

**MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –  
College & Career Readiness Commission**

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# Memo

**To** Measures N and H – College and Career Readiness Commission

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

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

**Subject** 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Madison Park Academy

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Madison Park Academy as “Approved” 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
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: **MADISON PARK ACADEMY**

Site #: 215

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

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

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

215-6	<p>Supplies and Materials: to purchase supplies &amp; 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.</p>	\$2,990.00	4310	Supplies & Materials			Media Academy
215-7	<p>Equipment: to purchase equipment for projects for our Media Academy pathway. This equipment allows students to gain hands on technical experience.</p>	\$2,005.00	4410	Equipment			Media Academy

<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>						6.3%
<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**

<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <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	- Dual enrollment - CTE expo - College field trips	- Media pathway development - Common preps for teachers to co-design curriculum	Yes, we will work on our media pathway development with the support of the pathway coach, work-based learning liaison, and pathway director stipend. The transition to our one pathway school will require professional development and organization across the whole school site. The professional development team and administrative team will work together to begin the cohorting process and cross curricular efforts.
<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	- WBLL - Internship programming - College and career day - Mock interviews - College and internship fair	- Increase in career assessments - Job shadowing opportunities	No. Our goals includes increasing the number of students who engage in work-based learning and complete career assessments.
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	- EBC partnership - Capstone class - Advisory - Family nights	- Increase access in 9th and 10th grade - Increase alumni panels	No. Our goals include increasing student supports in 9th and 10th grade and alumni panels for all grades.

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

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

<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, cohorted 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> .						
<b>BUDGET JUSTIFICATION</b> - 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>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
<b>Supervisor &amp; Administrator Salaries: Hire a Pathway Coach, at .50 FTE.</b> The Pathway Coach will coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc. PCN 2472 - Bianca Lorenz (Salary & Benefit Costs included)	\$73,197.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Media Academy
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<p><b>Classified Support Salaries: Hire a College Career Readiness Specialist, at 1.0 FTE.</b>                  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 &amp; Benefit Costs included)</p>	\$126,715.55	2205	Classified Support Salaries	College and Career Readiness Specialist	1.0 FTE	Media Academy
<p><b>Transportation Costs: Charter Bus rentals for pathway students to attend College and Career Exploration Field trips</b> to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work.</p>	\$10,163.38	5826	Transportation Costs			Media Academy
<p><b>Teacher Salaries Stipends: Extended Contract for the Media Pathway Director.</b>                  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</p>	\$5,005.00	1120	Teacher Salaries Stipends			Media Academy
<p><b>Supplies and Materials: to purchase supplies &amp; materials for the Media Academy including Dual Enrollment Courses.</b>                  The supplies and materials will support projects for our Media Academy pathway. Dual enrollment expenses include materials required by professors. This will allow students to fully engage in dual enrollment classes and be successful through the class.</p>	\$2,990.00	4310	Supplies & Materials			Media Academy
<p><b>Equipment: to purchase equipment for projects for our Media Academy pathway.</b> This equipment allows students to gain hands on technical experience.</p>	\$2,005.00	4410	Equipment			Media Academy

# Measure N/H 2023-2024 Education Improvement Plan Assessment

## Madison Park Academy

### Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

<b>Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?</b> <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work Based Learning</li> <li>Integrated Students Supports</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>The Education Improvement Plan shows evidence of strengths in the area of an integrated program of study by including several strategies such as early college credit opportunities, common preps for teachers to co-design curriculum, and partner input and validation.</li> <li>The plan recognizes the importance of providing students with a coherent and connected curriculum that prepares them for college and career success.</li> <li>The strategies outlined in the plan demonstrate a commitment to ensuring that all students have access to an integrated program of study opportunities, which can lead to higher levels of engagement, motivation, and academic achievement.</li> <li>MPA is in the process of shifting to a new pathway and actively in the planning stages for their new pathway</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>To continue the progress made, the school should identify Professional Development opportunities to support staff with integrating CTE in daily classes.</li> </ul>			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> <li>School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li> <li>For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>The school has thoughtfully analyzed data about pathway outcomes and developed a Theory of Action to guide the program's growth and development.</li> <li>MPA has identified a Focal Student population needing to meet key outcome indicators and has completed a Root Cause Analysis to address the issues. While budget cuts may impact some aspects of the program, the school is committed to growing its one-pathway model and ensuring that students have the resources and support they need to succeed.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>To ensure that progress monitoring is effective and meaningful, it will be useful to establish a feedback loop that allows for regular communication and collaboration between the admin team, staff, and students. This can help to identify any issues or concerns early on and make adjustments to the program as needed to grow the pathway</li> </ul>			
<p><b>Pathway Quality Assessment(s)</b> <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> <li>Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains</li> <li>Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>MPA moved to a one-Pathway School (Media) the strengths include Dual Enrollment and College Expos, but they still need to integrate common preps for teachers to co-design the curriculum and establish professional development and organization across the entire school site.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>To continue the growth of the Media Pathway, MPA should prioritize professional development for staff and also work on developing the master schedule to include common prep periods, which will allow teachers to collaborate effectively.</li> </ul>			

<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years</li> <li>• The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> <li>• For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The school is committed to supporting students with IEPs and ensuring they have the resources and opportunities needed to meet A-G requirements and participate in career readiness experiences. Collaborating with the SPED department and Linked Learning will allow the school to provide more targeted supports and resources to students with IEPs, which can help them succeed academically and prepare for life beyond high school.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• To monitor progress, it is important to track the number of students with IEPs meeting A-G requirements and participating in career readiness experiences. It would also be helpful to gather feedback from students with IEPs and their families to ensure they receive the support they need and identify areas where improvements can be made.</li> </ul>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> </ul> </li> <li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Weekly meetings for the pathway development team can ensure that the pathway is continuously evolving and meeting the needs of students.</li> <li>• Collaborative professional development time for teachers to help them integrate pathway concepts and content into their classes, which can increase student engagement and motivation.</li> <li>• instruction in the media pathway.</li> <li>• Building partnerships with Disability Services at Peralta Community College can increase enrollment and engagement with the community college, providing additional post-secondary opportunities for students.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• It is great to see the school taking a comprehensive approach to supporting students with IEPs and ensuring they have the resources and opportunities to succeed academically and beyond. The action steps outlined are well thought-out and address key areas of support.</li> </ul>

**Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan**

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting : Not Allowable 2	Missing 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the needs identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning</li> <li>• Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The school is using its funds to support the implementation and success of its Measure N Educational Improvement plan, with a focus on its media and design pathways. Funds are allocated towards hiring a Pathway Coach, a Media Pathway Teacher, and a College Career Readiness Specialist, who will work collaboratively to ensure students have access to rigorous academics, technical skills, work-based learning experiences, and personalized support. Transportation costs are covered to facilitate college and career exploration field trips, and supplies and equipment are purchased to support student learning and engagement.</li> </ul>			

## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

### Rating: Approved

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

Upon review of the Education Improvement Plan (EIP), it is clear that the school has made significant strides in providing opportunities for students in the areas of Integrated Programs of Study, Work-Based Learning, and Integrated Student Supports. However, there are still areas for growth including integrated common preps for teachers to co-design the curriculum and establish professional development and organization across the entire school site.

### Strengths:

- Strengths of the program include partnerships with external organizations and the implementation of various programs such as internships and college and career days. Areas for growth include increasing student support and engagement in work-based learning and providing more opportunities for students with IEPs.

### Key Questions:

- How will the pathway team ensure that all students have access to and are enrolled in the media pathway by 2026?
- What specific strategies will be implemented to increase the number of students with IEPs who complete A-G requirements and participate in internships by 2026?
- How will the pathway team ensure equity in access and participation in work-based learning experiences for all students, particularly those from underrepresented communities?

### Budget Feedback:

- The salaries for the College & Career Pathway Coach, Media Pathway Teacher, and College Career Readiness Specialist are justified by outlining the specific roles and responsibilities that each position will have in supporting student success in the pathway
- The transportation costs for charter bus rentals are also justified by explaining how they will provide valuable opportunities for students to explore college and career pathways beyond their school walls.
- The justification for the Teacher Salaries Stipends for the Media Pathway Director is strong, as it outlines the specific duties and outcomes associated with the role.
- Supplies and Materials and Equipment expenditures are justified by their intended use in supporting student projects and hands-on technical experience, it would be beneficial to provide more specific examples of what will be purchased with these funds.

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Create a timeline for the pathway development and transition process to keep everyone on track and accountable.	Pathway Coach		August 2023
Establishing a professional development plan to create a plan that includes the necessary training and support for teachers, staff, and administrators to implement the pathway development and transition process.	ILT	PD Plan	August 2023
Begin implementing cohorting and cross-curricular efforts across the whole school site to support the pathway development and transition process.	Pathway coach	Master schedule	April 2024