



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0904

Lighthouse

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
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: 3 Rationale: <ul style="list-style-type: none"> ● Pathways score a minimum of 2 (Developing & Approaching) on all categories ● 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 ● School has demonstrated larger staff buy in of Linked Learning ● School has clear pathway theme and industry sector 			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment: <i>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">• 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	<ul style="list-style-type: none">• School has articulated key issues such as staff turnover• School has articulated strategies to address key issues such as coaching• Strengths, challenges, and high-leverage actions clearly connected and have potential to support positive outcomes for the identified student populations
<p>Schoolwide Enabling Conditions <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">• Self assessment provides evidence that justifies the scores• 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• 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 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 articulated changes in leadership and the effects on the shifts of the structures and systems• School has articulated the need for master schedule shift and has named the need for a plan to prepare for this shift• School has identified strategies to support the structural shifts
<p>Rigorous Academics & Career Technical Education <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">• 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• Plan identifies how key stakeholder groups will be involved in implementation of the plan• Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies	<p>Score: 2.5</p> <p>Rationale:</p> <ul style="list-style-type: none">• School has articulated the development of integrated projects that will be piloted in the 2018-19 academic year• School has articulated courses that were piloted in the current academic year• School has clarified pathway theme and the alignment to industry sector• School is piloting new courses and the implementing the majority of integration work next year
<p>Work-Based Learning</p>	<p>Score: 2</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"> • 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 • Plan identifies how key stakeholder groups will be involved in implementation of the plan • Coherence is evident as 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 developed a draft of Work-Based Learning activities • School has provided Work-Based Learning activities for students in current academic year • Goals articulated will support the development of key components of the work-based learning continuum
<p>Comprehensive Student Supports <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"> • 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 • Plan identifies how key stakeholder groups will be involved in implementation of the plan • Coherence is evident as 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"> • Self assessment reflects scores of 2 • School has identified established structures such as advisory that the pathway will tap into • Work-based learning development will need to be addressed in order to incorporate into college and career plans

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>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 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Expenditures are focused on building Rigorous Academics, Career Technical Education, and Work-Based Learning pillars 			



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
- Plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence

- Logical thru-line is evident from the areas of growth, the strategies, and the allocation of funds
- School has articulated strategic actions to deepen and expand the integration of the pillars and is evidenced by the specific expenditures listed



Final Recommendation

Probationary - Full Implementation

School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning

**Measure N Funding Recommendation for Probationary Schools was determined in December 2017 as part of the Probationary School process*

Strengths:

- Alignment of pathway theme and school mission and vision
- Alignment of pathway theme and Creativity Lab
- Awareness and preparedness to address leadership changes

Key Questions:

- What takeaways from this past year would you want to share with schools who have a similar developmental trajectory with Linked Learning in order to support such growth and clarity like Lighthouse?
- How will you ensure the continued focus on pathway development work as your school goes thru transitions?
- How will your professional development work in restorative justice and trauma informed practices be integrated within a Linked Learning pathway framework?

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	Fall 2018
Develop work-based learning scope and sequence	Pathway Development Team	WBL scope and sequence	Fall 2018