Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0735

Oakland Unity 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
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:** ● Pathways score a minimum of 2 (Developing & Approaching) on all categories ● 10th and 11th grade currently enrolled in CTE course ● Building relationships with industry professionals **Feedback for continued progress monitoring:** ● Implementation of full course sequence ● Implementation of integrated projects ● Implementation of full Work-Based Learning continuum			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment:	**Score: 2.5**			

The 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:** ● School has indicated challenges for each indicator ● Some strategies indicated to address the challenges **Feedback for continued progress monitoring:** ● Deeper inquiry as to the root cause of the challenges named such as why "attrition is still over 10%" and why "50% of students who transfer out are not on track to meet A-G requirements" ● Deeper inquiry as to how to leverage pathway structures and experiences to address the root causes that surface
Schoolwide Enabling Conditions *The 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 have 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 a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 4** **Rationale:** ● School has articulated high leverage next steps to build more coherence and alignment in systems and leadership ● School is reflective and coherence is more evident in whole school structures and pathway development and identity
Rigorous Academics & Career Technical Education *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* ● 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 ● The plan identifies how key stakeholder groups will be involved in the implementation of the plan ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their	**Score: 3** **Rationale:** ● School has articulated current strategies implemented that have demonstrated positive outcomes on pathway development and alignment ● Goals demonstrated further build out and integration of pillars ● Proposed Measure N budget reflects investments aligned to the integration of the pillars **Feedback for continued progress monitoring:** ● Implement and progress monitor grade level cross-curricular summative projects ● Collaborate with industry professionals to ensure projects are aligned

goals and strategies	and authentic to industry sector

Work-Based Learning *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* ● 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 ● The plan identifies how key stakeholder groups will be involved in the implementation of the plan ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** ● School is reflective in the strategies implemented this year and collaborative opportunities with industry partners to provide student experiences ● School has provided further information during presentation about determining how retaining industry partners and building advisory board ● School has provided further information during presentation about authentic engagement with industry professionals such as student pitching a plan and being intentional to align to pathway theme **Feedback for continued progress monitoring:** ● Implementation of full Work-Based Learning continuum ● Alignment of existing opportunities to pathway them
Comprehensive Student Supports *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* ● 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 ● The plan identifies how key stakeholder groups will be involved in the implementation of the plan ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3.5** **Rationale:** ● School is reflective on the integration of college and career counseling ● Proposed Measure N budget reflects intentional investment of engaging students with most needs in technology curriculum and providing additional support

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	**Score: 4**			

The 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 ● The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence	**Rationale:** ● Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development ● Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined ● Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources

Final Recommendation

Probationary - Full Implementation, $850 per pupil

School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning
School is actively developing the integration of all four pillars and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)

*Measure N Funding Recommendations for probationary schools were presented December 2018, approved January 2019 by the Measure N Commission, and approved March 2019 by OUSD Board of Education as part of the Probationary School process.

Strengths:
- Strong grassroots pathway buy in and build out
- Investments in building teacher capacity
- Promising industry partner engagement and Work-Based Learning integration

Key Questions:
- How can you leverage pathway structures and experiences to engage student that are not on track to graduation?

Next Steps:

What	Suggested Lead	Deliverable	Date
2019-20 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2019
2019-20 Probationary School Process *including but not limited to: Hiring of Pathway Consultant, Charter Management Organization meetings, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation*	Principal	Meeting Attendance Site Visit Presentation	Fall 2019
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided