



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0908

LPS Oakland R&D

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan (SPSA)
- ✓ Submitted Measure N Budget for 2018-19
- ✓ Completed Measure N Self Assessment
- ✓ Submitted Measure N Data Slides
- ✓ 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? <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 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
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 Rationale: <ul style="list-style-type: none"> Pathways score a minimum of 2 (Developing & Approaching) and 3 (Meeting & Advancing) on all categories There is evidence of key pillars of Linked Learning pathways There is evidence that school is working on improving the integration of CTE and their instructional core 			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment: <i>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 	Score: 4 Rationale: <ul style="list-style-type: none"> School conducted assessment using all relevant data points High-leverage actions clearly aligned to address challenge areas. 			



<p>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</p> <ul style="list-style-type: none">• 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">• Root cause analysis clearly connected to specific strategies for each challenge area
<p>Schoolwide Enabling Conditions <i>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 has 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 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 the need to ensure entrepreneurial mindsets across the levels of the organization in alignment with pathway development work• School has identified strategic actions to address the need and create the systems and/or cultural shifts needed• School has articulated the need to make pathways and pathway development work explicit
<p>Rigorous Academics & Career Technical Education <i>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• Plan identifies how key stakeholder groups will be involved in implementation of the plan• Coherence is evident as 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 created vertical alignment in core content areas• School has articulated the need to develop integrated projects• Strategic actions listed are aligned to meeting the needs named
<p>Work-Based Learning <i>School has thoughtfully analyzed the development of the Work-Based Learning Linked</i></p>	<p>Score: 3</p>



<p><i>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 • Plan identifies how key stakeholder groups will be involved in implementation of the plan • Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Rationale:</p> <ul style="list-style-type: none"> • School has established students at all grade levels have a work-based learning plan that align to the work-based learning continuum • School has articulated the goal of creating and implementing equity-based internship and acceptance process • School has listed a strategic action to provide a newcomer internship program
<p>Comprehensive Student Supports <i>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 • Plan identifies how key stakeholder groups will be involved in implementation of the plan • Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3.5</p> <p>Rationale:</p> <ul style="list-style-type: none"> • School has articulated the systems created to monitor student progress • School has articulated the inclusion of families in college counseling planning • School has identified a goal to decrease chronic absenteeism and provide targeted intervention

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>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) 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Measure N projected allocations has been fully allocated • Logical thurline is evident for some expenditures from the areas of growth named, the strategies to address these areas, and the 			



- 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
- Plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence

- expenditures
- School has provided proper justification and it is clear what the funds are being used in service of for the majority of expenditures listed



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:

- Awareness of specific strategies to deepen integration
- Established master schedule that ensures all students have access to pathway classes

Key Questions:

- Are there specific professional development opportunities that will be provided to teachers in order to develop and implement integrated projects?
- How are newcomer students being prepared for their internships?

Budget Feedback:

- Initial feedback has been addressed, no further feedback
- Initial feedback:
 - Budget demonstrates an over allocation of \$52,919, Measure N budget must reflect the projected allocation provided

Next Steps:

What	Suggested Lead	Deliverable	Date
Site to provide a mid-year status update to the Linked Learning Office Staff that will then be reported to the Measure N Commission	Principal and Pathway Team	Status Update	January 2019