



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0831

## Castlemont High School

### Checklist of Required Elements:

- ▣ Submitted Measure N Education Improvement Plan (SPSA)
- ▣ Submitted Measure N Budget for 2019-20
- ▣ Completed Measure N Self Assessment
- ▣ Silver Certification Status
- ▣ Answered Measure N Commission Questions

<b>Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements 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 "Developing" 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
<b>Evidence of Comprehensive Pathway Program (<a href="#">Measure N Self Assessment</a>)</b> <ul style="list-style-type: none"> <li>Rigorous Academics Integrated in Pathway</li> <li>Integrated Students Supports</li> <li>Work Based Learning</li> <li>Industry Theme and CTE Sequence</li> </ul>	<b>Score: 4</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>School has evidence of all four pillars of linked learning in place</li> <li>Teachers aiming to better incorporate CTE standards into core courses and integrated projects</li> <li>Site has dedicated resources for WBL via a WBL Liaison, and dedicated resources for career exploration visits</li> <li>CTE sequence fully developed and currently implemented</li> <li>School has a pathway/SLC-aligned case manager strategy in place to provide holistic student support</li> </ul>			
	<b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"> <li>Focus on development of pathway lead for SUDA and pathway co-leads for CHEA; invest in their professional development as a tool for professional learning and retention</li> </ul>			

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



Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Needs Assessment:</b> <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i></p> <ul style="list-style-type: none"> <li>• 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</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>• 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</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Goals aligned with district priorities</li> <li>• Some reflection in Challenges/Barriers addresses root causes of challenges</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Continue examining root cause of present outcomes</li> <li>• Continue implementing strategies currently in place to provide necessary student supports and academic interventions</li> <li>• Collect additional data to determine effectiveness of implemented strategies and necessary changes</li> </ul>			
<p><b>Schoolwide Enabling Conditions</b> <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"> <li>• Self-assessment provides evidence that justifies the scores</li> <li>• 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</li> <li>• Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers</li> <li>• 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</li> <li>• Alignment between schoolwide goals and Measure N priorities is evident</li> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes</li> <li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</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>• Site has identified tangible implementation goal around key leadership development</li> <li>• Goals and strategies similar to goals and strategies from 18-19; a reflection of continuing to build and refine systems within the school; demonstrates consistency</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Continue to explore root causes for lack of alignment between school leaders not all being able to identify connections between enabling conditions and how to align systems and structures; identify the role that leaders at all levels (admin, support staff, teachers) play in ensuring this alignment</li> <li>• Define what it means for admin leadership to meet "consistently" with pathway leads and a theory of action for how admin leads will support in the areas of focus</li> </ul>			
<p><b>Rigorous Academics &amp; Career Technical Education</b> <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"> <li>• Self-assessment provides evidence that justifies the scores</li> <li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li> <li>• The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Team included thoughtful reflection; some of the 18-19 scores were lower than the 17-18 scores, showing additional reflection and understanding of what needs to be in place at the site</li> <li>• Strategic actions aligned to providing student supports and exposure to industry leading to stronger integrated projects</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Given the score for "Integrated Core" has declined from 17-18 to 18-19,</li> </ul>			



<p>CTE standards in core academic classes aligned with a clear industry theme</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 Rigorous Academic and Career Technical Education Pillars and the integration of these pillars</li> <li>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</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>recommend further work is needed to define what successful integration of CTE standards looks like in core courses</p> <ul style="list-style-type: none"> <li>• Determine how focus on collaboration among pathway team members will take place, what strategies will be implemented, and how this will lead to a stronger integrated core</li> </ul>
<p><b>Work-Based Learning</b></p> <p><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"> <li>• Self-assessment provides evidence that justifies the scores</li> <li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li> <li>• The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li> <li>• 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</li> <li>• Alignment between schoolwide goals and Measure N priorities is evident</li> <li>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</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>• Site team identified the need to further connect WBL experiences to pathway themes and the need to conduct more in-depth evaluation</li> <li>• Team has taken intentional steps to expose Newcomer students to pathway-aligned WBL experiences</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop WBL experiences for both pathways that span the WBL continuum and connect to CTE standards and pathway outcomes; identify explicit strategic actions that will help secure pathway-aligned CEV's (i.e. identify focus pathway outcomes for 19-20 and develop action plan in collaboration with LLO staff).</li> </ul>
<p><b>Comprehensive Student Supports</b></p> <p><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"> <li>• Self-assessment provides evidence that justifies the scores</li> <li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li> <li>• 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</li> <li>• 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</li> <li>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</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>• School has consistently implemented an SLC-aligned case manager strategy over three years</li> <li>• School is working to improve alignment between case managers and other support providers and key stakeholders</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on effective incorporation of case managers and other support providers into pathway collaboration and supports for students during core classes</li> <li>• Focus development of school wide professional learning plan on goal of teachers building the skills to create rigorous, engaging lessons aligned with common core that support students' literacy growth; identify necessary outside supports</li> </ul>

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
	Compliant	Compliant	Non-Compliant	Missing



	<b>&amp; Aligned</b>  <b>4</b>	<b>Partially Aligned</b>  <b>3</b>	<ul style="list-style-type: none"> <li>• Supplanting</li> <li>• Not Allowable</li> </ul> <b>2</b>	    <b>1</b>
<p><b>Budget</b>  <i>The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies</i></p> <ul style="list-style-type: none"> <li>• Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA)</li> <li>• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>• 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</li> <li>• 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</li> <li>• Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li> <li>• The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development</li> <li>• Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined</li> <li>• Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources</li> <li>• All feedback has been addressed and revisions have been assess for alignment</li> </ul>			



## 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 is building on strategies previously implemented and refining their practices
- Site attributes increase in graduation rates to implementation of pathway strategies like increasing access to credit recovery through the 8-period day

### Key Questions:

- How will you develop the leadership of CHEA pathway co-directors and SUDA pathway director? What strategies will you put in place to ensure higher rates of retention for teachers in leadership roles?
- What strategies will you put in place to support tighter integration of pathway themes into core content classes?
- How will you ensure equity of funding and supports for pathway engagement among all 5 of your small learning communities (9th, Newcomer, CHEA, SUDA, and 12th grade)?

### Budget Revisions:

- Initial feedback:
  - Site must clarify how 1.0 FTE teacher expenditures via Measure N is supplemental and how those teachers are doing work that is different from other core teachers in support of pathway development
  - Site must also identify what percentage of the teachers' work duties are Measure N-aligned and fund accordingly
  - Proper justification must be provided for \$10,000 allocation to CHEA
- Revisions made to budget allocations and narrative:
  - Original: \$69,250.39 for "1.0FTE CHEA ELA to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway; allows for pathway cohorting"
    - Revision: Allocation reduced to \$55,400 and 0.8 FTE for "CHEA ELA teacher: 0.6 CHEA ELA (3 sections of 10th grade English; 3 sections of 11th grade English); allows for student cohorting and teacher collaboration, 0.2 CHEA Collab -- collaborate with CHEA SLC, support development of CHEA pathway"
  - Original: \$71,000 for "1.0FTE CHEA Bio/Chem teacher to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway"



- Revisions: Allocation reduced to \$56,800 and 0.8FTE for “CHEA Bio/Chem teacher: 0.6 CHEA Science (3 sections of 10th grade Bio; 3 sections of 11th grade Chem); allows for student cohorting, teacher collaboration, and CHEA-specific curriculum planning), 0.2 CHEA Collab -- collaborate with CHEA SLC, support development of CHEA pathway”
- Original: \$77,144 for “1.0FTE SUDA 9th Integrated Science Teacher...”
  - Revision: Proper justification to provide clarity on services provided - “1.0 FTE SUDA 9th grade Pathway Exploration Course teacher; will assume responsibility for teaching a specialized Integrated Science course to expose all 9th grade students to SUDA pathway outcomes before they select their pathway at the end of 9th grade. Teacher will also develop curriculum, collaborate with SUDA SLC and support the overall development of the SUDA pathway.”
- Original: \$3,500 for “CHEA Non-personnel budget (see CHEA tab - \$3,500 for 1120 Extended Contracts for CHEA Leads)”
  - Revision: Proper justification to provide clarity on service provided - “Extended Contracts for CHEA Pathway Leads to support pathway development, lead team meetings, and coordinate alignment to pathway outcomes schoolwide.”
- Original: \$10,000 for “CHEA Non-personnel budget (see CHEA tab - \$10,000 for CHEA PBL transportation)”
  - Revision: Proper justification to provide clarity on services provided - “TRANSPORTATION: Travel for CHEA experiential learning trips to launch and/or support integrated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.”
- New expenditure: \$28,051.09 for “Surplus (to be distributed equitably across pathways and SLCs to support with teacher planning, career exploration visits, as well as travel for those CEVs)”

**Next Steps:**

What	Suggested Lead	Deliverable	Date
<p>Given the score for “Integrated Core” has declined from 17-18 to 18-19, recommend further work is needed to define what successful integration of CTE standards looks like in core courses</p> <p>Determine how focus on collaboration among pathway team members will take place, what strategies will be implemented, and how this will lead to</p>	<p>Principal</p> <p>Pathway Coach</p>	<p>SPSA: Rigorous Academics tab</p>	