



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0830

Fremont 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"> ● School has all elements of the four pillars in place 			
	Feedback for continued progress monitoring: <ul style="list-style-type: none"> ● Continue to work on integrating pathway themes into core content classes 			

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> <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 	Score: 2.5 Rationale: <ul style="list-style-type: none"> ● School wide data review shows thoughtful reflection about strengths and challenges ● Goals are based on prior year's targets and are set within ambitious but 			



<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> feasible ranges ● Pathway/Academy tabs demonstrate a coherent connection between data reflection and strategies identified to address ongoing work ● Incomplete reflections for Rigorous Academics and Comprehensive Student supports
<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>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● Complete needs assessments and reflections for Rigorous Academics and Comprehensive Student Supports sections and ensure strategic actions are aligned to data and root causes <p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Goals identified address key challenge areas and root causes of issues that are preventing success ● Strategic actions aligned to goal areas
<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: 2.5</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● School has identified a focus on cycles of inquiry to refine strategic actions throughout the year ● Although Needs Assessment responses for this section were incomplete, student-level goals and strategic actions show alignment and include research-based practices such as Intervention courses <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● Complete needs assessment and reflections for Rigorous Academics section and ensure strategic actions are still aligned to data and root causes



<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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Self-reflection indicates a need to formalize evaluation of WBL activities to ensure alignment to WBL continuum • Strategic actions show clear alignment between WBL continuum goals • School has made significant progress in this area in spite of not having a dedicated WBL and instead distributing the workload among current staff members
<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: 2.5</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Although Needs Assessment responses for this section were incomplete, student-level goals and strategic actions show alignment and include research-based practices such as Intervention courses <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Explore possibilities of using Measure N or other funding sources to create a full or partial position to support existing staff with WBL

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 			



<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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• All feedback has been addressed and revisions have been made to demonstrate tighter alignment
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Final Recommendation

Fully Approved

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:

- Data reflections and strategies to support neediest students are clearly aligned
- Site has made significant progress to ensure Newcomer students have improved access to pathway experiences via CTE courses and WBL experiences

Key Questions:

- How will you continue to support the integration of all students, particularly Newcomer and SDC, into pathway experiences that represent all four pillars of Linked Learning?



Budget Revisions:

- Initial feedback:
 - Identify how teacher funding for Science and Math teachers funded by Measure N is supplemental and specify duties for core content teachers that are supplemental and necessary for pathway development
 - Adjust accordingly if portions of salaries do not include permissible expenses
- Revisions were made to allocations and narratives:
 - Original: \$77,145 for “1.0FTE Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy...”
 - Revision to Allocation: Decreased to \$64,619.20 and 0.8FTE
 - Revision to proper justification: “Science Teacher: 0.4 FTE for 2 new classes of Chem SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes, 0.2 FTE Media Collaboration to align curriculum to pathway and industry standards, 0.2 FTE to serve as Media Academy Co-Director: coordinate pathway meetings and alignment to pathway outcomes across the school”
 - Original: \$80,774 for 1.0FTE “Senior Seminar Teacher to support completion of Senior Capstone Project...”
 - Revision to Allocation: Decreased to \$72,879
 - Revision to proper justification: “1.0 FTE Teacher - Hire a Senior Seminar Teacher to support completion of Senior Capstone Projects; to collaborate with teachers from Architecture and Media academies as well as NEST program around development and assessment of integrated projects as well as incorporation of ELD standards and strategies into Tier 1 instruction to support mainstreaming newcomer students in pathway courses.”
 - Original: \$80,774 for 1.0FTE “Math Teacher: This FTE allows for pathway purity and student cohorting in Arch Academy...”
 - Revision to Allocation: Decreased to \$48,464.49 and reduce to 0.6FTE
 - Revision to proper justification: “Math Teacher: 0.6 FTE for a new Algebra I/basic math support class for 9th grade SIFE students, which they will take in addition to Algebra I for increased support to increase pass rates in a course with one of the highest failure rates across the school.”
 - Original: \$72,951 for 1.0FTE “Science teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy...”
 - Revision to Allocation: Decreased to \$43,770.60 and decreased to 0.6FTE
 - Revision to proper justification: “Science Teacher: 0.6 FTE - 0.4 of this FTE allows the school to offer 2 new classes of Chem SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes, to ensure they receive the support they need to pass the course, master content, and stay on-track to graduation. These classes were created after reviewing last year's low pass rates for Newcomer students in Gen Ed science classes. 0.2 FTE for Architecture collaboration to align curriculum to pathway and industry standards”



- Original: \$78,260 for 1.0FTE “Science Teacher: This FTE allows for pathway purity and student cohorting in Arch Academy...”
 - Revision to Allocation: Decrease to \$62,608 and decrease to 0.8FTE
 - Revision to proper justification: “Science Teacher: 0.8 FTE - 0.6 FTE to provide 3 additional biology sections added to increase on-track to graduation rates for 9th grade students. This FTE allows us to reduce class size and increase supports for our highest gatekeeper course (lowest pass rate) for 9th grade students. 0.2 FTE - Media Collaboration to align curriculum to pathway and industry standards”
- New Expenditures Added:
 - \$40,017.60 for 0.6FTE “English Teacher: 0.4 FTE for two 9th grade Literacy Intervention classes to support literacy development for highest-need 9th grade students; this course is necessary to support pass rates in English 1 and increase the on-track to graduation rate for students. 0.2 FTE for Media Collaboration to align curriculum to pathway outcomes.”
 - \$57,545.20 for “Consultant - Intensive Tier 3 mentor: Mentor to provide Tier 3 wrap-around services for Media and Architecture Academies; mentor to work with Academy directors to identify and provide appropriate resource for students within Academies lacking stable housing and/or employment; focus on these areas to support students to fully engage in Tier 1 academic and pathway programs.”

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete needs assessments and reflections for Rigorous Academics and Comprehensive Student Supports sections and ensure strategic actions are aligned to data and root causes	Co-Principals	SPSA - Rigorous Academics & Comprehensive Student Supports tabs	