Case Manager	Work Based Learning Liaison	College & Career Pathway Coach	POSITION TITLE
			1.0 FTE	1.0 FTE	.50 FTE	FTE
Whole School	Whole School	Whole School	Whole School	Whole School	Whole School	WHOLE SCHOOL / PATHWAY NAME

MADISON PARK ACADEMY (UPPER)

School ID: 215

School: MA

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.

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, 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 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

School Mission and Vision

on-site health clinic and mental health counseling services.

and beyond our walls 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

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, Perserverance, Possibilities.

Colloct Pollicalering									
Special	% Male %	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Populations	49.8% 5	50.2%	99.3%		29.6%	24.3%	10.0%	3.0%	0.0%
Student Population by	Arrican- Indian	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
Race/Ethnicity	13.0%	0.0%	1.9%	82.5%	0.0%	1.4%	0.7%	0.0%	1.2%
Target Student Population	Which s	tudent pop	Which student population will you focus on in order to reduce disparities?	order to reduce dis	parities?	SPED			
SCHOOL PERFORMANCE GOALS AND INDICATORS	ORMANCE GO	ALS AND	INDICATORS						
Whole S	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	raduation Rate		91.1%	97.9%	95%	Not available	95.0%		
Four-Year Cohort Dropout Rate	Propout 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	ate- 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	ents who participat I Learning activity	ed in at	87.3%	91%	100.0%	0% (so far)	100%		
Percentage of students who have passed dua enrollment courses with a C- or better	ents who have pas with a C- or better	sed dual	80%	93%	85.0%	Not available	90%		
Percentage of students in Linked Learning pathways	ents in Linked Lea	ning	94.1%	100.0%	95.0%	99% (not accurate)	95%		
Target Studen	Target Student Population Indicator	ator	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	raduation Rate		78.0%	90%	95.0%	not available	95.0%		
Four-Year Cohort Dropout Rate	ropout Rate		7.1%	10.0%	1.0%	not available	5.0%		
A-G Completion			38.9%	Not Available	50.0%	not available	55%	24	
On Track to Graduate - 9th Grade	ate - 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	hs	Highest Leverage Challenge What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparties within the indicator identified?	Leverage Challenge allenge that, if dissolved, would ation, or substantial reduction, in within the indicator identified?	Root Cause Analysis What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?
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)	60 Z	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.	% of our students who drop r. These are tier 3 students reading well level, severe SEL issues, with traditional school low do we support them? low do we support them? on rate for our target SPED students— is rer, and we need to make providing appropriate 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 has 3% and then same tim gotten much dropped out number)	s stayed as our class rate has past three services have		rate increased from 2% to 6% last year (but this is at e as our class sizes have larger). Reducing dropout students (6 students last year which is a large	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.	but 91% a diploma t-secondary. ovides many oup AG credit. maintaining 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)	were not A-G could not go to a 4 y low for our target % of SPED 3s)	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-vear college.

Perce	Percen	On Tr
Percentage of students who have passed dual enrollment courses with a C- or better	Percentage of students who participated in at least 1 Work-Based Learning activity	On Track to Graduate - 9th Grade
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.	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)	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!
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.	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.	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.
The major reason for this fail rate was f 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.	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).	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.

PATHWAY NAME (if applicable)	FIE	POSITION TITLE	OBJECT CODE DESCRIPTION	OBJECT CODE	COST	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?
						2020-2021 Budget: Enabling Conditions Whole School
						Budget Expenditures
1.00	nall group classes. ar/grade level)	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)	Data on on-track to graduate and next year's graduation rate. Reports from students and pathway case manager working w Increased # of interdisciplinary project based learning and dis	to graduate and nex dents and pathway of terdisciplinary projec	Data on on-track Reports from stud Increased # of int	Increase the on-track to graduate rate and graduation rate through additional supports for Tier 3 students, increased student engagement in classes
			ory L experiences	2+ WBL events for each studenty/ear Continued WBL integration into advisory Increased #s of pathway-aligned WBL experiences	2+ WBL events to Continued WBL increased #s of p	Create strong personalized WBL experiences for students (students have had 100+ internships in the summer and school year aligned to their personal career path)
ed understanding of	ell as students' reporte	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	elate to Engineering ar ships, summer of 2021	Data on % of WBL experiences that relate to Engineer the pathways 100+ students in paid summer internships, summer of		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
igement	porting higher enga	Teachers incorporating more PBL practices into their curriculum. Students reporting higher engagement with/understanding of their classes	practices into their c	Teachers incorporating more PBL pwith/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.)
.m/rubrics/projects.	s into their curriculu	21st century skills practices into their curriculum/rubrics/projects standing of their classes		Teachers incorporating more design-thinking/CTE Students reporting higher engagement with/under	Teachers incorp Students report	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)
	each grade level	At least one public showcase of an interdisciplinary PBL project each year in each grade level	n interdisciplinary PB	olic showcase of a	At least one put	Make Interdisciplinary Project Based learning a key feature of professional development in 2020-2021
		sful?	What evidence will you look for to know you are successful?	vill you look for to	What evidence v	Strategic Actions What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?
						Strategic Actions
			YSIS	2020-2021: YEAR ONE ANALYSIS	2020-2021: Y	
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.	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 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.	d in fally	Students not on track to graduate are not placed in pathways because they are electives; instead they are placed 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 t are even less likely than the general population to be in pathways (especia for three years)	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	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 year of the pathway in place. As our teachers get stronger and more comfortable with their curriculur 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 OUS data tagging because 100% of our students are not in pathway We have a new counselor this year who is tagging students more accurately.	Percentage of students in Linked Learning pathways

Support coaches to understand how to coach their teachers toward more Again, th PBL and pathway-integrated curriculum (through pathway teacher observations, PBL PD, observations at other schools, project design looking is support, etc.)	flect pathway theme into core ng practices, 21st century skills, phic Design)	Make Interdisciplinary Project Based learning a key feature of professional development in 2020-2021 instead s	Impact of - Which st - Which st - What wa	Strategic Actions	2021-20	Supplies or materials to support academic acceleration including dual enrollment expenses, technology software, equipment for projects for our \$6,233.09 Graphic Design and Engineering pathways.	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.	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	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.	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.	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.	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.
e pander check for ito suppo	above, v nd absen orld.	not happe witched t	2020-202 rategic ac rategic ac rategic ac)22: YE	3.09	0.00	0.00	0.00	52.35	2.56	2.00
nic hindered our understanding our teache	we did not make t from school st	en as a result of he focus of our	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effec - Which strategic actions did not work as - What was the impact of distance learning		2021-2022: YEAR TWO ANALYSIS	4310 / 4410 / 5846	5825	5826	5825	2305	2305	2305
Again, the pandemic hindered our ability to do this. Instead of focusing ability to check for understanding during virtual work (with all student looking into supporting our teachers with effective virtual group work.	this a schoolwide fo udents), conversation	the pandemic. With I	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? \ - Which strategic actions did not work as effectively as you would have liked? \ - What was the impact of distance learning on your strategic actions and why?		LYSIS	Enter object code at left.	Enter object code at left.	Enter object code at left.	Enter object code at left.	Enter object code at left.	Enter object code at left.	Enter object code at left.
. Instead of focusing on this, we spent time focusing on teachers' rk (with all students off camera and barely unmuting). We are also virtual group work.	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.	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.	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?							Work Based Learning Liaison	Pathway Case Manager	Pathway Coach
is, we spent time fo mera and barely un	demands like supp white supremacy, a	oward the end of las a completely differ								1.00 FTE	1.00 FTE	.50 FTE
cusing on teachers' muting). We are also	orting our most and teaching in a	st school year, we ent (virtual) format.				Engineering & Graphic Design	Engineering & Graphic Design	Engineering & Graphic Design	Engineering & Graphic Design	Engineering & Graphic Design	Engineering & Graphic Design	Engineering & Graphic Design

PATHWAY NAME (if applicable)	FTE	POSITION TITLE	OBJECT CODE DESCRIPTION	OBJECT CODE	COST	Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vegue language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the 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 expenditure or service type address?
						2021-2022 Budget: Enabling Conditions Whole School
						Budget Expenditures
				ing.	ng distance learn	We did hire a pathway case manager to support with student drop off during distance learning
						We did not use our transportation budget as no field trips happened.
				s and why?	nd strategic actions	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?
						Budget Analysis of 2020-2021 Measure N Budget
WORKER WHEN CHECK	Congress of the congress of th	and others to develop more partnerships with folks in our industry sectors).	ships with folks in c	velop more partne	and others to de	Create strong personalized WBL experiences for students (students have had 100+ internships in the summer and school year aligned to their personal career path)
aging in school-year	of students eng in 2021-22).	% 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).	sed learning next so this number will ren	ngaging in work bas ernships (We hope	% of students er and summer into	Continue building out a strong sequence of WBL experiences throughout the year, including pathway-aligned field trips (2-3 in each pathway) and
meeting as a ent in 2021-22.	er and continue r	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	chers to Buck Instit a major focus of ou	ur coaches and tea actice to make this	Send some of or community of pr	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.)
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.	TE habits and a ses, we will see r	We can begin using rubrics across the whole school that prioritize the WBL/CTE habits and allow the CTE standard 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.	the whole school th ses. By incorporatin es.	We can begin using rubrics across the to be on display across all our classes reflected across core content classes.	We can begin us to be on display reflected across	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)
se where they are	ritizing it despite tudents showcaring in 2021-22.	and are aligned around prioritizing it despite challenges like family conferences where students showcase where they are our public displays of learning in 2021-22.		We submitted a Light Award grant to do this work virtual/hybrid learning. We introduced student-led learning, and we can continue with this along with	We submitted a virtual/hybrid lea learning, and we	Make Interdisciplinary Project Based learning a key feature of professional development in 2020-2021
this year about how to	you have learned	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?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 202 best support students?	vill you look for to kn sidering adapting you ents?	What evidence will yo - How are you consider best support students?	Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?
				How:	pic actions, list be	For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:
this year. However, constant for this year,	nanagers on site is likely to stay lete.	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.	supports for tier 3 st support is very need king into the summe	We have absolutely increased our supports for tienthis has come at a time when this support is very rout we may have more students taking into the suit we may have more students.	We have absoluthis has come at but we may have	Increase the on-track to graduate rate and graduation rate through additional supports for Tier 3 students, increased student engagement in classes
with a variety of school-year internships as well, including language ambassadors on our own site, CHAMPS, HEAL, YouthBeat, etc.	dors on our own	ing language ambassa	ships as well, includ	school-year interns	with a variety of YouthBeat, etc.	Create strong personalized WBL experiences for students (students have had 100+ internships in the summer and school year aligned to their personal career path)
or guest speakers. We nals in fields they dents have engaged	many field trips career profession summer. Our stu	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	alted a lot of this w where 100% of our a with 100+ internship	e pandemic also ha essful Career Day v so plan to continue	Unfortunately the did have a successelected. We also	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

100.00	Constitution of the consti	STATE OF THE PERSON NAMED IN COLUMN STATE OF THE PERSON NAMED IN C					
	Whole School			Consultant Contracts	5825	\$27,000.00	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.
	Whole School			Transportation Costs	5826	\$20,000.00	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.
l .	Whole School			Consultant Contracts	5825	\$28,945.65	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.
	Whole School	1.0 FTE	Pathway Case Manager	Supervisor & Administrator Salaries	2305	\$121,000.00	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)
	Whole School	1.0 FTE	Work Based Learning Liaison	Supervisor & Administrator Salaries	2305	\$100,762.35	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)
entropy and the same trade and the	Whole School	.50 FTE	College & Career Pathway Coach	Supervisor & Administrator Salaries	2305	\$74,592.00	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)
Spendo			PARTICIPATION OF THE PROPERTY OF THE PARTICIPATION				

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 to discover new passions and increase student engagement in school by helping understand the relevance, and offer them industry-aligned skills to will prepare them (and even give them a leg up) in college and career. MPA Mission and Vision MPA wision 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	demic coursework and pathway specific skills agement in school by helping understand the lacellege and career. I college and career as curious, innovative of for college and career as curious, innovatively for themselves and others. Our mission is the type of themselves and others. Our mission is the force of the section of the secti	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 MPA Mission 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.	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics	- 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 	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
(Jages o, +, o or rubite)	- Strong collaboration within the CTE	Share more pathway-specific best	 Foster multi-disciplinary projects with
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	 Snare more parnway-specific best practices with core teachers More collaboration among CTE and general-ed teachers is needed (no time during school day for this) 	CTE/gen-ed collaboration through time in PD, observations, and incorporating relevant wholeschool practices like Design Thinking into classes
	strong sequence of WBL experiences throughout the year, including pathwayaligned 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	- 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	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 references in the policy of the project in t
(page 6 of rubric)		support interdisciplinary practices	
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 Strategic Goals Pathway Strategi	dependent on umber in lationships with ships from them.	ships are largely we have a fair n ed to increase re e summer intern	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.	s come to	We had career day and industry guest speakers come Engineering class	We had career day and Engineering class	ear and 30% of internships	60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes
- multiple opportunities f explore the pathway (thre explore the pathway (thre foundation Art class) bet selection for 10th grade – Due to pathway placen demographic data in the of the entire school (race and 30% of internships shool, including core explopment to support y Project Based learning st century skills, CTE rs ars for increased ers for increased	oration time next	more PBL collab	We are hoping for r year in PD.		implements PBL all year . Covid made this more	Our Engineering class in not interdisciplinary yet.	vent per year per grade	One interdisciplinary project based learning evel.
- multiple opportunities f explore the pathway (threfoundation Art class) bets election for 10th grade - Due to pathway placen demographic data in the of the entire school (race rand 30% of internships shool, including core by Project Based learning st century skills, CTE rs st century skills, CTE rs are for increased	to continue to	fferent next year	What will you do dit improve?		ke that improved outcom	What actions did you ta How do you know you w	Year Goal	Pathway Quality Strategic 3
- multiple opportunities f explore the pathway (thre pathway) (thre Foundation Art class) bet selection for 10th grade - Due to pathway placen demographic data in the of the entire school (race rand 30% of internships shool, including core evelopment to support y Project Based learning st century skills, CTE rs ars for increased red to pathway development?								Pathway Strategic Goals
- multiple opportunities f explore the pathway (thre Foundation Art class) bet selection for 10th grade - Due to pathway placen demographic data in the of the entire school (race rand 30% of internships shool, including core y Project Based learning st century skills, CTE is exelopment to support project Based learning st century skills, CTE is exercised to pathway development?					TWO ANALYSIS	2021-2022: YEAR		
- multiple opportunities f explore the pathway (thre Foundation Art class) bet selection for 10th grade - Due to pathway placen demographic data in the of the entire school (race and 30% of internships shool, including core evelopment to support y Project Based learning st century skills, CTE rs sers for increased	Engineering			Enter object code at left.				
multiple opportunities f explore the pathway (thre Foundation Art class) bet selection for 10th grade Due to pathway placen demographic data in the of the entire school (race r and 30% of internships shool, including core shool, including core yearpent to support y Project Based learning st century skills, CTE is rs for increased	PATHWAY NAME	FTE	POSITION TITLE	OBJECT CODE DESCRIPTION	OBJECT CODE	COST	ligned to pathway development?	Budget Justification: One to two sentences that provides the following information: - One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure or service addresses? - What need this specific expenditure or service addresses?
- multiple opportunities f explore the pathway (threfoundation Art class) bet selection for 10th grade - Due to pathway placen demographic data in the of the entire school (race of the entire school (race and 30% of internships shool, including core selopment to support y Project Based learning st century skills, CTE is								2020-2021 Pathway Budget
- multiple opportunities f explore the pathway (thre explore the pathway (thre foundation Art class) bet selection for 10th grade – Due to pathway placendemographic data in the of the entire school (race and 30% of internships hool, including core avelopment to support st century skills, CTE is	Bullet Bull							Pathway Budget Expenditures
- multiple opportunities f explore the pathway (threfoundation Art class) bet selection for 10th grade - Due to pathway placendemographic data in the of the entire school (race and 30% of internships hool, including core shool, including core avelopment to support y Project Based learning st century skills, CTE st century skills, CTE					aligned WBL experience in	At least one Engineering-	tners for increased	Strengthen partnerships with Engineering par pathway-related WBL experiences
- multiple opportunities f explore the pathway (threfoundation Art class) bet selection for 10th grade - Due to pathway placendemographic data in the of the entire school (race and 30% of internships shool, including core evelopment to support	cs/projects.	curriculum/rubric	practices into their lasses	TE 21st century skills terstanding of their cl	more design-thinking/C her engagement with/unc	Teachers incorporating Students reporting high	21st century skills, CTE hers	Find ways to share design thinking practices, Engineering standards with core content teac
- multiple opportunities f explore the pathway (threfoundation Art class) bet selection for 10th grade - Due to pathway placendemographic data in the of the entire school (racent per year per grade r and 30% of internships shool, including core		sics)	: Engineering + Phy	nary PBL project (ex	wcase of an interdiscipling	At least one public show	ary Project Based learning	Create at least one collaborative Interdisciplin connected to a core content class
- multiple opportunities f explore the pathway (thre Foundation Art class) between the selection for 10th grade endemographic data in the demographic data in the of the entire school (race of the year per grade and 30% of internships shool, including core				successful?	look for to know you are	What evidence will you	development to support	Strategic Action What are the 3-5 key strategic actions for pathway continuous improvement and quality?
- multiple opportunities f explore the pathway (thre explore the pathway (thre foundation Art class) bet selection for 10th grade - Due to pathway placendemographic data in the of the entire school (race of the entire school (race and 30% of internships shool, including core								Pathway Strategic Actions
- multiple opportunities f explore the pathway (three Foundation Art class) between the selection for 10th grade selection for 10th grade Due to pathway placen demographic data in the of the entire school (race of the year per grade and 30% of internships	understanding of ohic Designers),	ll report greater L ngineers or Grap	hemes. Students wil y don't want to be Ei	dentify our pathway the futures (even if the ry plans	will be able to correctly it ys, their relevance to the ulate their post-seconda	Guests who visit MPA vithe purpose of pathway and will be able to article	school, including core	Pathway theme is more present across entire content classes.
multiple opportunities f explore the pathway (three pathway) (three pathway) (three pathway) being selection for 10th grade pathway placen demographic data in the of the entire school (race pathway) particles around the entire school (race pathway) pathway placen demographic data in the properties of the entire school (race pathway) around the pathway (three pathway) around the pathway (three pathway) around the pathway) around the pathway (three pathway) around the pathway) around the pathway (three pathway) around the pathway) around the pathway (three pathway) the pathway) around the pathway (three pathway) around the pathway) around the pathway placen demographic data in the pathway placen around the pathway placen demographic data in the pathway placen around the pathway	thway themes	aphic Design pa	Engineering and Gr	nd internships reflect	cers, industry partners ar	Field trips, guest speak	es	30% of WBL experiences during the school yed
- 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) What evidence will you look for to know you are successful?	ear in each grade	d at least once/yo	at they have learner	can demonstrate wh	learning where students	Showcases of student level.	vent per year per grade	One interdisciplinary project based learning evel.
- 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.) 2020-2021: YEAR ONE ANALYSIS				successful?	look for to know you are	What evidence will you		Pathway Quality Strategic 3 Year Goal
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.)								Pathway Strategic Goals
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 AA males, Sped students, ELLs, etc.) of the entire school (race, gender)					ONE ANALYSIS	2020-2021: YEAR		
	PBL projects so the relevance of relevance of relevance of rotation of the relevance of relevance of the rel	terdisciplinary I er understand t leaning in their leaning in relevant skills in relevant as part of Engion as to be bette in pathways 100 students particip	- Increase # of in that students bette the skills they are a chance to apply - tag all students Graphic Design so data on students in Goal: 100% of spathways	×	Engineering theme necessarily align with desires/skills Need more analysis focal groups are doin AA males, Sped study	ts to way make a tices, mirrors that	multiple opportunities explore the pathway (the pathway) be foundation Art class) be selection for 10th grade endemographic data in the of the entire school (race)	Pathway Student Outcomes (page 2 of rubric)

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.	made this difficult. We oble school to increase a	did show off a wareness of	Continue building knowledge around pathways and providing opportunities for core-content teachers to align their work to our pathways.	nowledge around pies for core-conterur pathways.	pathways and nt teachers to
Pathway 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?	egic Actions ere most effective in helpi d not work as effectively a stance learning on your s	ng you meet your goa as you would have like trategic actions and w	ls? Why? d? Why? hy?		
Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class	No collaboration time for this due to adapting to dista	this due to adapting to	distance learning.			
Find ways to share design thinking practices, 21st century skills, CTE Engineering standards with core content teachers	Common CTE rubrics. Again, no collaboration time for this due to adapting to distance learning.	gain, no collaboration ti	me for this due to ac	dapting to distance le	erning.	
Strengthen partnerships with Engineering partners for increased pathway-related WBL experiences	Gilbert introduced us to a few new partners but nothing has yet materialized in terms of relationships/events	a few new partners but	nothing has yet mat	erialized in terms of	relationships/event	ts.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	egic 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 202 support students?	ok for to know you are adapting your strategic ac	successful? tions for 2021-2022 g	ssful? for 2021-2022 given what you have learned this year about how to best	arned this year about	t how to best
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.	ard grant to do this wor le introduced student-le n this along with our pu	rk and are aligned and family conference blic displays of learn	I are aligned around prioritizing it despite challenges like illy conferences where students showcase where they a isplays of learning in 2021-22.	espite challenges I owcase where they	like y are learning,
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 reflect across core content classes.	ics across the whole so our classes. By incorpo ses.		hat prioritize the WBL/CTE habits and allow the CTE standards to more PBL in all classes, we will see more pathway themes reflected	and allow the CTE se more pathway the	standards to hemes reflected
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.	es and teachers to Buc najor focus of our coach	k Institute training the	nis summer and cont Il development in 20	inue meeting as a 21-22.	community of
Iding out a strong sequence of WBL experiences throughout uding pathway-aligned field trips (2-3 in each pathway) and ars g personalized WBL experiences for students (students have ernships in the summer and school year aligned to their per 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).	in work based learning hope this number will r internship opportunitie bartnerships with folks in	next school year as emain consistent or s in Engineering and n our industry sector	well as % of student grow in 2021-22). d Graphic Design (w	s engaging in scho	ool-year and Gilbert and
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?	nd 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	ng distance learning.					
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 the specific expenditure improve student engagement and how many students will be served? - What need 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	FE	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 cl 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	nputer science, engineering, visual arts and g to connect core academic coursework and p ed for college and career as curious, innovath fy for themselves and others. Our mission is t vant, authentic, interdisciplinary, project-based	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 MPA wission 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	- 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
Rigorous Academics (pages 3, 4, 5 of rubric)			other grade levels
	 Strong collaboration within the CTE department (common prep period during the day) Teacher is a Graphic Design professional 	Share more pathway-specific best practices with core teachers More collaboration among CTE and general-ed teachers is needed (no time	Foster multi-disciplinary projects with CTE/gen-ed collaboration through time in PD, observations, and incorporating relevant wholeschool practices like Design Thinking into
CTE (pages 3,4,5 of rubric)	 All pathway classes are strongly aligned with CTE standards 	מנוווון פטוסטו מפץ וטו נווופן	Videosco
	 strong sequence of WBL experiences throughout the year, including pathway- aligned field trips (2-3 in each pathway) and 	 Summer internship experiences not necessarily aligned with Pathway themes of Graphic Design and 	 Use WBL experiences to align coursework/foster interdisciplinary project collaboration among teachers
	guest speakers - Strong personalized WBL experiences (ctudents have had 1004 interpreting in the	Engineering Advisory Board is currently attending	 Increase number of WBL experiences for Engineering students (more field trips/guest
WB	summer and school year aligned to their personal career path)	assess quality of pathway WBL practices do not necessarily	 Find more quality Engineering and Graphic Design internships
(page 6 of rubric)	T	support interdisciplinary practices	
	 Pathway teachers now sit on grade level teams in order to have more in depth conversations about students in-need and 	 Intervention for students who are not prepared for the pathway? Leverage family/community support 	 Work more closely with third-year students (and Future Center team) on support with post- secondary plans.
	support with academic interventions - Advisory system supports Pathway	to address students' academic and SEL needs	Utilize Pathway Case Manager, WBLL, Pathway Coach, Literacy and Math Coaches,
comprehensive Student Supports (page 7 of rubric)	one group of students' and their families		intervention before they fail the pathway

POSITION TITLE FTE PATHWAY NAME What will you do different next year to continue to improve? We are hoping for more PBL collaboration time next year in PD.	POSITION TITLE What will you do improve? We are hoping to year in PD.	iore difficult.	are not interdisciplinary yet. Covid made this more difficult.			
TITLE FTE PATHWAY NAME Engineering ou do different next year to continue to	POSITION I	yearlong, but these	ass implements PBL all	Our Graphic Design class implements PBL all year long, but these are not interdisciplinary yet. Covid made this more difficult.	learning event per year per grade	One interdisciplinary project based learning event per year per grade level.
TITLE FTE PATHWAY NAME Engineering	POSITION	nes?	What actions did you take that improved outcomes? How do you know you were successful?	What actions did you take that improved How do you know you were successful?	Pathway Quality Strategic 3 Year Goal	Pathway Quality S
FTE	POSITION					Pathway Strategic Goals
THE STATE OF THE S	POSITION		2021-2022: YEAR TWO ANALYSIS	2021-2022: YEAR		
FTE	POSITION	Enter object code at left.				
		OBJECT CODE DESCRIPTION	OBJECT CODE	COST	Information: ce is? re provided is aligned to pathway development? addresses?	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?
						2020-2021 Pathway Budget
						Pathway Budget Expenditures
	ades	ce in 10, 11, and 12 gra	At least one Graphic Design-aligned WBL experience in 10, 11, and 12 grades	At least one Graphic Desi	hic Design partners for increased	Strengthen partnerships with Graphic Design partners for increased pathway-related WBL experiences
Teachers incorporating more design-thinking/CTE 21st century skills practices into their curriculum/rubrics/projects.	ls practices ir	derstanding of their of	Teachers incorporating more design-thinking/CTE 21st century skills practise Students reporting higher engagement with/understanding of their classes	Teachers incorporating Students reporting high	practices, 21st century skills, CTE content teachers	Find ways to share design thinking practices, 21st century skills, CTE Graphic Design standards with core content teachers
esign + English 11)	x: Graphic De	nary PBL project (ex	At least one public showcase of an interdisciplinary PBL project (ex: Graphic Design + English 11)	At least one public show	Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class	Create at least one collaborative Inte
		successful?	What evidence will you look for to know you are successful?	What evidence will you	for pathway development to support	Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?
						Pathway Strategic Actions
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	themes. Stud	dentify our pathway the futures (even if the try plans	Guests who visit MPA will be able to correctly identify ou the purpose of pathways, their relevance to their futures and will be able to articulate their post-secondary plans	Guests who visit MPA the purpose of pathway and will be able to artic	ross entire school, including core	Pathway theme is more present across entire school, including core content classes.
Field trips, guest speakers, industry partners and internships reflect Engineering and Graphic Design pathway themes	Engineering	nd internships reflect	ers, industry partners a	Field trips, guest speak	60% of WBL experiences during the school year and 30% of internships during the summer align to our pathway themes	60% of WBL experiences during the school year during the summer align to our pathway themes
Showcases of student learning where students can demonstrate what they have learned at least once/year in each grade level.	hat they have	can demonstrate w	learning where students	Showcases of student level.	learning event per year per grade	One interdisciplinary project based learning event per year per grade level.
		successful?	What evidence will you look for to know you are successful?	What evidence will you	nal	Pathway Quality Strategic 3 Year Goal
						Pathway Strategic Goals
			2020-2021: YEAR ONE ANALYSIS	2020-2021: YEAR		
rade - Goal: 100% of students participating in athways	grade Goal: 10 pathways				35	Pathway Student Outcomes (page 2 of rubric)
- 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	tag all st Graphic De to track da			ment practices, pathway mirrors that , gender)	- Due to pathway placement practices, demographic data in the pathway mirrors that of the entire school (race, gender)	
 Increase # of interdisciplinary PBL projects so that students better understand the relevance of the skills they are leaning in their pathway/have 		is of how specific g in pathways (ex: ents, ELLs, etc.)	Need more analysis of how specific focal groups are doing in pathways (ex: AA males, Sped students, ELLs, etc.)	for students to ough Pathway fore they make a	 multiple opportunities for students to explore the pathway (through Pathway Foundation Art class) before they make a 	

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.	de this difficult. We did show school to increase awarenes		Continue building knowledge around pathways and providing opportunities for core-content teachers to align their work to our pathways.	nowledge around lies for core-conte ur pathways.	pathways and ent teachers to
Pathway Strategic Actions						
2020-2021 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?	Actions most effective in helping you m t work as effectively as you wo te learning on your strategic a	eet your goals uld have liked ctions and wh	s? Why? 1? Why? 1y?		
Create at least one collaborative Interdisciplinary Project Based learning connected to a core content class	No collaboration time for this due to adapting to distance learning.	due to adapting to distance	learning.			
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 to	, no collaboration time for th	is due to ad	r this due to adapting to distance learning.	earning.	
Strengthen partnerships with Graphic Design partners for increased pathway-related WBL experiences	Pixar internship happened for the first time almost co	r the first time almost cons	stant (weekly	onstant (weekly) collaboration with Pixar this year.	Pixar this year.	
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	tegic 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?	or to know you are successforing your strategic actions for a	ul? 2021-2022 giv	/en what you have le	arned this year abou	ut how to best
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.	grant to do this work and an troduced student-led family s along with our public displ	e aligned ard conferences ays of learni	are aligned around prioritizing it despite challenges like ily conferences where students showcase where they a splays of learning in 2021-22.	espite challenges owcase where the	like ey are learning,
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 reflect across core content classes.	across the whole school that classes. By incorporating mo	t prioritize the	hat prioritize the VVBL/CTE habits and allow the CTE standards to more PBL in all classes, we will see more pathway themes reflected	and allow the CTE e more pathway t	standards to themes reflected
eachers toward more thway teacher s, project design	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.	nd teachers to Buck Institut r focus of our coaching and	e training thi professional	s summer and cont development in 20	inue meeting as a 21-22.	community of
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).	ork based learning next sch be this number will remain or rnship opportunities in Engi nerships with folks in our ind	ool year as vonsistent or onsistent or one ingering and ustry sectors	school year as well as % of students engaging in school-year and consistent or grow in 2021-22). ngineering and Graphic Design (we are working with Gilbert and industry sectors).	s engaging in sch	nool-year and
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?	nd 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	ng distance learning.					
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 the 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 expenditure or service type address?	COST	OBJECT CODE OBJEC	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)