



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0748

## Rudsdale 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
- ▣ 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
<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>● Evidence pathway is on track to developing out all four pillars of a comprehensive pathway program</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>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"> <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> </ul>	<b>Score: 4</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>● Evidence of deep reflection and analysis of key issues impacting student achievement</li> <li>● Effective Strategies align to analysis of key issues and Measure N outcomes</li> </ul>			



<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><li>● Clear data analysis</li><li>● Clear measurable goals aligned to the analysis of key issues</li></ul>
<p><b>Schoolwide Enabling Conditions</b> <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"><li>● Self-assessment provides evidence that justifies the scores</li><li>● 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</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 a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>● Clear evidence that supports the pathway self-assessment scores</li><li>● Clear alignment between schoolwide goals and Measure N priorities</li><li>● Clear evidence site leadership has involved all stakeholders in the pathway development process and has systems and structures in place for schoolwide pathway collaboration</li></ul>
<p><b>Rigorous Academics &amp; Career Technical Education</b> <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"><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>● The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li><li>● Coherence is evident as a 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>● Clear focus and identification of a pathway theme aligned to an industry sector</li><li>● Evidence of an initial plan to build out a clear sequence of CTE courses and alignment of resources to support a robust CTE sequence, especially for the Tech pathway, but would like to see more evidence of plan to build out the sequence in Health as well</li><li>● Plan identifies staff have already started integrating the pathway theme into their projects and their culminating student portfolio and how teachers have calibrated around the quality of integration</li><li>● Identified some initial certifications aligned to pathway theme</li><li>● Clear alignment between goals and strategies</li></ul>
<p><b>Work-Based Learning</b> <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><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>● Evidence of increased alignment between work-based learning</li></ul>



<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>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• opportunities and pathway theme</li> <li>• Evidence of the majority of students participating in WBL experiences in both the Tech and Health pathway.</li> <li>• Identified potential industry partnerships to create more work-based learning opportunities, specifically the Glover Center</li> <li>• Allocation of resources and strategies align to work-based learning goals</li> <li>• Identified goal of every students having at least two work-based learning experiences as part of the graduation requirements is a strong goal</li> </ul>
<p><b>Comprehensive Student Supports</b>  <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"> <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>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li> <li>• Coherence is evident as a 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>• Evidence pathway has articulated goals aligned to the pathway, specifically a clear focus on increasing attendance and creating more intentional opportunities for college and career readiness supports, which aligns to an identified area for growth identified in the needs assessment</li> <li>• Strategies and resources align to the articulated goals</li> <li>• Identified some initial strategies for reaching goals but would like to see a more comprehensive plan on how pathway plans on addressing attendance</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
<p><b>Budget</b>  <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"> <li>• Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA)</li> <li>• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>• Expenditures should support the Theory of Action, should address the Root Cause Analysis, and</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development</li> <li>• Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined</li> <li>• Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources</li> </ul>			



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:**

- Much clearer pathway focus and theme compared to last year’s plan - it is obvious the Rudsdale staff have done a deep dive into fleshing out their pathway theme and beginning to align strategies, resources and supports to realize the theme and create authentic real-world learning opportunities for their students. Additionally, there is evidence the school chose a theme that maximizes their resources for both Rudsdale Original and Rudsdale Newcomer and leverages the assets you already have in place. Excited to see how the integration of the pathway theme into core content areas, CTE sequenced courses, certifications and WBL opportunities will transform learning and outcomes for students. For Rudsdale Newcomer, there’s evidence that you’re leveraging your student’s strengths and assets in order to create a robust and transformative learning experience.
- Evidence of lots of intentional work to integrate the pathway theme into projects and the senior portfolio and a process for calibrating around quality
- Clear use of data to drive your analysis of what’s working and areas for growth - the increase of student graduation data is a clear indicator of the success of the work you are doing
- Evidence your staff has done some deep work and thinking on how to build out a robust advisory system and structure to support student success

**Key Questions:**

- Given your clearer pathway focus, what will be your CTE sequenced courses for the Tech pathway and the Health pathway? What technical skills and knowledge do you want student to know and be able to do once they graduate from Rudsdale?
- For WBL, how are you working to deepen the quality of the work-based learning experiences and prepare students to be successful in transition into apprenticeships/careers?

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Ensure when Measure N expenditures happen in 19-20, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing