Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0869

Madison Park Academy

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? *(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.)*				
Category	**Full Implementation** **4**	**Developing** **3**	**Planning** **2**	**No Implementation** **1**
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 3** **Rationale:** ● Rigorous academics mostly 2 in rubric, but have the right structures with CTE team and have plans to move towards more integrate core curriculum ● Mostly 1s in WBL and is enough of the budget allocated into the WBL area? ● How will partnerships with East Bay Consortium and the Case Manager, CSM, RJ Coordinator, and COST Team work in alignment to support all students, particularly those who are credit deficient, English Learners, and students with IEPs?			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	**Excelling** **4**	**Meeting** **3**	**Approaching** **2**	**Beginning** **1**
Needs Assessment: *School has thoughtfully analyzed data pertaining to pathway development in order to*	**Score: 3**			

develop a coherent Theory of Action ● 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	**Rationale:** ● What is the curriculum being used in Math Boost to ensure achievement growth? ● Data analysis shows reflection and thoughtful high-leverage actions ● Students needing most support are identified and growth targets are realistic.
Schoolwide Enabling Conditions *School has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development* ● 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	**Score: 2** **Rationale:** ● Needs stronger actions around vision and creating coherence in the vision ● How will alignment in leadership create higher quality alignment instructionally? ● What actions will ALT, USILT, PLCs, and Climate/Culture Team do together to create alignment?
Rigorous Academics & Career Technical Education *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* ● 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	**Score: 2** **Rationale:** ● Goals to align grading, capstone experiences for students, and developing performance-based assessment are foundational to ensure pathway quality. ● What will the performance-based assessments look like? What are they aligned to? ● How will the goals develop into an integrated core between CTE and core classes?

Work-Based Learning	Score: 2
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 ● 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	**Rationale:** ● Creating a 6-12 scope for WBL experiences for all students is a key component to ensure students are receiving career preparation experiences. ● Career Awareness and Career Exploration Goals are not aspirational enough for students.
Comprehensive Student Supports	**Score: 2**
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 ● 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	**Rationale:** ● Theory of action target students who are truant, have discipline concerns, and tardy is a specific target to ensure more students are engaged in school. ● How will partnerships with East Bay Consortium and the Case Manager, CSM, RJ Coordinator, and COST Team work in alignment to support all students, particularly those who are credit deficient, English Learners, and students with IEPs?

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
Budget *School has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies*	**Score: 4** **Rationale:** ● Expenditures support and align the foundational work and pathway			

• 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 • Plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence	quality work identified in Needs Assessment • All expenses are compliant and aligned

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:
- Data analysis is thoughtful and targets needs to ensure all students are supported through schoolwide actions.
- There are actions noted to create foundations for pathway quality throughout the school
- 6-12 alignment as a goal in several actions noted.

Key Questions:
- What are the leadership and staff actions and learnings that are necessary that in year two of the Engineering and Design pathway, there are signs of more coherence across the school?
- What actions will ensure that the vision for MPA is clear to students, families, and all staff?

Budget Feedback:
- Initial feedback addressed, no further feedback
- Initial feedback:
  - Unclear if enough dollars have been invested in providing quality WBL experiences for all students
  - Ensure ILT Stipends are not funded through Measure N and another funding source
  - Ensure there is specific justification language for all supplies, textbooks, technology funded out of Measure to be aligned with pathway quality.

Next Steps:

What	Suggested Lead	Deliverable	Date
PD Calendar with a focus for how staff will continue to understand the vision for the Engineering and Design theme across the entire 6-12 school	Principal, APs, and Teacher Leaders	PD Calendar for 2018-2019	Summer 2018
WBL Scope and Sequence for all students	Principal, APs, and Teacher Leaders	WBL Scope and Sequence for 2018-2019	Summer 2018
Focused plan to ensure partnership with East Bay Consortium and the Case Manager, CSM, RJ Coordinator, and COST Team work in alignment to support all students, particularly those who are credit deficient, English Learners, and students with IEPs	Principal, APs, Climate and Culture Team	Scope and Sequence for CSS work for 2018-2019	Summer 2018
Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing