Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0858

Oakland 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

✓ 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: 3.5** **Rationale:** - There is strong evidence that there are CTE course sequences in all pathways and actions connected to the Rigorous Academics pillar will be supportive of student success. - There is a thoughtful and logical allocation of Comprehensive Student Supports to ensure vulnerable students are supported in all pathways, particularly African American students. - The VAMP, ESA and PHA pathawys have a strong theory of action that is well developed and the newer pathways are building out WBL experiences for students so they gain access to career readiness opportunities at a higher frequency.			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	**Excelling** **4**	**Meeting** **3**	**Approaching** **2**	**Beginning** **1**
Needs Assessment:	**Score: 4**			

School has thoughtfully analyzed data pertaining to pathway development in order to 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:** ● The site had strong rationale for the overall needs assessment ● There is a thoughtful analysis of data addressing the strengths, challenges, and identifying a specific high-leverage action ● There are specific actions tied to the challenges in each of the 6 areas for reflection and they are connected to strategic funding in the pathways.
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: 4** **Rationale:** ● Site scores for self assessment are supported by clear evidence. ● School is clearly shifting the administrative structures in the school to align to the overall pathway vision. ● Moving to the 8 period day allows for the school to provide both credit recovery opportunities, pathway CTE classes, and opportunities for students to take dual enrollment/CTE. ● Expenditures align to the purpose of the Measure N and the logic connects the theory of action, reflection, strategic goals and expenditures. ● Allocations of Measure N Funding align to the developmental needs of pathway and the overall resources that each pathway has access that allows for equity to be considered.
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: 3** **Rationale:** ● Site scores for self assessment are supported by clear evidence. ● School is investing in the overall build out of the infrastructure to support Linked Learning and is focusing on project based learning that culminates in the graduate capstone. ● As the site builds out CTE sequences, there is clear alignment to the pathways offered at the school.

Work-Based Learning	**Score: 3**
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:** ● School has built out robust data for work based learning as they grow the 2 new pathways. The more established pathways have more solid work based learning which is to be expected as the school moves to wall to wall pathways. ● Strong emphasis on supporting African American males.
Comprehensive Student Supports	**Score: 3**
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:** ● Did not complete the self assessment, but based on plan would likely be a 4 but needs to complete to raise score ● Strong culture and climate data showing reductions in suspensions, improved feelings of safety and an increase in the number of students feeling connected to an adult at the school. ● Strong increases in the number of students applying for FAFSA and the number of students applying to and enrolling in college at the school that reverses a trend.

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:** ● Budget is well aligned is the following areas: Schoolwide Enabling			

- 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	Conditions, Rigorous Academics, and Comprehensive Student Supports - The school is using its funds appropriately based on the developmental needs of the school.

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:
- As a multiple pathway school, the school is doing a highly effective job at aligning the administrative systems and supports to the overall pathways.
- Overall cohesiveness of the plan is strong
- Staff allocations are aligned to the goals and actions to support pathway quality

Key Questions:
- School needs to complete the Comprehensive Student Supports Site Assessment

Budget Feedback:
- **None**

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete the CSS needs assessment in the tool and make sure that the actions are aligned to the assessment.	Principal/Pathway Coach	Revised Plan	May 25th
Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing