



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0935

Community Day 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) <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 of all four pillars being developed and created in pathway 			

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 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: 2 Rationale: <ul style="list-style-type: none"> • Evidence of some reflection of the strengths and challenges in pathway • Need to see a more robust reflection on student level outcome data and assessment of strengths and challenges, parts are blank in this area • Would like to see a deeper analysis of what is causing some of the truancy issues and some strategies to address these issues 			



<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	
<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">• Self-assessment provides evidence that justifies the score• Site leadership have identified strengths and areas for growth for pathway development• Would like to see some strategies aligned with the identified area for growth around increasing collaboration time
<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">• Evidence of a CTE course aligned to CTE standards and a clear pathway theme• Plan identifies a goal for integrating the pathway theme into the core content areas and creating a digital portfolio• There are some initial strategies identified for integrating the pathway theme into the core content areas and creating a digital portfolio but would like to see a more comprehensive plan for how they plan on achieving this goal and what success will look like
<p>Work-Based Learning <i>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: 2</p> <p>Rationale:</p> <ul style="list-style-type: none">• Evidence pathway has established some initial goals to support



<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>work-based learning but would like to see a more comprehensive plan to support these goals and potentially identify some additional WBL opportunities for students</p>
<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: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Evidence pathway has resources in place for comprehensive student supports • Evidence of initial strategies for comprehensive student supports but would like to see a more robust plan and strategies for increasing readmission rates and decreasing truancy rates

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) • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • All expenditures are compliant and aligned to goals of pathway 			



- 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



Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidenced 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:

- Extremely clear pathway theme aligned to a key industry sector, and given CDS' unique structure, the pathway has developed structures allowing students to gain key skills and knowledge in this industry sector in the varying amount of times students are at CDS
- The idea of students creating a digital story and a digital portfolio during their time at CDS and using this a tool for students to introduce themselves when they get readmitted back into a comprehensive high school will ultimately strengthen the readmission process for the student
- There is evidence the CDS team has been collaborating with the KDOL teacher to identify opportunities for integration of the pathway theme into their core content areas

Key Questions:

- Believe the pathway is on the right track for building out their pathway, but want to keep the following questions at the forefront as you continue the development process:
 - Given the fact that you are a small school with a unique schedule, how do you leverage your smallness to create the increased collaboration amongst staff members? And, thinking of the challenge of your schedule, how do you find time and create the structures for the increased collaboration?
 - What will success look like if you integrate the pathway theme into your core content classes? What do you want students to know and be able to do as a result of the digital pathway theme integration?
 - Understanding some of the limitations of creating WBL opportunities for students under expulsion, are there ways you can leverage some of the work you are already doing to create more intentional WBL opportunities for students? For example, the PSA you mentioned in your presentation students created for CDS could be considered a work-based learning opportunity and something students could cite on their resume. Are there other opportunities such as this one students could have to apply their digital media skills in an authentic, real-world setting?
 - In regards to comprehensive student supports, truancy was mentioned as a huge barrier to student success, what do you believe are some of the root causes of this issue and what are some strategies you are planning to put into place to increase student attendance?

Budget Feedback:

- None



Next Steps:

What	Suggested Lead	Deliverable	Date
Identify some next action steps to address some of the key questions listed above, especially the question on truancy	Principal and Staff	Key action steps addressing questions	August
Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing