



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0825

Oakland 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) <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"> ● Oakland High has well developed pathway and a very complex and well planned out pathway process. ● The pathway plans are highly detailed and integrate other funding sources. 			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment: <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"> ● 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"> ● The site had strong rationale for the overall needs assessment ● There is a thoughtful analysis of data addressing the strengths, challenges, 			



<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>and identifying a specific high-leverage action</p> <ul style="list-style-type: none">• Oakland High is implementing clear administrative procedures and structures to support pathway development across all levels of the organization. There is a high level of buy in from the Teacher Instructional Leadership Team, Admin team and a pod support structure that is focused on cycles of continuous improvement. The school is successfully implementing nearly all 18-29 strategies effectively and continues to build on the 8 period day to achieve effective results for students.• The school has identified a need to better support the Newcomer populations in the school and is developing a new RISE Academy implementing the Linked Learning model.• The school has also received additional funding from the state to support the build out of the RISE Academy.• There is a thoughtful and logical allocation of Comprehensive Student Supports to ensure vulnerable students are supported in all pathways, particularly African American students.
<p>Schoolwide Enabling Conditions <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">• 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	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• School is clearly shifting the administrative structures in the school to align to the overall pathway vision and continues to build on this work.• Moving to the 8 period day allows for the school to provide both credit recovery opportunities, pathway CTE classes, and opportunities for students to take dual enrollment/CTE that are yielding good results for students.• Expenditures align to the purpose of the Measure N and the logic connects the theory of action, reflection, strategic goals and expenditures.• Allocations of Measure N Funding align to the developmental needs of pathway and the overall resources that each pathway has access that allows for equity to be considered.
<p>Rigorous Academics & Career Technical Education <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">• 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	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• School is investing in the overall build out of the infrastructure to support Linked Learning and is focusing on project based learning that culminates in the graduate capstone.• School is investing heavily in the professional development to support the use of project based learning.• As the site builds out CTE sequences, there is clear alignment to the pathways offered at the school.



<p>CTE standards in core academic classes aligned with a clear industry theme</p> <ul style="list-style-type: none"> • 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 goals and strategies 	<ul style="list-style-type: none"> • School is making adjustments to the pathways to align them better to industry sectors. As an example of this development, Social Justice and Reform changed name to Law and Social Justice pathway.
<p>Work-Based Learning</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"> • 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 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • School has built out robust data for work based learning as they grow the 2 new pathways. The more established pathways have more solid work based learning which is to be expected as the school moves to wall to wall pathways. • Strong emphasis on supporting African American males. •
<p>Comprehensive Student Supports</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"> • 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 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Did not complete the self assessment, but based on plan would likely be a 4 but needs to complete to raise score on the self assessment. • Strong culture and climate data showing reductions in suspensions, improved feelings of safety and an increase in the number of students feeling connected to an adult at the school. • Strong increases in the number of students applying for FAFSA and the number of students applying to and enrolling in college at the school that reverses a trend. • School is investing heavily in additional counseling to align to the pod structure.

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Compliant & Aligned	Compliant Partially	Non-Compliant <ul style="list-style-type: none"> • Supplanting • Not Allowable 	Missing



	4	Aligned 3	2	1
<p>Budget <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">• 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	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• 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

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:

- As a multiple pathway school, the school is doing a highly effective job at aligning the administrative systems and supports to the overall pathways and creating a model for other compute
- Overall cohesiveness of the plan is strong and the depth of the planning in pathways is strong
- Staff allocations are aligned to the goals and actions to support pathway quality

Key Questions:

- How can the school work to integrate work based learning opportunities more deeply into the 8 period day so that students have access to school year internships?
- How does the school track the overall investments made in school-wide investments and measure the impact of those investments on the overall quality of the pathway experience for students?
 - Examples: Stipends for teachers, counseling investments, case management, administrative structure

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete the CSS Self Assessment in the tool and make sure that the actions are aligned to the assessment.	Principal/Pathway Coach	Revised Plan	May 24th
Ensure when Measure N expenditures happen in 19-20, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing