



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0834

MetWest 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: 3.5 Rationale: <ul style="list-style-type: none"> Evidence pathway is on track to developing out all four pillars of a comprehensive pathway program MetWest has robust Work Based Learning and Integrated Supports scoring a 4. 			
	Feedback for continued progress monitoring: As part of expansion, ensure programming for both campuses will remain consistent and continue to focus on what rigorous academics looks like			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment:	Score: 4			



<p><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">• 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>Rationale:</p> <ul style="list-style-type: none">• The school's data analysis is thorough and deeply supported by data.• The emphasis on students meeting A-G across all content areas will support the school to meet the Measure N outcomes. <p>Feedback for continued progress monitoring: How can you make sure that SBAC scores are positively impacted through your work and programming?</p>
<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">• There is a clear articulation of the needs and challenges in the schoolwide structures, systems, and processes to develop quality pathways.• The actions articulated are in alignment with Measure N outcomes, goals, and purposes.• There is acknowledgement of the need for growth in leadership actions to create consistent structures, processes, and protocols <p>Feedback for continued progress monitoring: Ensuring clear alignment between both campuses and ensuring collaboration staff wide will be essential to the continued success for MetWest</p>
<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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none">• School has articulated improving standards based instruction and building this into the advisory structure this current year which demonstrates growth and preparedness for deeper integration into the advisory structure.• School has articulated strategic actions to deepen the connections to entrepreneurship. These pillars and is evidenced by the specific expenditures listed.• The school is coherent over the past 3 years in that it has identified a root cause around STEM and continued to dedicate resource to these areas.



	<p>Feedback for continued progress monitoring: Ensure that there is regular and consistent work amongst teachers to focus on this theory of action noted in the SPSA: <i>Through leveraging our SEL program, our personalized interventions, and our pathway internship program, all students will receive equitable support and academic interventions to provide the opportunity for rigorous learning and academic success.</i></p>
<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"> • The school has the highest commitment to Work Based Learning of all the schools currently funded from Measure N. It is the overall backbone to the program.
<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"> • School has established systems like MTSS, RJ facilitators to ensure students are known personally through the advisory structure and partnerships the school has developed to support students. • School has established structures within advisory that incorporate social emotional supports, A-G readiness, reflection on literacy rates, on-track counseling, and college transitions
	<p>Feedback for continued progress monitoring: Along with supports, how can the enrollment of a higher percentage of graduates into 2-4 year colleges, when applicable happen above the current rate?</p>

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Compliant & Aligned	Compliant Partially	Non-Compliant <ul style="list-style-type: none"> • Supplanting • Not Allowable 	Missing



	4	Aligned 3	2	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> <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	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• Proper justification is provided that clearly articulates what Measure 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

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)

Strengths:

- Clear articulation of school vision that is reflected across all elements of the plan
- Strong teacher leadership and integration of work based learning
- Larger staff buy-in and integration of pathway work
- Clear focus on improved instruction.

Key Questions:

- How does MetWest integrate more formalized courses in Entrepreneurships into the pathway experiences?
- What data will the school use as a key metric to determine if the STEM focus with Entrepreneurships is effective for students?

Next Steps:

What	Suggested Lead	Deliverable	Date
Finalize Silver Certified Status	Principal	Silver Certification	Fall 2019