



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0752

Oakland Emiliano Zapata Street 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
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"> ● Evidence pathway is one track to developing all four pillars of a comprehensive pathway program 			

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 because they have D's and F's, student attrition, and climate and culture indicators 	Score: 4 Rationale: <ul style="list-style-type: none"> ● Evidence of deep reflection and analysis of key issues impacting student achievement ● Effective Strategies align to analysis of key issues and Measure N outcomes 			



<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"> ● Clear data analysis ● Clear measurable goals aligned to the analysis of key issues
<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: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Clear evidence that supports the pathway self-assessment scores ● Clear alignment between schoolwide goals and Measure N priorities ● Clear evidence site leadership has involved all stakeholders in the pathway development process and has systems and structures in place for schoolwide pathway collaboration
<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"> ● Evidence of clear goals for supporting the development of rigorous academics and aligned strategies ● Evidence of a strong plan to build out and education and social justice CTE sequence and starting to support some staff in being dual-credentialed ● Identified some initial certifications aligned to pathway theme ● Clear alignment between goals, strategies and resources ● Evidence of an initial plan and actions of integrating the education and social justice theme into the core content areas, would like to see more of your plan on how you're integrating the theme into your core content areas
<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>	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Clear and strong evidence of building out the key components of the



<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>Work-Based Learning Continuum</p> <ul style="list-style-type: none"> • 100% of students are participating in internships and evidence of a clear plan to continue to build out the quality of the internships and increased alignment to pathway theme • Evidence of all stakeholders being involved in the plan to support work-based learning
<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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Clear evidence of goals to support comprehensive student supports • Evidence the CTM model is effective as a model for comprehensive student support development

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> <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 	<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 			



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



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:

- Clearly evident the staff has done a deep and thoughtful analysis of their pathway’s strengths and areas for growth and have identified clear goals and strategies that align to their analysis
- One of OEZSA’s greatest strengths has been their fierce commitment to social justice. Your team has found a way to leverage this strength while also honing in on a clear pathway theme giving students tangible, authentic real-world skills, that stays true to your vision of social justice. Excited to see how the integration of education into your core content areas, work-based learning and even how you are thinking about the certifications students have access to will transform learning and outcomes for students. Excited to see OEZSA creating our future Oakland educator pipeline.
- Clear plan to build out an education CTE sequence and supporting teachers to become dual-credentialed with an education CTE credential
- CTM model is a unique strength to OEZSA and clearly supports comprehensive student support development
- Clear alignment of resources to goals and strategies

Key Questions:

- What will success look like if you integrate the pathway theme/technical skills into your core content classes? What do you want students to know and be able to do as a result of the pathway theme integration?
- Given some of the transition in staff, how do you build the capacity of your staff members to serve as CTMs while also honing their craft as a content teacher?

Next Steps:

What	Suggested Lead	Deliverable	Date
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided