



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0907

## 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
- ✓ 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 a minimum of 2 (Developing &amp; Approaching) on all categories</li> <li>There is evidence of key elements of pillars of Linked Learning pathways</li> <li>School has identified pathway theme of computer science</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 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</li> </ul>	<b>Score: 2</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>School has identified attrition as a challenge and the high leverage action of the pathway to engage students</li> </ul>			



<p>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</p> <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>• School should reflect on the root causes of these challenges to understand if highest leverage action will address the challenge</li><li>• It is unclear how highest leverage action of increasing cohorting of AP Calculus and AP US History will address the challenge of AP pass rate under 10% for non-AP Spanish tests</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: 1.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• It is cause for concern that a key area of growth is more training and support in pathways and pathway implementation and no strategic action or budget allocation is listed to meet this need as this has been named as a root cause to the challenges of implementation</li><li>• It is cause for concern that the school has named the tension between high focus college prep mission and vision and the academy model, it appears the school still has work to do to address this tension and no strategic action or budget allocation is listed to meet this need</li><li>• Such large and key structural, systemic, and cultural shift are important to address</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><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: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School has articulated pathway core sequence</li><li>• Goals are in alignment with building the pillars and integrating them but it is unclear how this work can begin with the tension between the academy model and original school model not being addressed</li></ul>
<p><b>Work-Based Learning</b> <i>School has thoughtfully analyzed the development of the Work-Based Learning Linked</i></p>	<p><b>Score: 2.5</b></p>



<p><b>Learning Pillar and has determined areas of growth to further develop and integrate the pillar</b></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>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School has provided work-based learning activities to students</li> <li>• Goals are in alignment with building key elements of work-based learning continuum</li> <li>• Theory of action states school will develop scaffolded sequence work-based learning arc but it is unclear what strategic actions will support that work being completed</li> <li>• It is unclear how this work can begin with the tension between the academy model and original school model not being addressed</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>• School has named multiple established structures that have provided strong student supports</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></p> <p><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"> <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> </ul>	<p><b>Score: 1</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Measure N budget reflects over allocation of \$60,325</li> <li>• Logical thru line is evident from the areas of growth named, the strategies to address these areas, and the expenditures</li> </ul>			



- 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

- School has provided proper justification and it is clear what the funds are being used in service of



### Final Recommendation

#### Probationary - Planning and Piloting

*School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning*

*\*Measure N funding recommendation for Probationary Schools was determined in December 2017 as part of the Probationary School process*

#### Strengths:

- School leadership has expressed strong enthusiasm for the work
- School leadership has expressed growth in understanding the Linked Learning framework
- School has named and became clear on pathway theme

#### Key Questions:

- How will the school site address the tension between the academy model and the original school model of college prep?
- How will you address this tension while simultaneously implementing key pieces of your pathway build out?
- How will the school site meet the need for Linked Learning training and pathway development?
- How will the build of the work-based learning continuum be integrated within the larger pathway development work and not live as a side offering for students?

#### Budget Feedback:

- Measure N budget reflects over allocation of \$60,325, Measure N budget must reflect project allocation provided
- Measure N budget should include an allocation for Linked Learning consultant or pathway coach

#### Next Steps:

What	Suggested Lead	Deliverable	Date
Revise and reallocation 2018-19 Measure N budget	Principal	Updated 2018-19 Measure N budget	May 30
Hire Linked Learning consultant or pathway coach	Principal	Job description or consultant contract	May 30



Create PD plan so that staff can build understanding and skills to implement pathway	Principal	PD plan	Fall 2018
Develop clear action plan for 2018-19 that will support school team to address tension between the Linked Learning model and the college prep model of the school	Design Team	Action Plan	Summer 2018