



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0835

Oakland International High School

Checklist of Required Elements:

- ▣ Submitted Measure N Education Improvement Plan (SPSA)
- ▣ Submitted Measure N Budget for 2018-19
- ▣ Completed Measure N Self Assessment
- ▣ Silver Certification Status
- ▣ Answered Measure N Commission Questions

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
 (NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is “Developing” and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none"> ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence 	Score: 4 Rationale: <ul style="list-style-type: none"> ● Evidence of all four pillars of linked learning in place 			
	Feedback for continued progress monitoring: <ul style="list-style-type: none"> ● Continue implementing design days and other formative learning experiences with your staff throughout the year to help refine work in all areas of Linked Learning 			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment: <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i>	Score: 3 Rationale: <ul style="list-style-type: none"> ● School wide data review shows thoughtful reflection about strengths and 			



<ul style="list-style-type: none">• Data Analysis: Review of Measure N outcome data analysis that must address all 6 areas for reflection including cohort graduation rates, dropout rates, A-G rates, students who are not on track to graduation because they have D's and F's, student attrition, and climate and culture indicators• 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• Effective Strategies: Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year	<p>challenges</p> <ul style="list-style-type: none">• Goals are based on prior year's targets and are set within ambitious but feasible ranges
<p>Schoolwide Enabling Conditions <i>The school has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development</i></p> <ul style="list-style-type: none">• Self-assessment provides evidence that justifies the scores• Site leadership and staff have identified areas of growth for the pathway development plans and the role they play in ensuring the implementation of these plans• Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year• Alignment between schoolwide goals and Measure N priorities is evident• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none">• Goals build on existing practices• Strategies will continue to be implemented in order to refine outcomes• Site leaders have named challenges to pathway development and have a plan to address those barriers
<p>Rigorous Academics & Career Technical Education <i>The school has thoughtfully analyzed the development of the Rigorous Academic and Career Technical Education Linked Learning Pillars and has determined areas of growth to further develop and integrate the pillars</i></p> <ul style="list-style-type: none">• Self-assessment provides evidence that justifies the scores• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators• The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars• The plan identifies how key stakeholder groups will be involved in the implementation of the plan• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• All content teachers have at least one integrated project that supports their pathway theme• Thorough data reflection supports strategic actions <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none">• Continue to work on integrating pathway themes into core content classes in a more robust way



<p>Work-Based Learning <i>The school has thoughtfully analyzed the development of the Work-Based Learning Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar</i></p> <ul style="list-style-type: none"> • Self-assessment provides evidence that justifies the scores • Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators • The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar • Alignment between schoolwide goals and Measure N priorities is evident • The plan identifies how key stakeholder groups will be involved in the implementation of the plan • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Clear goals • School is actively working to create a tangible scope and sequence for WBL and connecting its themes/experiences to core content classes • Funding is aligned to ensuring students have access to WBL experiences in their core classes and outside of school <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Monitor effectiveness of implementation of recently-designed WBL scope and sequence
<p>Comprehensive Student Supports <i>The school has thoughtfully analyzed the development of the Comprehensive Student Supports Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar</i></p> <ul style="list-style-type: none"> • Self-assessment provides evidence that justifies the scores • Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators • The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar • The plan identifies how key stakeholder groups will be involved in the implementation of the plan • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Site has made significant investments using grants and other site funds to create a support structure for students that meets their social-emotional needs while also allowing them to fully participate in the academic program • Data reflection shows alignment between high-needs areas and focus student groups <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Monitor suspension rates for Yemeni boys and effectiveness of strategies

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget <i>The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies</i></p>	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Proper justification is provided that clearly articulates what Measure 			



- Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA)
- Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning
- Expenditures should support the Theory of Action, should address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the Goals of your SPSA and the purpose of Measure N
- Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school
- The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence

- N dollars are funding and how it is aligned to pathway development
- Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined
- Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources



Final Recommendation

Fully Approved - \$850 per pupil

School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning

School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes

Strengths:

- Site has made significant investments using grants and other site funds to create a support structure for students that meets their social-emotional needs while also allowing them to fully participate in the academic program
- Integration of pathway theme already in place at the school
- Site developed a detailed scope and sequence to ensure more robust WBL experiences for students

Key Questions:

- How will you support core content teachers with the ongoing work of incorporating pathway themes and WBL into their instruction beyond the strategies already identified?

What	Suggested Lead	Deliverable	Date
Monitor effectiveness of implementation of recently-designed WBL scope and sequence	Co-Principals Academy Director	Site-based reflection and action plan	2019-2020 school year
Monitor suspension rates for Yemeni boys and effectiveness of strategies	Co-Principals Site Leadership Team	Site-based reflection and action plan	2019-2020 school year