



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0737

Lighthouse Community Charter High School

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
- 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: 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 			
	Feedback for continued progress monitoring: <ul style="list-style-type: none"> ● Work-Based Learning continuum implementation ● Implementation of integrated projects across grade levels 			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment:	Score: 3			



<p><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>Rationale:</p> <ul style="list-style-type: none">• School is reflective in articulating the current challenges students face• School articulates the root cause for some challenges such as “drop in students SBAC achievement in ELA. We have had turnover in experienced teachers”• School provides strategies to address some challenges articulated such as “shifting the master schedule and bell schedule will enable us ensure stronger participation in pathway in 11-12 grades”
<p>Schoolwide Enabling Conditions</p> <p><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>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none">• Deeper inquiry as to the root cause of challenges students face and how to leverage pathway structures and experiences to address root causes and support students <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• School is reflective on the areas of growth and how to address them to better align to pathway development work happening• School is currently finalizing designing and will implement structural shifts such as master schedule• Proposed Measure N budget reflects investment in continued support as transitions occur and structural changes are made
<p>Rigorous Academics & Career Technical Education</p> <p><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	<p>Score: 3.5</p> <p>Rationale:</p> <ul style="list-style-type: none">• School is reflective in the assessment of the strategies that have been implemented this year such “currently implementing one integrated project in grades 9,10, and/or 11”• School is reflective in the assessment of implementing strategies for next year that build on the progress and takeaways from current year• School has provided further information during presentation as to structures that will be developed to support integration such as “common prep periods by grade/content teams”



<ul style="list-style-type: none"> 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"> Proposed Measure N budget reflects deep investments in developing teachers to continue deeper integration
<p>Work-Based Learning</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>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> School has articulated strategies implemented this year to build out this pillar such as “aligning our core experiences to 2d and 3d design classes” School goals demonstrate the intention of fully building out Work-Based Learning continuum Budget reflects both Measure N and other funding sources being leveraged to implement strategies that are aligned to the goals and address areas of growth <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Implementation and progress monitoring of the developed “plan and timetable for WBL across multiple subjects” and grade levels Progress monitoring of 10th grade passage and capstone and industry engagement
<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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> School is reflective in the assessment as to structural limitations, such as master schedule, and the impacts on implementing strategies School goals articulate an integration of student supports by providing professional development to teachers to better support students <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Progress monitoring of structural shifts like master schedule and the continued integration of support thru the pathway structures and experiences

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Compliant & Aligned	Compliant Partially Aligned	Non-Compliant <ul style="list-style-type: none"> Supplanting Not Allowable 	Missing



	4	3	2	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 and is supported with the investment of other funding sources			



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:

- Continuous alignment of courses, projects, and capstones to industry and pathway theme
- Integration of industry professionals to ensure alignment and authenticity to industry sector

Key Questions:

- How will you establish certification opportunities with higher education partners?
- How will you leverage pathway structures and experiences to address the disparities in student outcomes?
- The challenge of choice vs. pathway has been named, how can you incorporate choice within the pathway theme itself so students don't feel like the pathway itself is in competition with another choice?

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 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