



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0864

## East Bay Innovation Academy

### 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</b> ( <a href="#">Measure N Self Assessment</a> ) <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 named the challenge of low pass rate for 9th grade in AP Human geography course although no disaggregated</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>	<p>quantitative data was provided</p> <ul style="list-style-type: none"><li>• It is unclear how the named highest leverage action of sending more teachers for AP training will address the challenge of low pass rate for 9th grade</li><li>• Suspension rate data was not provided</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: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School has identified the goal of distributive leadership but it is unclear if specific strategic actions will help shift the structure and/or systems needed to meet this goal</li><li>• School has identified the goal of providing academic intervention without removing students out of pathway opportunities but it is unclear if specific strategic actions will help shift the structures and/or systems needed to meet this goal</li><li>• School has identified the need for all students to have equal access to Work-Based Learning opportunities but it is unclear if specific strategic actions will help shift the structures and/or systems needed to meet this goal</li><li>• School has named the pathway core being built into intersession in order to not conflict with core academic coursework, it is unclear how the school will address this</li><li>• School has named the challenge of students entering with large gaps in academic performance, there is a concern about equitably serving all students</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</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School has identified examples of integrated projects that align to the pathway theme and industry sector</li><li>• School has articulated a strategic action to develop pathway core sequence</li><li>• Theory of action articulates equity but it is unclear what specific strategies will help the school implement the theory of action</li><li>• Schoolwide enabling conditions tab indicates the lack of integration of these two pillars, school has named the pathway core being built into intersession in order to not conflict with core academic coursework</li><li>• Professional development seems to be focused on blended learning and it is unclear how it will align to pathway development</li></ul>



<p><b>Work-Based Learning</b></p> <p><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 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>• 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</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School has identified the need for all students to have equal access to Work-Based Learning opportunities but it is unclear if specific strategic actions will help shift the structures and/or systems needed to meet this goal</li> <li>• School has articulated the strategic action of developing Work-Based Learning scope but it is unclear how the scope will be integrated into pathway development work</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 established Personalized Learning Plans for all students but it appears that the focus is college</li> <li>• School has established advisory structures</li> <li>• School has identified specific strategic actions to develop scope and sequence of advisory curriculum for specific subgroups of students</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>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p>			



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| <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>• Plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence</li></ul> | <ul style="list-style-type: none"><li>• Logical thru line is evident for some expenditures from the areas of growth named, the strategies to address these areas, and the expenditures</li><li>• School has provided proper justification and it is clear what the funds are being used in service of</li><li>• School has allocated Measure N funds for partial salary of college counselor, due to the school not having an initial college counselor this expenditure is not supplemental</li></ul> |
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## 2018-19 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 recommendations for Probationary Schools was determined in December 2017 as part of the Probationary School process*

### **Strengths:**

- Alignment between pathway theme and school focus of STEAM
- Seamless alignment between Linked Learning framework and project-based learning

### **Key Questions:**

- What specific systems and structures will need to shift to ensure that all students have equal access to Work-Based Learning opportunities?
- What specific systems and structures will need to shift to ensure you meet your goal of providing needed academic intervention without removing students from pathway opportunities?
- The Measure N budget reflects \$2,000 for a stipend for consultant to “build curriculum and lead with students”. Why did you decide to stipend a consultant? How does your pathway development team engage in this challenge as they continue to develop the pathway?
- The Measure N budget reflects \$5,000 “to pay consultants to further develop orientation curriculum to support student career readiness, lead orientations with students and industry partners supervising internships”. Why did you decide to stipend a consultant? How does your pathway development team engage in this challenge as they continue to develop the pathway?
- How will you support teachers to continue to develop their understanding of Linked Learning in order to make the instructional shifts to integrate all four pillars?

### **Budget Feedback:**

- **Not Allowable**
  - \$35,300 College and career counselor

### **Next Steps:**

What	Suggested Lead	Deliverable	Date
Probationary schools will remain probationary for 2018-19 academic year and will have a follow up site visit from Linked Learning Office staff	Principal	Site Visit	TBD



Revise and re-allocate 2018-19 Measure N budget	Principal	Updated Budget	May 30
Develop Work-Based Learning scope	Pathway Development Team	WBL scope	Fall 2018
Develop professional development plan to support the development and integration of Rigorous Academics and Career Technical Education	Principal Pathway Development Team	PD plan	Fall 2018
Develop graduate student profile that reflects the outcomes expected of your pathway	Principal Pathway Development Team	PD plan	Fall 2018