



# Status Report: LGA Pathway Progression

March 26, 2021

...



# Objective

1. Showcase and articulate pathway growth over time, since the first graduating class of LGA (2017).
2. Provide feedback from key stakeholders and how it has informed our decision making process.
3. Provide information on upcoming and proposed changes to pathway outcomes and capstone projects
4. Future goals for our pathways and opportunities for the LGA community



# Current Pathway Courses

## Grades 6-8

Students are enrolled in three years of foundational courses (Grades 6-8) in both pathways, Visual Arts & Business Entrepreneurship.

## Grade 9

**Visual Arts:**  
Pre-AP Art

**Business Entrepreneurship:**  
Graphic Design

## Grade 10

**Visual Arts:** Art 1

**Business Entrepreneurship:**  
Business 1

**Optional Elective:**  
Photo 1

## Grade 11

**Visual Arts:** Art 2

**Business Entrepreneurship:**  
Business 2

**Optional Elective:**  
Photo 1 or Photo 2

## Grade 12

**Visual Arts:** Art AP (Optional)

**Business Entrepreneurship & Visual Art:**  
Entrepreneurship & Enterprise

**Optional Elective:**  
Photo 1 or Photo 2

# Overview



## Leroy Greene Academy's Graduate Profile & Student Learner Outcomes

### Mission/Statement of Purpose

At Leroy Greene Academy we implement rigorous academic programs and high leverage systems that ensure all students are prepared for college. Students complete coursework in innovative Visual Arts and Technology or Business Entrepreneurship Pathways. Our culture of Achievement is defined by high expectations for academic performance and citizenship. We value diversity and connectedness, and believe that the strength of our Lion PRIDE helps to create a rich educational experience.

### Vision

All students will graduate Leroy Greene Academy as college and career ready, productive, responsible, and engaged global citizens to be demonstrated by:

## P R I D E

Everything we do, we do with purpose.	We focus on results.	We are innovators.	We are determined to persevere through challenges.	We practice empathy with others.
<b>PURPOSE</b> Students will show purpose in their actions by creating and achieving the goals for their future, effectively adapt to change, and show resilience in the face of obstacles.	<b>RESULTS</b> Students will show a focus on results by developing their academic skills in Literacy and Numeracy and applying those skills to think critically, communicate effectively, and collaborate to solve problems.	<b>INNOVATION</b> Students will mature into innovative thinkers who approach problems by being able to generate fresh ideas, build on the ideas of others, provide and accept criticism in order to grow, and synthesize information from multiple sources to further develop ideas.	<b>DETERMINATION</b> Students will show determination by monitoring progress towards meeting academic and personal goals. Students will learn to look at a problem objectively and approach it from different angles before arriving at a solution.	<b>EMPATHY</b> Students will show empathy by fostering, creating, and maintaining positive relationships among their peers, school, and neighborhood communities.

### Commitments for Teaching and Learning Using the Innovators Toolbox

 <b>Analyzing Text &amp; Data</b> The process of analyzing text and data in detail for the purpose of explanation and interpretation.	 <b>Collaborating</b> The action of working purposefully with others.	 <b>Critiquing</b> Evaluating Ideas, statements, or claims according to pertinent criteria using appropriate evidence.	 <b>Ideating</b> A creative process of developing and communicating new ideas through a thought-cycle: Ideation, Development, Actualization.	 <b>Perseverance</b> The ability to endure challenge, and solve complex problems by monitoring progress and changing course when necessary.	 <b>Pitching</b> The concise and intentional articulation of data and evidence in order to back up a claim and convince an audience.	 <b>Prototyping</b> The iterative process to fabricate and test an original idea.	 <b>Thinking Visually</b> Synthesizing ideas of ideas or concepts using imagery.
---	---	--	--	---	--	---	--

## Previous Pathway Outcomes

All seniors required to enrolled in Entrepreneurship & Enterprise course

## Recent progress

- Lack of foundational understanding from arts pathway students
- Lack of engagement from students

## Biggest risk

Lack of purpose from capstone project with LGA pathways, missing opportunity for graduate profile

# Capstone Iterations

Changes to meet student needs  
over time, based on student and  
staff feedback

Class Of	Changes
2017	Pilot Year
2018:	<ul style="list-style-type: none"><li>• Off site pitching events (Crest)</li><li>• Co-taught with visual arts and business teachers</li></ul>
2019	<ul style="list-style-type: none"><li>• Yearlong course</li></ul>
2020	<ul style="list-style-type: none"><li>• Yearlong course, separated by pathway students</li></ul>
2021 <hr/>	<ul style="list-style-type: none"><li>• Modified Year due to the constraints from the pandemic</li></ul>

# Graduation Enrollments per Pathway

Based on Yearly Senior Classes

Class Of	Business	Visual Arts
2017	18	12
2018:	36	43
2019	18	47
2020	32	40
2021	28	41

# Staff Feedback

# Current Visual Arts Pathway Educators

<p><b>Erin Juneau:</b> 7th &amp; Art 2, AP Art 6 years @ LGA</p>	<p>Leroy Greene would benefit from the proposed pathway changes to build community amongst the students across grade levels aiding in the culture of our site long term. These changes will promote increased participation due to student understanding behind their course selections to explore building confidence in their vision and skills before applying to college (pathway within a pathway). For art pathway students our goal is-- ownership regarding their choice to be an art pathway student showing dedication in the ideation process, engagement in the creation process, active participation with peers in critique, and pride in their finished work to create a personalized portfolio showcase as a senior.</p>
<p><b>Ben Wickenden:</b> 6th, Photo &amp; Art 1 3 years @ LGA</p>	<p>For digital classes, these proposed changes offer more structure in the classes. With the changes, students will gain basic understanding of adobe applications and digital tools before applying them to projects of their own. This allows students to use all of these creative tools to accomplish any task in their own way and telling their own stories. The flexibility with scheduling also allows students to choose their own path and become responsible for their own learning. With this choice, student art portfolios will become more personal and will show their own individual artistic path.</p>
<p><b>Kelsey Lopez:</b> 6th, 8th &amp; Pre-AP 3 years @ LGA</p>	<p>Leroy Greene Academy has the reputation for innovating, which is why our department is seeking changes to improve areas of concern amongst the art pathway. Not only will these improvements alleviate these concerns, but will allow the pathway to thrive like never before. In this proposed structure we give students more freedom of choice by defining art classes by medium rather than grade level. Moving forward, students will be given an opportunity to dive deeper into areas of art that they are most interested in and have a setting for blended classrooms. My hope is that students will develop friendships across grade levels and as a result a greater sense of community.</p>
<p><b>Ross Roadruck:</b> 6th, Art 1 &amp; Graphic Design 2 years @ LGA</p>	<p>LGA is known for their innovative Pathway Programs, smaller, more intimate size and preparing students to be college ready. By providing students with more flexibility and opportunities for choice in their course selection process, the proposed changes to the Visual Art Pathway would enable students to take ownership of their learning. This proposed structure change would allow students to develop skill-sets that are more aligned with their individual goals and needs, rather than a more prescribed course structure. Additionally, this restructuring would allow students to intermingle across grade levels and provide a setting more like traditional college courses, where students are often mixed across a variety of class levels and can be pushed by, and learn from, their peers. Not only would this restructuring benefit the Art Pathway students but it would also provide a more clear avenue for Business Pathway students to seek out Art-based electives that align with their Business related learning objectives and goals.</p>



# Student Feedback

# Alumni Statements

"I like the idea of having options but I felt like I was not an artist when entering the pathway, for me, having the structure was helpful. The art pathway interested me because of my teacher, Ms. Rodriguez, who taught me how to express myself through art as I didn't have the best experience in school in regard to negative social experiences with peers in my grade. I feel it would be beneficial for future students to meet new people and have mixed grade level classes based on my own struggles. As a senior, taking AP art (2-D design), my focus was mostly digital but I was able to incorporate different aspects from photography, colored pencil, watercolor, and graphic design-- so everything I learned throughout high school and it was nice having the year to create my own curriculum."

**-Leslie Cuevas Cabrales (17-18 alum)**

"My experience was okay, I would love to go back to school and redo the art pathway with these new mixed classes and be like, "hay upperclassmen, hay lower classman!" I like the idea of 2D design where I could implement my interest in animation and utilize the light tables and drawing tablets. A lot of my friends in high school really wanted to learn about ceramics, so 3D design sounds ideal for this so people who want to focus on art can better understand the different options they have instead of traditional drawing and painting."

**-Seraphina Wong (18-19 alum)**

"Personally, I was not a fan of the Incubator class senior year. I had chosen the art pathway because I wanted to take art classes, and wanted to excel in the mediums it offered and preferred it more than the business courses. This class did not blend "art and business" together as the course description indicated it would, but instead just felt like I was put into a business class and the pathway I picked didn't actually matter."

**-Shradha Thapa (18-19 alum)**

"It was stressful finding out that I had to do a business course as a senior after taking three years of art. I was frustrated, it would have been satisfying for me to take a special studies course in photography to explore my interests as a senior. If there were more options when I was in the art pathway I would have taken a variety of classes instead of taking regular photography & art twice, which felt like the same thing over and over."

**-Leticia Salazar (19-20 alum)**

"So, for the first few years of art I was fine with it but incubator was the only thing I was super iffy about, especially since it wasn't an option. Other than that I think that all the options (for future pathway changes) provided below are perfect options for more variety within the art classes."

**-Josiah Saldivar (19-20 alum)**

"I would have specifically taken digital media and drawing and painting classes if I had the choice. Personally, I like to draw and paint and a specialized class is a good way to build those skills and continue them with a digital platform. I feel it could have benefitted me taking classes with people who shared the same interests than the same people year after year."

**-Mariana Gutierrez (19-20 alum)**

# Incoming Arts Pathways Student Statements

## 7th Grade

“I want to start as a freshman with something I like because it makes me want to go to school more. I would take 3D design because it sounds interesting and fun, the building part is new and exciting and I would like to learn to use clay. I also like digital art and would like to take a class in that also.”

-Warren Brown (7th grade)

“I feel like it is better for us, as students, to be able to choose. As an art person I am more into traditional drawing and would like to learn how to sculpt clay. If I were to be put into a digital class I would not be interested in it.”

-Jace Lavine (7th grade)

“I think it’s really cool to have options throughout high school, I would like to meet different people and it’s also just fun to take different art classes to learn new skills and get experience.”

-Sophia Mahan (7th grade)

“If I wanted help from someone in a higher grade for me it would be easier to understand them than someone in my grade. I want to take digital art and 3D and I think it’s a good idea to have free range with your options. If I am really good in one area of art and want to get more skilled in that one thing I can take different options of classes to achieve the skills I want.”

-Cole Johnson (7th grade)

“As a freshman it would be nice to have a choice in art because it can expand to multiple things. If you start as a freshman with 3D design and you feel done with it you can jump to something like digital media and learn a new thing. Meeting new people is good so you can get help from older students and get to know them.”

-Jasmine Palma (7th grade)

## 8th Grade

“High school is important for me to explore my interests so it’s easier to identify what I want to do in college. I think the changes would be good because it gives more variety to explore what I want to do.”

-Jordan Heard (8th grade)

“It would give us kids a better attitude when coming to art class because we have something to look forward to doing. Sometimes classes don’t have what you are really interested in, so the more options we have to choose from lets us decide what we are interested in learning.”

-Leilani Cuevas Cabrales (8th grade)

“I am interested in learning more about pottery and ceramics, so, having the opportunity to take 3D design is appealing. I also want to gain skills in digital art, which would allow for me to focus on these two areas and not take drawing and painting because I am not interested in that course.

-Seila Noun (8th grade)

# Current Arts Pathway Students

9th	10th	11th	12th
<p>"It's exciting because it's going to go into more detail about certain aspects of art. I think a benefit of (new classes) is that the students will be able to learn more about different types of art that is available as a career or even discover one that they could end up being interested in. I think that (new classes) will impact my education by again giving me more detail about different types of art. I think it'll influence my future education by giving me more of an open mind with art, since I hope to go to an art university/college."</p> <p>-Azucena Madrigal (9th grade)</p> <p>"Something that is exciting to me about these new courses is the variety. I like how many different choices there are. One benefit I think there would be is that the student will do better in classes. If they get to choose what classes they want and like, they will probably like it more and try harder to get better grades. I think it would improve my education because I don't really learn anything when I'm not interested in the topic, so if I chose something I like, I will pay more attention and learn more."</p> <p>-Lana Ahmadi (9th grade)</p> <p>"The benefit of LGA providing these classes would be that they would give more specific opportunities and pathways for students interested in the art and business field to take. I think that the implementation of these new classes would allow me to take courses that better suit the career I would like to pursue in the future."</p> <p>-Sebastian Nita (9th grade)</p>	<p>"These changes allow more students to advance in particular areas that they want to. For example, I have never been able to do 3D design, and these classes would allow for more in-depth exploration of the subject. From my own experience, I struggled a lot exploring lots of art styles, taking Pre-AP my own personal growth really prospered to help me discover my interests, some students who struggle artistically can benefit from taking Pre-AP in 8th grade."</p> <p>-Babita Rai (10th grade)</p> <p>"Taking the required classes is fine in my opinion, but it would be nice to take more variety to experience the different types of artistic skills. Some have different intentions of art they want to do."</p> <p>-Ariella Wong (10th grade)</p> <p>"I wouldn't say it is necessarily bad having an already set and planned out way to go from Graphic Design--&gt;Art 1--&gt;Art 2--&gt;Incubator (+AP Art). How I would feel if I had more choices is purely positive because although having something planned out is orderly and simple, having a student choose what they want to take will make their school life more efficient and be less of a hassle. Some students are more fond of photography compared to 3d design, And some prefer the traditional paper and pencil art compared to art on a screen. If you're like me and your art abilities are above the average students and you believe you could go straight to AP art, you should not be required to take all the extra and unnecessary classes in between."</p> <p>-Reyna Arroyo (10th grade)</p>	<p>"I think that exploring different mediums in middle school allows you to figure out what you like before entering high school. Then, this helps you identify and focus on your passions in high school."</p> <p>-Mariana Andrade (11th grade)</p> <p>"Seeing the different classes that are being offered there is more of a variety which allows students to have a class dedicated to the medium that they want to explore. Students being able to change their classes each year allows them to find a pathway within a pathway based on their interests."</p> <p>-RJ Quilatan (11th grade)</p> <p>"When I was in Art 1, we were focusing on things that were not appealing to skills I wanted to advance. I wanted to focus specifically on drawing &amp; painting and 2D design because I was a self-taught drawer and I wanted to gain skills from a specialized teacher. I had creative writing as a freshman and loved having a mixed-grade level class because it was fun meeting older people with different perspectives."</p> <p>-Alondra Gutierrez (11th grade)</p> <p>"If we had a class with other grades it would be a more exciting art experience regarding critique and having opinions from younger students also. If I had the opportunity as a freshman I would have really enjoyed taking 2D design because I want to explore my art style more in that region."</p> <p>-Daney Keo (11th grade)</p> <p>"I think 3D design seems to be more physically hands-on and appealing to me in the aspect of art. It would be cool to make forms instead of drawing and painting which I get sick of because there is no variety. I would love to have the opportunity to take it as a senior next year, since it's my last year."</p> <p>-Alyssa Gutierrez (11th grade)</p>	<p>"A challenge for me as a senior in the art pathway was that when I became a senior it was mandatory for me to take entrepreneurship. I feel my experience would have differed in a positive way if taking graphic art was also not mandatory, I feel that it did not teach me anything that helped me in my other art classes. If I had more of a choice as to which classes I could take I could have probably gained some knowledge that would have helped me throughout high school to become a stronger artist."</p> <p>- Isabelle Reynoso (12th grade)</p>

# Progress - Evolution of Pathways

## Addition of CTE Courses

- Increased number of teachers in both pathways becoming CTE certified: Two in Business (2/2) and two in Visual Arts (2/4)
- Courses will align with Digital Media CTE Pathway and Entrepreneurship Pathway

## Addition of Senior Options

- Beginning in the 2021-2022 academic year, seniors will be able to choose capstone option:
  - Senior Pitch Night after Entrepreneurship & Enterprise Course or
  - Senior Art Night after AP Art course

# Capstone Details

## Visual Arts

- Senior curated show displaying pathway work
- Students organize: time, curation, media for community outreach, and venue displayed work

## Business Entrepreneurship

- Seniors pitch to community entrepreneur panel for chance to fund ongoing business created within pathway work. Completed through three round process. (No change to business capstone)

# Outcomes

## Visual Arts

- Increased visibility of work within the community
- Increased student buy in and application of arts practices from pathway courses
- Application of real world job options within visual arts: media production, curation of work, community outreach coordination, events planning

## Business Entrepreneurship

- Seniors pitch to community entrepreneur panel for chance to fund ongoing business created within pathway work
- Three round pitching event, beginning month before graduation
- Application of real world pitching/sales communication and potential for future investors

# Schedule for Potential Changes



# Course Sequencing/Choices

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Cultural Arts	Elements/Principles	Pre-AP Art	Digital Media	Digital Media	Photo 1	AP Art Drawing/ Special Studies
			3-D Design	3-D Design	3-D Design	AP 2-D /Special Studies
			Drawing/Painting	Drawing/Painting	Drawing/Painting	
				2-D Design	2-D Design	
				Photo 1	AP 2-D /Special Studies	

# Pathway Courses: Old vs. New

## Grades 6-8

**2012-2021**  
Student are enrolled in three years of foundational courses (Grades 6-8) in both pathways, Visual Arts & Business Entrepreneurship.

**2021-2022**  
**Visual Arts Change:**  
8th Grade: Pre-AP Visual Arts

## Grade 9

**2012-2021**  
**Visual Arts:**  
Pre-AP Art  
**Business Entrepreneurship:**  
Graphic Design

**2021-2022**  
**Visual Arts:**  
Digital Media A/B or 3-D Design or Drawing/Painting

**Business Entrepreneurship:**  
Digital Media A/B

## Grade 10

**2012-2021**  
**Visual Arts:** Art 1  
**Business Entrepreneurship:**  
Business 1  
**Optional Elective:** Photo 1

**2021-2022**  
**Visual Arts:**  
Digital Media A/B or 3-D Design or 2-D Design Drawing/Painting or Photo 1

**Business Entrepreneurship:**  
Business 1

## Grade 11

**2012-2021**  
**Visual Arts:** Art 2  
**Business Entrepreneurship:**  
Business 2  
**Optional Elective:** Photo 1 or Photo 2

**2021-2022**  
**Visual Arts:**  
3-D Design or 2-D Design Drawing/Painting or Photo 1 or AP Art/Special Studies

**Business Entrepreneurship:**  
Business 2

## Grade 12

**2012-2021**  
**Visual Arts:** Art AP (Optional)  
**Business Entrepreneurship & Visual Art:**  
Entrepreneurship & Enterprise  
**Optional Elective:** Photo 1 or Photo 2

**2021-2022**  
**Visual Arts:**  
AP Art/Drawing  
AP 2-D/Special Studies  
**Business Entrepreneurship:**  
Entrepreneurship & Enterprise

# Example of Scheduling

2021-2022				
Teacher	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Juneau 120%	<ul style="list-style-type: none"> <li>AP/SS (11-12)</li> <li>7</li> <li>7</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>3-D Design (9-11)</li> <li>7</li> <li>7</li> <li>3-D Design (9-11)</li> </ul>	<ul style="list-style-type: none"> <li>AP/SS (11-12)</li> <li>7</li> <li>7</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>3-D Design (9-11)</li> <li>7</li> <li>7</li> <li>3-D Design (9-11)</li> </ul>
Roadruck	<ul style="list-style-type: none"> <li>6</li> <li>2-D Design (10-12)</li> <li>Digital Media A (9/10)</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>6</li> <li>2-D Design (10-12)</li> <li>Digital Media B (9/10)</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>6</li> <li>2-D Design (10-12)</li> <li>Digital Media A (9/10)</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>6</li> <li>2-D Design (10-11)</li> <li>Digital Media B (9/10)</li> <li>Prep</li> </ul>
Wickenden 120%	<ul style="list-style-type: none"> <li>Digital Media B (9/10)</li> <li>Photo 1 (10-12)</li> <li>6<sup>th</sup></li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>Digital Media A (9/10)</li> <li>Photo 1 (10-12)</li> <li>AP/SS (11-12)</li> <li>6th</li> </ul>	<ul style="list-style-type: none"> <li>Digital Media B (9/10)</li> <li>Photo 1 (10-12)</li> <li>6th</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>Digital Media A (9/10)</li> <li>Photo 1 (10-12)</li> <li>AP/SS (11-12)</li> <li>6th</li> </ul>
Lopez	<ul style="list-style-type: none"> <li>Pre-AP (8)</li> <li>Painting/Drawing (9-11)</li> <li>Painting/Drawing (9-11)</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>Pre-AP (8)</li> <li>Pre-AP (8)</li> <li>Painting/Drawing (9-11)</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>Pre-AP (8)</li> <li>Painting/Drawing (9-11)</li> <li>Painting/Drawing (9-11)</li> <li>Prep</li> </ul>	<ul style="list-style-type: none"> <li>Pre-AP (8)</li> <li>Pre-AP (8)</li> <li>Painting/Drawing (9-11)</li> <li>Prep</li> </ul>

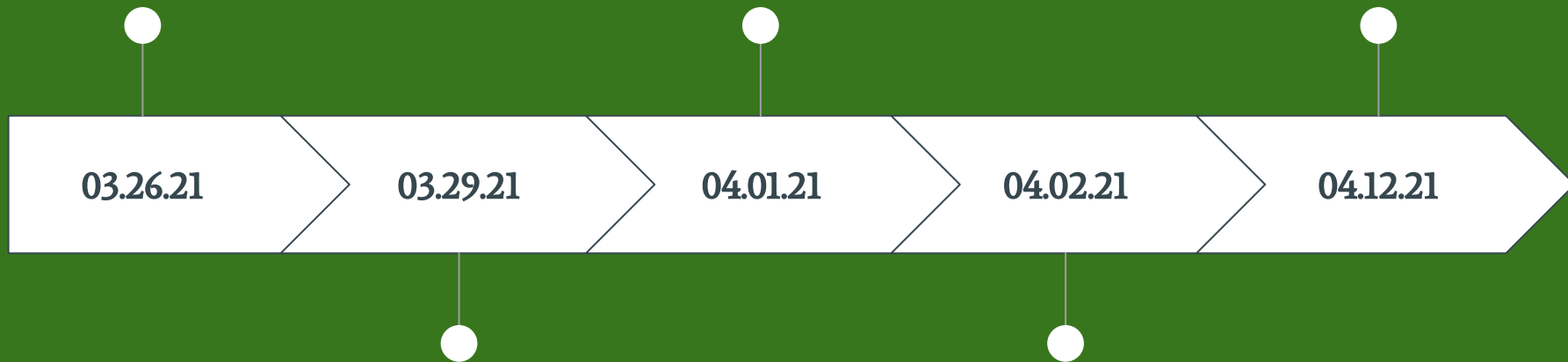
YEARLONG COURSE

SWAP COURSE

Informational  
presentation to  
Executive Council

First round of communication  
to PTA & AP/Dual Enrollment  
informational evenings

Student course  
enrollment for upcoming  
academic year



Work with master scheduling  
team to begin implementation  
for the upcoming academic  
year (2021-2022)

Communication to LGA  
community via weekly all call,  
newsletter and information to  
students through advisory

# Future Goals for Pathways

1. Two year proposal to add [ceramics course](#) to 3-D pathway options, based on stakeholder feedback
  2. Increase business courses in 2022-2021 academic year, depending on pathway student choice, move down E&E and add Accelerator Senior Course
  3. Potential addition, based on ARC budgetary approval to offer Entrepreneur dual enrollment course
  4. Increase connections & outreach with community service element added to pathway requirements
-

# Questions?