



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0862

## Castlemont 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
<b>Evidence of Comprehensive Pathway Program (<a href="#">Measure N Self Assessment</a>)</b> <ul style="list-style-type: none"> <li>• Rigorous Academics Integrated in Pathway</li> <li>• Integrated Students Supports</li> <li>• Work Based Learning</li> <li>• Industry Theme and CTE Sequence</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>• Pathways score mostly 3s with some 2s; areas scoring 2s require additional development.</li> <li>• School is expanding one pathway (SUDA) and establishing a second pathway (CHEA)</li> <li>• SPSA demonstrates school site is on track to developing career pathways in alignment with the purpose of Measure N; however, additional work is required to develop a coherent plan within the WBL pillar and align school wide to Rigorous Academic/CTE pillar.</li> </ul>			

**Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)**

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Needs Assessment:</b> <i>School has thoughtfully analyzed data pertaining to pathway development in order to</i>	<b>Score: 3</b>			



<p><i>develop a coherent Theory of Action</i></p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• 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</li></ul>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Strengths, challenges, and high-leverage actions clearly connected and have potential to support positive outcomes for the identified student populations</li><li>• Team has identified aligned strategies (teacher collaboration, climate &amp; culture support staff, and ongoing data analysis) to support student achievement of high needs populations.</li><li>• Some strategies are new, others are a continuation of strategies currently in place.</li><li>• Given high number of Long-Term English Learners and Newcomer students, additional analysis and identification of high leverage strategies needed for English Learners</li></ul>
<p><b>Schoolwide Enabling Conditions</b> <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"><li>• Self assessment provides evidence that justifies the scores</li><li>• 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</li><li>• Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers</li><li>• 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</li><li>• Alignment between schoolwide goals and Measure N priorities is evident</li><li>• Strategies meet the goals, address the needs, are research based, and have proven effective for improving equitable student outcomes</li><li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li><li>• Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Site has identified dedicated administrators to supervise each small learning community, including pathways, to be responsible for individual SLC action plans.</li><li>• School wide goals aligned to student success in linked learning pathways</li><li>• Significant investment made in supporting equitable access to informational pathway experiences for 9th grade students in advance of their pathway selection</li><li>• Individual pathway goals and strategies are aligned with school wide goals and strategies, which are in alignment with research-based strategies that support equitable outcomes for students (teacher collaboration, climate &amp; culture support staff, and ongoing data analysis)</li><li>• Areas of need and strategic actions are aligned in a logical manner; however, more detail is needed to clarify how strategies will be implemented</li></ul>
<p><b>Rigorous Academics &amp; Career Technical Education</b> <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"><li>• Self assessment provides evidence that justifies the scores</li><li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li><li>• 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</li><li>• 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</li><li>• Plan identifies how key stakeholder groups will be involved in implementation of the plan</li></ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Consistent structures in place to support pathway and SLC collaboration in support of interdisciplinary units in core classes and interdisciplinary projects across pathways; room for improvement in incorporation of supports from Linked Learning Office.</li><li>• Emerging evidence of pathways implementing interdisciplinary projects across both pathways</li><li>• School wide professional learning grounded in effective practices linked to literacy development, social-emotional learning, and other skills necessary for students to access rigorous academic and CTE content</li><li>• School team has identified broad themes for professional learning; however, there is room for improvement in terms of content for professional learning plan and how it is directly connected to pathway</li></ul>



<ul style="list-style-type: none"> <li>Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p>development</p> <ul style="list-style-type: none"> <li>There is room for improvement in the school's collection of quantitative data to measure impact and effectiveness of strategic actions</li> <li>Chronic Absence</li> </ul>
<p><b>Work-Based Learning</b></p> <p><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> <ul style="list-style-type: none"> <li>Self assessment provides evidence that justifies the scores</li> <li>Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li> <li>The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li> <li>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</li> <li>Alignment between schoolwide goals and Measure N priorities is evident</li> <li>Plan identifies how key stakeholder groups will be involved in implementation of the plan</li> <li>Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Site provides experiences for students along the WBL continuum, including internships and career exploration trips; however, WBL experiences need to be further connected to pathways, pathway themes, and CTE courses.</li> <li>Unclear how theory of action and strategic actions align in support of a coherent WBL goal</li> </ul>
<p><b>Comprehensive Student Supports</b></p> <p><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"> <li>Self assessment provides evidence that justifies the scores</li> <li>Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li> <li>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</li> <li>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</li> <li>Plan identifies how key stakeholder groups will be involved in implementation of the plan</li> <li>Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Care Managers and other non-Measure N funded support staff operate within the pathway structure to support academic and social-emotional needs of students.</li> <li>Support structures and practices grounded in Culturally Responsive Teaching Framework, and teachers have received explicit professional development in this area.</li> </ul>

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*

- 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

**Score: 3**

### Rationale:

- Most expenditures demonstrate clear alignment to Measure N purpose and theory of action
- Some expenditures appear to cover expenses of staff salary and costs that would be covered by the school site in the absence of Measure N
  - \$58,012 allocation for “.85 FTE SpEd Inclusion Teacher” and \$58,782 allocation for 1.0 FTE SpEd Teacher.”
  - \$30,000 allocation for “.45 FTE Community Program Manager”
  - \$25,000 allocation for “Interprogram Restorative Justice Coordinator”.

## 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:

- School has made progress in the implementation of enabling conditions via master schedule and assignment of human resources to support expansion of SUDA pathway, development of CHEA pathway, and creating the conditions for students in Newcomer program to be able to access pathway experiences and content.
- Pathway development teams making progress on implementation of quality, CTE-aligned integrated project via instructional units and interdisciplinary projects throughout pathways.

### Key Questions:

- How will your team ensure that the 2018-19 professional learning plan continues to support the build out of the 4 pillars of linked learning while also furthering teacher development around the Common Core/Next Generation Science Standards? What will the instructional focus be for your professional learning plan?



- What will you do to ensure coherence between the school’s vision for pathway development and the vision and actions of each team tasked with incorporating pathway/CTE themes into the courses in their small learning communities/pathways? How will pathways be connected to larger school change initiatives?
- How will you continue to address teacher retention in support of quality pathway build out?

**Budget Feedback:**

- Staffing expenditures require clear justification to demonstrate how positions support pathway development, Measure N goals, and are providing supplementary services rather than supplanting. Restorative Justice Coordinator and Community Program Manager are examples of supplanted expenditures as they have been funded using site resources in the past.

**Next Steps:**

What	Suggested Lead	Deliverable	Date
<p>Ensure all expenditures provide sufficient justification to demonstrate alignment to purpose of Measure N.</p> <p>For those positions that are not aligned to the purpose of Measure N, provide an alternative funding source along with a description of how those Measure N funds will be reallocated to support pathway development.</p>	Principal Pathway Coach	Revised budget	Summer 2018
WBL theory of action needs to be further articulated	Pathway Coach WBL Liaison	Revised WBL Theory of Action and Strategic Actions in SPSA	Fall 2018
Ensure professional development plan is inclusive of ongoing pathway quality work and is grounded in establishing rigorous learning experiences grounded in CCSS/NGSS/CTE standards.	Principal Pathway Coach	2018-2019 Professional Learning Plan	Fall 2018