



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0861

Fremont 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? <i>(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.)</i>				
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: 4 Rationale: <ul style="list-style-type: none"> Pathways score a minimum of 3 (meeting and excelling) on all categories SPSA demonstrates school site is on track to developing career pathways in alignment with the purpose of Measure N and meeting the outcomes of Measure N. 			

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 	Score: 4 Rationale: <ul style="list-style-type: none"> School conducted assessment using all relevant data points High-leverage actions clearly aligned to address challenge areas. Root cause analysis clearly connected to specific strategies for each 			



<p>because they have D's and F's, student attrition, and climate and culture indicators</p> <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>challenge area</p> <ul style="list-style-type: none">● Site team identified research-based practices to address areas for growth in literacy, math, dual enrollment, and climate & culture
<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">● A logical through line exists between challenges, root causes, goals, strategies, and focus for professional development● Goals grounded in developing the technical and adaptive skills of students and teachers in order to strengthen enabling conditions● Strategies to develop technical skills are research-based and effective for improving student outcomes and successfully engaging in pathway programs.● School has continued the merging of three pathways into two in order to support the sustainability of the remaining pathway programs● There is room to improve alignment between pathway and school leadership teams to overall pathway vision
<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">● Integrated projects and Capstone projects/courses are in place and being implemented throughout the pathways. Further integration needed to align this work to Senior Capstone outcomes.● Coherence between school wide and pathway success goals grounded in increasing graduation rates overall and for key student subgroups● Strategies are aligned with goals and address student/schoolwide needs● Clear integration of CTE themes/standards evident in core contents through UCCI courses being implemented.● Plan identifies roles of key stakeholder groups● Room for growth in integrating career readiness skills development and work-based learning into core academic courses and supports for Newcomer students to access rigorous and CTE content
<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</i></p>	<p>Score: 3</p> <p>Rationale:</p>



<p><i>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 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 	<ul style="list-style-type: none"> • Significant resources dedicated to supporting work-based learning experiences for students along all stages of the continuum (i.e. college and career plans for all, career exploration for students not interested in college, and internships for all students) • Strategic actions aligned to goals and areas of need • There is room for improvement in pathway evaluation of work-based learning experiences to improve alignment and efficacy of WBL experiences for all students
<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: 3.5</p> <p>Rationale:</p> <ul style="list-style-type: none"> • School has identified key subgroups (foster youth, juvenile justice, homeless, low-income, and traditionally underserved students; African American, Latino males, Special Education) as most at-risk for overall success, and by extension, most at risk for achieving success within pathway programs • Clear connection between strategies implemented (creation of student support team) and outcomes (reduction of suspension rate by 50% from 2016-17 to 2017-18). Strategies have yet to yield concrete gains for long-term indicators such as on-track to graduate, graduation rate, and chronic absence. • Support personnel throughout school aligned to pathway structure and support the improvement of school wide and pathway outcomes for most at-risk students

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 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Majority of expenditures demonstrate clear alignment to Measure N purpose and school's theory of action 			



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

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:

- Clear and logical through line between student data, strengths/challenges, root cause analysis, strategies for improvement, and professional development plan for 2018-2019
- Ambitious and feasible goals are coupled with research-based practices proven effective to address needs of at-risk students and improving teacher practice in support of student growth.
- Robust plan to expose all students to all stages of WBL continuum.

Key Questions:

- What will you do to strengthen the coherence of all pathway leadership teams and alignment of those individuals to your vision for pathways at Fremont? What steps will you take to increase communication and distributed leadership?
- How will you leverage supports and resources from the Linked Learning Office to continue the build out of your work-based learning experiences and CTE experiences?



Budget Feedback:

- Initial feedback has been addressed
- No further feedback
- Initial feedback:
 - Staffing expenditures require clear justification to demonstrate how positions support pathway development, Measure N goals, and are providing supplementary services rather than supplanting.
 - Consider allocating funds to better align to pathway outcomes and pathway development.

Next Steps:

What	Suggested Lead	Deliverable	Date
Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing
Develop a clear plan that delineates how each position funded by Measure N works in alignment with other positions, are in service of pathway quality, and provides supplementary services.	Co-Principals Pathway Coach	Admin Team Roles and Responsibilities document	Fall 2018
Continue to monitor consolidation of academies to ensure maintenance of strongest elements of previous academies and that students are effectively and meaningfully incorporated into two remaining academies.	Co-Principals Pathway Coach Academy/Pathway Teams	Report to LLO	Fall 2018