



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0836

## Coliseum College Prep Academy

### 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
<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>• Highly effective integrated student supports evidenced throughout the plan and currently supporting student outcomes.</li> <li>• Really targeted strategies in work based learning to targeting populations of Special Education students and students that are not identifying as college bound</li> <li>• Work Based Learning is being integrated into the graduate capstone and integrated projects and the school has a strong commitment to getting high numbers of students in internships.</li> <li>• School is successfully transitioning the integration of Computer Science into the overall Community Leadership framework</li> <li>• School is using multiple funding sources to build out comprehensive Linked Learning pathways.</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: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• There is a analysis of data addressing the strengths, challenges, and identifying a specific high-leverage action</li><li>• The quality of the high leverage actions could be expanded upon, but the overall strengths of the program identify key successes for students.</li><li>• Deep level of analysis that was supported during questioning session with clear examples of how the school is using data to make decisions around pathways development.</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: 3.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Clear alignment between schoolwide goals and Measure N priorities as evidenced by braiding funding sources to support school plan.</li><li>• Clear alignment between named challenges and barriers and pathway development goals and strategies</li><li>• School has nuanced understanding around growth areas for building distributed leadership and the needs of the pathway.</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 CTE standards in core academic classes aligned with a clear industry theme</li><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></ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Goals to align grading, capstone experiences for students, and developing performance-based assessment are foundational to ensure pathway quality. CCPA has exhibitions and projects at 10th, 11th, and 12th grade.</li><li>• The development of the graduate capstone to include CS and solving community problems is a unique and powerful example of how to integrate social justice and computer science.</li><li>• Students have several showcases for Information and Communications Technology sectors.</li><li>• Master schedule that supports each of the pathways with a high level of integrity to allow students access to multiple projects.</li><li>• Key stakeholders (particularly Special Education populations and students with low literacy levels are are integrated into the plan.</li></ul>



<ul style="list-style-type: none"> <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>Work-Based Learning</b>  <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: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Work Based Learning is integrated into the Family Resources Center so that both college and career opportunities are available to students.</li> <li>As work based learning evolves for the school, they are targeting supports for special education students within the school. and students with low literacy levels are are integrated into the plan.</li> <li>School is funding a significant portion of WBL out of other funding sources showing tremendous growth in the program.</li> <li>The school had one of the highest percentage of students participating in internships during the school year of any Measure N school.</li> </ul>
<p><b>Comprehensive Student Supports</b>  <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: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Very clear theory of action around student supports that aligns to Measure N.</li> <li>Targeted support for college and career readiness and transition into college that is supported by excellent data in students matriculating to college.</li> <li>School has robust system of MTSS supports for all students that includes Tier 1, Tier 2 and Tier 3 supports.</li> <li>Multiple funding sources that are used to support the overall build out of the system of supports for students.</li> <li>Intercession and Postsession are designed to reach the outcomes for Measure N which allow for a high level of</li> </ul>

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
<b>Budget</b>	<b>Score: 4</b>			



*The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies*

- 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

**Rationale:**

- 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

#### 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:

- Pathway is able to maximize school resources to create authentic supports in for students aligned to the pathway theme.
- It is evident as well the leadership of the pathway has engaged deeply with their staff to develop the pathway and every staff member has contributed in a meaningful way to the pathway.
- Strong improvement in academic and college going data
- High rate of A-G courses

#### Key Questions:

- How will the school continue to build buy in and distributed leadership among non-CTE teachers in the pathway?
- How will the expansion of the middle school be integrated into the pathway at CCPA?

#### Next Steps:

What	Suggested Lead	Deliverable	Date
Continue to document in Escape expenditures linked to Measure N and use the proper justification.	Principal, Staff	Ongoing	