



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0742

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
- Answered Measure N Commission Questions
- Silver Certification (N/A)

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 	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> Pathways score a minimum of 2 (Developing & Approaching) on the majority of categories There is evidence of pathway theme of computer science but there is not a CTE sequence for all students. The school has identified computer science courses but not all students are required to take the core course sequence of computer science courses Misalignment between the AP capstone which is not directly linked to the CTE sequence or pathway theme of the school. Was not clear that the self-assessment was directly linked to the Measure N rubric <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Implement core course sequence that all students will experience Misunderstanding of cohort model as evidenced by school’s statements that 30-40% of students are taking core course sequence 			



Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Needs Assessment: <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"> 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 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>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> Quantitative data is not provided so it is difficult to understand if there are any challenges for the indicators provided School is reflective in articulating strengths although no quantitative data is provided <hr/> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Disaggregated outcome data to do a deeper inquiry into strengths and challenges Deeper inquiry into root causes of strengths and challenges 			
<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: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> School is reflective about the inequitable access to Work-Based Learning being an area of growth although it is not clear what enabling conditions are needed to ensure this area of growth is met. This has been an ongoing reflection over the course of the past few years. Proposed Measure N budget reflects expenditures that appear to be in support of addressing some of the areas of growth identified SPSA is reflective of work being done thru the pathway development lens although presentation raised a potential disconnect or misunderstanding of Linked Learning and pathway development <hr/> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Collaborate with a consultant to develop Linked Learning understanding for all school staff to support pathway development work Consider the implementation of a design team that is representative of various stakeholders to support the pathway development work 			
<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>	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> School is reflective in structures to support teacher development and collaboration School has articulated students experiencing computer science thru 			



<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• 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">• projects• School has articulated that there are computer science courses and provided further information during the presentation that they are not a core sequence required for all students• The goal is 40% of students participating in AP Capstone program which is not aligned to the measure to ensure all students are in the CTE sequence• School has provided further information during the presentation that indicates that a subset of students would be participating in what has been identified as the pathway
<p>Work-Based Learning <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 is reflective in strategies implemented this current year and the outcome of all students participating in Work-Based Learning• Goals articulated demonstrate continued build out of quality Work-Based Learning opportunities• School has determined the continued need for equitable access to Work-Based Learning opportunities for all students
<p>Comprehensive Student Supports <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	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none">• School has articulated structures that have shown positive student outcomes• School goals build on the work done to date• The school will have its first graduating class next year therefore doesn't have data on postsecondary success and areas of growth• School is still planning and building out data to provide comprehensive supports. There is limited data that is used to identify need.



- 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

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>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 although further clarification for Director of College Readiness will be necessary 			



Final Recommendation

Probationary - Piloting, \$200 per pupil

School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning and has additional design work to complete

School is figuring out how to align Linked Learning to the school mission and vision

**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.*

Strengths:

- Computer science theme and identified computer science courses
- Existing buy in from school and students of structures like intersession that expose students to career experiences

Key Questions:

- Who are the current students who have entered with a large gap in academic performance?
 - What is the root cause of these students entering with large gap?
 - How will you support these students and address the gap?
- What strategies are you implementing to ensure equitable access to Work-Based Learning?
- How will all high school students participate in the pathway program?

Next Steps:

What	Suggested Lead	Deliverable	Date
2019-20 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2019
2019-20 Probationary School Process <i>including but not limited to: Hiring of Pathway Consultant, Charter Management Organization meetings, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2019
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided
Ensure 2019-20 Measure N expenditures follow approved Measure N budget	Principal		Ongoing