



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File Id No. 19-0739

Envision Academy of Arts & Technology

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
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"> ● Pathways score a minimum of 3 (Meeting & Advancing) on all categories on Measure N Self Assessment ● There is evidence of key pillars of Linked Learning pathways ● There is evidence that school is working on improving the integration of CTE and their instructional core through the revamping of integrated projects 			

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>	Score: 3 Rationale: <ul style="list-style-type: none"> ● Assessment reflects disaggregated outcome data for specific 			



<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>student subgroups</p> <ul style="list-style-type: none"> • Assessment reflects a summary of systems like “graduation requirements mirror the A-G requirements” that create challenges for students <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Deeper inquiry into current suspension rates and disaggregated suspension rates to determine the root cause
<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 has indicated strategies implemented this year to address structural challenges like schedule limitations • School has provided further information during presentation to clarify schedule changes being made to address teacher feedback
<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 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 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Schools has articulated the outcomes of strategies implemented this academic year that demonstrate integrated projects are being implemented • School has provided further information during presentation to clarify industry partner engagement in the process of integration to ensure alignment and authenticity to industry sector • Proposed Measure N budget reflects investment in continuous improvement of CTE standards integration in integrated projects
<p>Work-Based Learning</p>	<p>Score: 3.5</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>Rationale:</p> <ul style="list-style-type: none"> • School has articulated that all students take pathway themed courses and all 11th graders complete an internship experience • School has articulated they “continue to work on deepening our work around WBL objectives” and provided further information during presentation that a strategy to address this is providing students with information from the Bureau of Labor • Proposed Measure N budget reflects investment in staff that oversees the implementation of Work-Based Learning work <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Engagement of industry professionals in assessing the outcomes of Work-Based Learning experiences to ensure alignment and authenticity to the industry sector and the integrated projects
<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: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • School has provided analysis of implemented strategies and determined the continued need to revise strategies to support students most disengaged • School provided further information during presentation on deeper understanding as to why students have attendance challenges and is open to considering schedule push back <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Deeper team inquiry on the implications of implementing a later schedule

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Compliant & Aligned	Compliant Partially Aligned	Non-Compliant • Supplanting • Not Allowable	Missing
<p>Budget</p> <p><i>The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies</i></p>	4	3	2	1
<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Proper justification is provided that clearly articulates what 				



- 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

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 thru the investment of other funding sources



Final Recommendation

Fully Approved - \$850 per pupil

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:

- Continuous improvement of CTE integration in integrated projects
- 11th grade Work-Based Learning experiences
- Expansion of Career Day participants and the inclusion of highlighting their journey as second language learners in order to connect with specific student populations

Key Questions:

- If adjusted your schedule to start later in order to address student attendance issues is an option, how will you engage your staff to consider this as an option?

Next Steps:

What	Suggested Lead	Deliverable	Date
2019-20 Charter School Measure N Check-In	Principal	Meeting with Measure N Staff	Early Fall 2019
2019-20 Charter Management Organization meetings	CMO Leader	Meeting Attendance	Quarterly Dates TBD
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided