

## MEASURE N COMMISSION

1000 Broadway, Suite 680  
Oakland, CA 94607-4099



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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### Measure N - College & Career Readiness - Commission

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Enactment Number	
Enactment Date	

# Memo

**To** Measure N Commission

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2023-2024 Measure N/Measure H Education Improvement Plan & Linked Learning 4 Pillars  
Services For: Madison Park Academy

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**Action Requested and Recommendation** Presentation to and discussion by Measure N Commission of Madison Park Academy's proposed 2023-2024 Measure N/Measure H Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$346,800.00.

**Background**

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

**Competitively Bid**

Was this contract competitively bid? No  
If no, exception: N/A

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2023-2024 Measure N/Measure H Education Improvement Plan and Linked Learning 4 Pillars

**2023-2024 MEASURE N BUDGET***Effective July 1, 2023 - June 30, 2024*

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

\*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (408) multiplied by the per pupil amount of \$850.

**School: MADISON PARK ACADEMY****Site #: 215**

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

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

<b>School Name:</b>	<b>Madison Park Academy</b>							<b>Site #:</b>	<b>215</b>
<b>Pathway Name(s):</b>	<b>Media Academy</b>								
<b>School Description</b>									
<p>Madison Park Media Academy is the upper campus serving 6-12 students. Our school campus located in the Sobrante Park neighborhood of East Oakland. MPA serves students in grades 6-12. Our academy model is designed to support all 6-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.</p> <p>At MPA Secondary, we focus on student success in the classroom and beyond. In addition, MPA students are guided by a college and career center to stay on-track for high school graduation and to complete an individualized post-secondary plan for continuing education (trade-school, community college, apprenticeship or university). MPA has a over a 90% graduation rate with a large number of our students going on to college. MPA students are connected to a wide variety of resources, including summer programs and internships. Balancing out our academic program, our school offers electives, activities and sports programs. We also support students and their families with a parent center, on-site health clinic and mental health counseling services.</p>									
<b>School Mission and Vision</b>									
<p>Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.</p> <p>MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.</p>									
<b>School Demographics</b>									<b>% Current Newcomers</b>
<b>2022-23 Total Enrollment Grades 9-12</b>				<b>412</b>					<b>6.3%</b>
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>
	51.7%	48.3%	99.0%	96.9%	38.8%	26.2%	10.0%	4.4%	
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	11.9%		0.5%	83.5%		1.9%	0.2%	0.5%	1.5%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>Special Education</b>			
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>									
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.									
<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>		
<a href="#">Four-Year Cohort Graduation Rate</a>	97.6%	TBD	98.00%		99.00%		100.00%		
<a href="#">Four-Year Cohort Dropout Rate</a>	2.4%	TBD	2.00%		1.00%		0.00%		
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	41.7%	TBD	80.00%		85.00%		90.00%		
<a href="#">On Track to Graduate - 9th Graders</a>	71.8%	80.5%	85.00%		90.00%		95.00%		
9th Graders meeting A-G requirements	54.5%	70.0%	75.00%		85.00%		95.00%		
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	13.7%	TBD	15.00%		25.00%		50.00%		
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	55.0%	58.8%	60.00%		50.00%		80.00%		
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	35.4%	91.4%	95.00%		97.00%		100.00%		
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	27.4%	TBD	80.00%		90.00%		100.00%		

<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	20.5%	TBD	22.00%		33.00%		40.00%
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	18.1%	TBD	20.00%		30.00%		40.00%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	100.0%	TBD	100.00%		100.00%		100.00%
Four-Year Cohort Dropout Rate	0.0%	TBD	0.00%		0.00%		0.00%
A-G Completion - 12th Grade (12th Grade Graduates)	16.7%	TBD	30.00%		40.00%		50.00%
On Track to Graduate - 9th Graders	27.3%	62.5%	75.00%		85.00%		100.00%
9th Graders meeting A-G requirements	18.2%	43.8%	60.00%		70.00%		80.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	14.3%	TBD	30.00%		45.00%		60.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	15.4%	26.7%	30.00%		45.00%		60.00%
Percentage of 10th-12th grade students in Linked Learning pathways	28.9%	74.5%	80.00%		90.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	7.7%	TBD	20.00%		40.00%		50.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.7%	TBD	50.00%		60.00%		70.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	0.0%	TBD	20.00%		30.00%		40.00%

**ROOT CAUSE ANALYSIS**

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

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

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways	The majority of our students have now been placed in a pathway and our academic counselor has done a lot of intentional coding and scheduling to ensure that our students are in pathways.	We are shifting to a one pathway school and there will be shifts in students' schedules and ability to enroll in a pathway class next year. We may see a dip in our pathway enrollment as we navigate the new model.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

**PATHWAY QUALITY ASSESSMENT**

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

	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<ul style="list-style-type: none"> <li>- Dual enrollment</li> <li>- CTE expo</li> <li>- College field trips</li> </ul>	<ul style="list-style-type: none"> <li>- Media pathway development</li> <li>- Common preps for teachers to co-design curriculum</li> </ul>	Yes, we will work on our media pathway development with the support of the pathway coach, work-based learning liaison, and pathway director stipend. The transition to our one pathway school will require professional development and organization across the whole school site. The professional development team and administrative team will work together to begin the cohorting process and cross curricular efforts.
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	<ul style="list-style-type: none"> <li>- WBLL</li> <li>- Internship programming</li> <li>- College and career day</li> <li>- Mock interviews</li> <li>- College and internship fair</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in career assessments</li> <li>- Job shadowing opportunities</li> </ul>	No. Our goals includes increasing the number of students who engage in work-based learning and complete career assessments.
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	<ul style="list-style-type: none"> <li>- EBC partnership</li> <li>- Capstone class</li> <li>- Advisory</li> <li>- Family nights</li> </ul>	<ul style="list-style-type: none"> <li>- Increase access in 9th and 10th grade</li> <li>- Increase alumni panels</li> </ul>	No. Our goals include increasing student supports in 9th and 10th grade and alumni panels for all grades.

**2023-2024: YEAR ONE ANALYSIS****Pathway Strategic Goals****Pathway Quality Strategic 3 Year Goals**

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

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

**Pathway Strategic Actions****Strategic Actions for 2023-24**

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

- Weekly meetings for pathway development team

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

### Budget Expenditures

#### 2023-2024 Budget: Enabling Conditions Whole School

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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