Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0906

Aspire Lionel Wilson College Preparatory Academy

Checklist of Required Elements:

✓ Submitted Measure N Education Improvement Plan (SPSA)   ✓ Submitted Measure N Data Slides

✓ Submitted Measure N Budget for 2018-19   ✓ Answered Measure N Commission Questions

✓ Completed Measure N Self Assessment

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**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 3** **Rationale:** ● Pathways score a minimum of 2 (Developing & Approaching) on all categories ● There is evidence of key elements of the pillars of Linked Learning pathways ● There is evidence that school is working on improving the integration of CTE and their instructional core ● School has identified pathway theme of engineering 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:	**Score: 3**			

School has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action

- 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

Rationale:
- School has reviewed all data points and has identified areas of growth such as better supporting African American students
- School has determined high leverage actions that demonstrate potential of addressing the challenges faced

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Schoolwide Enabling Conditions
School has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development

- 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

Score: 2.5

Rationale:
- School has named the need to engage multiple stakeholders in helping name the direction of the school but it is unclear what specific strategies will be implemented to meet that need
- School has focused on engineering as pathway theme and there is some concern as to stakeholders still naming the direction of the school and the potential for misalignment
- School does not seem to have determined the structural shifts that are needed, school has named the need to determine the learning experiences that will be sequenced from 9th-12th grade first

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Rigorous Academics & Career Technical Education
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

- 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

Score: 3

Rationale:
- School has articulated currently being in the process of identifying integrated projects and the experiences in all grades
- School has articulated 9th grade will complete CTE aligned project by the end of this academic year
- It seems that school will pilot and implement the bulk of this work next year
- Strategic actions listed appear to be in support of meeting the goals listed to develop and integrate these pillars

Work-Based Learning	Score: 3
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 • 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	**Rationale:** • School has named the start of the outreach process with industry partners • School has named some Work-Based Learning opportunities that students have been able to participate in • Strategic actions listed appear to be in support of developing the work-based learning continuum and meeting the goals
Comprehensive Student Supports *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* • 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	**Score: 3** **Rationale:** • School has established structures such as advisory and iMentor and has identified specific student populations that need to be considered and focused on • School has articulated specific strategic action to incorporate career aspect of the college and career plan

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
Budget *School has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies*	**Score: 1** **Rationale:**			

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

- $8,425 of Measure N funds are unallocated
- Logical thruline is evident from the areas of growth named, the strategies to address these areas, and the expenditures
- School has provided proper justification and it is clear what the funds are being used in service of

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

Strengths:
- School leadership and staff have shared their learning process
- Strong teacher to lead pathway work
- Clear pathway theme and industry sector

Key Questions:
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Budget Feedback:
- $8,425 Measure N funds are unallocated, the full projected allocation must be reflected in the Measure N budget
- How is this aligned to pathway development?
  - $63,000 EL Support Coordinator to provide differentiated EL language support and teacher coaching to ensure our EL students and second language learners can access the rigors of the CTE courses
    - How is this expenditure supplemental and how will it be integrated into the pathway development work?
- 0.7FTE Hire 2nd academic counselor to provide more career exploration and mentoring for all 9th-12th graders Counselor
  - This is currently a blank amount and blank funding source, it is unclear if Measure N funds are being used to fund this

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
Revise and reallocate 2018-19 Measure N budget	Principal	Updated 2018-19 Measure N budget	May 30