



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0740

## Aspire Golden State Preparatory 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

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
<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 majority of 3s (Meeting &amp; Advancing) on Measure N Self Assessment</li> <li>● There is evidence of key pillars of Linked Learning pathways</li> <li>● There is evidence that school is working on improving the integration of CTE and their instructional core</li> <li>● School has clear pathway theme of entrepreneurship and industry sector</li> <li>● Work-Based Learning currently being piloted at 9th and 10th grade</li> </ul>			
	<b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"> <li>● Development of pathway identity</li> <li>● Balancing and integrating college going culture and Linked Learning</li> <li>● Work-Based Learning continuum implementation</li> </ul>			

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



Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Needs Assessment:</b> <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"> <li>• 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</li> <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><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School is reflective on disaggregated student outcomes and provides narrative of current challenges faced by student populations</li> <li>• School is reflective in providing strategies that will be implemented next year</li> <li>• School provided further information during presentation as to root causes of challenges like 11th grade arriving more credit deficient this year than any previous years</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Deeper inquiry as to why specific challenges exist such as the students lost between 9th-12th grade, few juniors having "requisite skills to access AP English", and why "suspension rate has climbed this year to 7.6%"</li> <li>• Progress monitoring of strategy to calibrate teachers on grading (shared during presentation) to determine if it has an impact on number of students who are entering 11th grade credit deficient</li> </ul>			
<p><b>Schoolwide Enabling Conditions</b> <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"> <li>• Self-assessment provides evidence that justifies the scores</li> <li>• 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</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 a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School is reflective on the impact of current structures such as master schedule on the fidelity of Linked Learning</li> <li>• School is reflective on ensuring that structures are led by the Linked Learning work</li> <li>• Budget reflects the investment of other funding sources to continue to reinforce structures</li> </ul>			
<p><b>Rigorous Academics &amp; Career Technical Education</b> <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</i></p>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p>			



<p><i>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>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li><li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<ul style="list-style-type: none"><li>• School has articulated the goal of providing third year of CTE sequence and has named the course that will be implemented next year</li><li>• School has articulated strategies to deepen the integration of CTE and ensure alignment and authenticity to industry sector</li><li>• Proposed Measure N budget reflects expenditures that will lead to the goals and the continuous improvement of these pillars</li></ul>
<p><b>Work-Based Learning</b></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"><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>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li><li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<p><b>Score: 3.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School has articulated specific strategies and plans to address the areas of growth identified such as “created a plan and timetable to implement WBL experiences with coursework in at least one technical and two academic subjects per grade level”</li><li>• School is reflective on the impact on current strategies being implemented and is investing in these strategies next year</li><li>• Proposed Measure N budget reflects investments to meet the goals defined</li></ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"><li>• Determine how you will use Work-Based Learning as a lever to engage students at-risk of not graduating</li></ul>
<p><b>Comprehensive Student Supports</b></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"><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>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li><li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School is reflective in the impact of strategies on students with the most needs</li><li>• Proposed Measure N budget reflects investments into support staff to continue to address areas of growth and meet goals</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>  <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"> <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>The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development</li> <li>Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined</li> <li>Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources</li> </ul>			



## Final Recommendation

### **Approved, Developing & Implementing - \$850 per pupil**

*School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum*

*School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)*

*\*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:**

- Strong pathway theme buy-in and core sequence build out
- Larger system alignment with the potential of building into the middle school

### **Key Questions:**

- How will you address the challenge of teachers needing to calibrate on grading especially in 9th grade thru the Linked Learning lens to ensure that students don't continue to be credit deficient while keeping rigor?
- How will you leverage the pathway experience to better support African American students?
- How will you support teachers and staff to use Work-Based Learning as a lever for students that are disengaged and credit deficient?

### **Key Revisions:**

- Initial feedback on budget allocations to include benefits if also funded out of Measure N
- Revisions made to following expenditures to adjust amounts:
  - Original: \$12,000 to "Continue to fund our Work-Based Learning Exhibitions Lead Stipends..."
    - Revision: Reallocated to Title I funds
  - Original: \$45,000 to "Continue to fund our Community Culture Coordinator (0.5FTE)..."
    - Revision: Allocation increased to \$54,800
  - Original: \$4,500 to "Continue to fund our partnership with ScriptEd which supports our 10th Grade Entrepreneurship..."
    - Revision: Allocation increased to \$6,000
  - Original: \$25,000 to "Continue to fund our expanded Dual Enrollment opportunity began in 18-19..."
    - Revision: Allocation increased to \$25,700
  - Original: \$40,000 to "Hire an Art Entrepreneurship teacher to develop and teacher 3rd pathway course in our sequence (0.6FTE)"
    - Revision: FTE has been reduced to 0.4FTE



**Next Steps:**

<b>What</b>	<b>Suggested Lead</b>	<b>Deliverable</b>	<b>Date</b>
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 Site Visit Presentation	Quarterly TBD
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided
2019-20 Site Visit	Principal	Site Visit by Measure N Staff	Spring 2020