



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0832

## McClymonds 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 (Pending)
- 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>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● School has elements of all four pillars of linked learning present at their site, however, at varying stages of development</li> <li>● CTE sequence is in place; however, required CTE courses for Entrepreneurship pathway currently held through Dual-Enrollment, which limits offerings to students on a daily basis</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>● Monitor alignment of WBL experiences for all students to pathway themes for both pathways</li> <li>● Monitor alignment of integrated projects to pathway themes and ensure all students have access to these experiences</li> <li>● Further explore alignment of Comprehensive Student Support strategies to overall pathway structures</li> <li>● Explore possibilities for offering CTE sequence for Entrepreneurship pathway in-house</li> </ul>			



Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><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></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>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School wide data review shows thoughtful reflection about strengths and challenges</li> <li>• Goals are based on prior year's targets and are set within ambitious but feasible ranges</li> </ul>			
	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Continue examining root cause of present outcomes</li> <li>• Continue implementing strategies currently in place to provide necessary student supports and academic interventions</li> <li>• Collect additional data to determine effectiveness of implemented strategies and necessary changes</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: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Goals speak to the need to establish systems; however, key shifts needed to implement these systems not yet identified</li> <li>• Pathway Director and Team structures established for Engineering pathway; not yet fully-developed for Entrepreneurship pathway</li> </ul>			
	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Develop intentional plan for developing Entrepreneurship pathway team inclusive of teachers and Pathway Director</li> <li>• Develop plan to solidify supports and professional learning for Entrepreneurship pathway director</li> <li>• Develop work-plan to establish actions, deadlines, and owners for items above</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> </ul>	<p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Clear CTE sequences established for Engineering and Entrepreneurship pathways; however, Engineering CTE sequence is taught by site-based teachers while Entrepreneurship CTE courses for 10th and 11th grade are</li> </ul>			



<ul style="list-style-type: none"> <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>held by dual enrollment instructors through Peralta, thus making it difficult to secure consistent instructors or courses each term</p> <ul style="list-style-type: none"> <li>Teachers have implemented integrated projects, however, they are implemented at varying degrees across grade levels</li> </ul>
<p><b>Work-Based Learning</b></p> <p><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> <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>	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Explore possibilities for offering CTE sequence for Entrepreneurship pathway in-house, including but not limited to researching possible course offerings that already exist within UC-approved course lists; possible launch 2020-2021</li> <li>Continue to revise processes so students at all grade levels are exposed to integrated projects consistently at all levels.</li> </ul> <p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Strategies support WBL opportunities for students via internships</li> <li>Site team identified the need to further connect WBL experiences to core courses and the need to conduct more in-depth evaluation</li> </ul>
<p><b>Comprehensive Student Supports</b></p> <p><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>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Monitor alignment of WBL experiences for all students to pathway themes for Engineering and Entrepreneurship pathways</li> <li>Establish work plan to capture action steps and timeline for pathway WBL reflection at multiple points throughout the year</li> </ul> <p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Site has implemented comprehensive support strategies across school to reduce suspensions and increase graduation rates</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Given size of school, student support strategies are coordinated across the school, not necessarily organized by pathway; however, site team is encouraged to explore how comprehensive support strategies can be more tightly connected to pathways (i.e Attendance Compliance Officers, Behavior Specialist, Arabic-speaking support staff be incorporated into pathway teams)</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 should ensure the implementation of the Strategies in order to meet the Goals of your SPSA and the purpose of Measure N</li> <li>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</li> <li>Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li> <li>The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence</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>			

Final Recommendation
<p><b>Approved, Developing &amp; Implementing - \$850 per pupil</b></p> <p><i>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</i></p> <p><i>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)</i></p> <p><i>*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.</i></p>



**Strengths:**

- Site team has made significant progress in establishing a coherent vision for pathways and aligning school wide supports to further this vision in 2019-2020 school year

**Key Questions:**

- How will you address the root causes behind lack of student clarity around pathway selection and processes for enrolling/disenrolling students in CTE courses?
- How will you ensure your leadership team will improve alignment to pathway vision and expectations? What strategies will you employ to ensure a “transparent, collaborative team”? How will you ensure teachers are aligned to the same expectations as your leadership team and implement those strategies in their integrated projects?

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Finalize Silver Certified Status	Principal Pathway Coach	Silver Certification	Fall 2019
2019-20 Site Visit	Principal Pathway Coach	Site Visit by Measure N Staff	Spring 2020
Develop intentional plan for developing Entrepreneurship pathway team inclusive of teachers  Develop plan to solidify supports and professional learning for Entrepreneurship pathway director	Principal Pathway Coach	Entrepreneurship Pathway Work Plan	Fall 2019
Explore possibilities for offering CTE sequence for Entrepreneurship pathway in-house, including but not limited to researching possible course offerings that already exist within UC-approved course lists	Principal Pathway Coach Entrepreneurship Pathway Director	Entrepreneurship Pathway Work Plan	Fall 2019
Formalize policies around enrolling/disenrolling students in pathways for staff, students, and parents	Principal	Pathway Work Plan	Fall 2019



<p>Formalize policies around pathway selection for staff, students, and parents</p> <p>Continue to revise processes so students at all grade levels are exposed to integrated projects consistently at all levels.</p> <p>Establish work plan to capture action steps and timeline for pathway WBL reflection at multiple points throughout the year</p> <p>Given size of school, student support strategies are coordinated across the school, not necessarily organized by pathway; however, site team is encouraged to explore how comprehensive support strategies can be more tightly connected to pathways (i.e Attendance Compliance Officers, Behavior Specialist, Arabic-speaking support staff be incorporated into pathway teams)</p>	<p>Pathway Coach</p> <p>Engineering and Entrepreneurship Pathway Directors</p>		
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