



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

## Lighthouse Community Charter High School

### Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan (SPSA)
- ✓ Submitted Measure N Budget for 2017-18
- ✓ Submitted Measure N Self Assessment
- ✓ Submitted Measure N Presentation
- ✓ Submitted Program of Study
- ✓ Presented to Measure N Commission

**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
<b>Evidence of Comprehensive Pathway Program</b> ( <a href="#">Measure N Self Assessment</a> ) <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: 2</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>• Pathways score a minimum of 2 (Developing &amp; Approaching) on all categories</li><li>• There is no evidence as to the development of a CTE industry aligned sequence</li></ul>			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Implementation and Progress Monitoring</b> <ul style="list-style-type: none"><li>• Work plan Identifies how key stakeholder groups will be involved in implementation of the plan, how they will be supported, and accountability structures for ensuring quality implementation</li><li>• Work plan leads to cycles of inquiry and continuous improvement for the school community</li><li>• Implementation includes a realistic timeline and “project management” plan including adequate and persisting resources to support key goals and strategies</li><li>• Work plan is embedded into a well articulated team structure for the school site to distribute leadership</li></ul>	<b>Score: 2</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>• There is evidence of a team structure that will engage in cycles of inquiry and continuous improvement</li><li>• There is no evidence as to how parents, students, community, and</li></ul>			



<p>across the school community</p> <ul style="list-style-type: none"><li>• The school/pathway has developed a plan and procedures for entering into a cycle of continuous improvement with leadership and pathway teams charged with implementing the plan</li><li>• A clear cycle of continuous improvement is embodied in the focus on Design, Continuous Improvement of Signature Practices, and Instructional Strategies that are the foci for the school site's SPSA</li></ul>	<p>industry partners engage in the revision</p>
<p><b>Coherence (Measured by alignment of plan)</b></p> <ul style="list-style-type: none"><li>• Site leadership is redesigning larger school structures, systems, and processes to support quality pathway development</li><li>• Site leadership and staff understand pathway development plans and the role they play in ensuring the implementation of these plans</li></ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• There is clear evidence that the components of the pathway are being incorporated within the elective courses and it is unclear how it is integrated in the instructional core</li><li>• There is clear evidence that there is not full staff buy-in or understanding of Measure N and pathway development work</li><li>• There appears to still be unclear as to the sector that aligns to the agency by design framework being implemented</li><li>• There appears to still be a focus on college and not an equal emphasis on career</li></ul>
<p><b>Root Causes for Outcomes</b></p> <ul style="list-style-type: none"><li>• 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, climate and culture indicators.</li><li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.</li><li>• Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.</li><li>• Data includes Measure N Self-Assessment (rubric) against categories of Linked Learning Pathway Design criteria</li></ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• There is a need for disaggregated data within root cause analysis</li><li>• The root cause analysis of the Graduate Outcomes challenge demonstrates an opportunity for further investigation 9th grade student engagement specifically with the 12% who are held back in 9th grade for another year</li><li>• The root cause analysis of the the Post-Secondary Readiness challenge demonstrates an opportunity for further investigation to uncover key issues impacting student achievement</li><li>• The root cause analysis of the Pathway Development challenge demonstrates a larger challenge of not having full staff buy-in or understanding of pathways or Measure N and the integration of pathway work</li></ul>
<p><b>Clear Theory of Action</b></p> <ul style="list-style-type: none"><li>• Design Team has articulated a theory of action that bridges from their root cause analysis logically into their goals and strategies.</li><li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other.</li></ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• There is some evidence that the theory of action bridges the root cause analysis, goals, and strategies</li></ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"><li>• Strategies meet the goals, are research based, and have proven effective for improving equitable student outcomes</li><li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</li></ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Some strategies have the potential of meeting the purpose and</li></ul>



<ul style="list-style-type: none"> <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, the purpose of Measure N, and the instructional focus for professional development in the upcoming year.</li> </ul>	<p>outcomes of Measure N but due to the need to clarify career industry connection and build staff buy-in it appears some foundational work must happen first before these strategies can be operationalized</p> <ul style="list-style-type: none"> <li>Some strategies have the potential of meeting the purpose and outcomes of Measure N but must explicitly demonstrate the connection to the pathway</li> </ul>
<p><b>Reflection and Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>Annually reviews and revises pathway-specific student learning outcomes in light of data on student performance and to ensure continued alignment with current expectations for college and career readiness and industry standards</li> <li>Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment</li> <li>Engages students, parents, and community members in the review and revision process</li> <li>Reviews all available disaggregated data on student performance and progress on at least a quarterly basis to identify areas of pathway strength and areas needing improvement</li> <li>Analyzes the impact of action items and develop an Implementation/Progress Monitoring plan to review at least semi-annually</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>There is evidence of reviewing data and analyzing impact of action items</li> <li>There is not clear evidence as pathway-specific student learning outcomes guiding the design of the pathway program of study</li> </ul>

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Complaint & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>Expenditures must be clearly in support of and come from the logical thru line that is evident in the Education Improvement Plan (SPSA)</li> <li>Expenditures should support and align to specific parts of your SPSA to support students and pathway development. All students receive benefit from Measure N Funding with the resources following the students directly identified in the root cause analysis.</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>Budget provides clear resources that are embodied in the school/pathways master schedule in clearly articulated ways.</li> <li>Implementation includes a realistic timeline and "project management" plan including adequate and persisting resources to support it</li> <li>Expenditures must be used to supplement (increase the level of services) and not supplant (replace) funds from any sources</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</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Some expenditures demonstrate alignment to purpose of Measure N and are in clear support of pathway development</li> <li>Some expenditures require further justification to demonstrate alignment to the purpose of Measure N</li> <li>Some expenditures cover expenses of programmatic elements, staff salary, and costs that should be funded by the school if Measure N funds were not available</li> </ul>			



costs that were previously being funded by the school

Final Recommendation	Funding
<p><b>Probationary</b></p> <p>Measure N Education Improvement Plan (SPSA) demonstrates school site needs to develop key conditions required for quality pathway development and/or needs to develop the key pillars of Linked Learning.</p> <p>Sites will be expected to allocate funding to one of the Support Providers listed below in order to receive direct support and guidance in the pathway development process.</p> <p>Required Support Providers:</p> <ul style="list-style-type: none"><li>• Hire a .5 FTE Pathway Coach to support Pathway Development<ul style="list-style-type: none"><li>◦ Pathway Coach is required to participate in OUSD Pathway Coaches' Community of Practice</li></ul></li><li>• Hire a consultant that supports Linked Learning Pathway Development<ul style="list-style-type: none"><li>◦ ConnectEd</li><li>◦ Linked Learning Alliance</li><li>◦ CCASN</li><li>◦ Career Ladders</li><li>◦ Pivot Learning Partners</li></ul></li></ul> <ol style="list-style-type: none"><li>1. Sites will be expected to present to the Measure N Commission in the fall on their action plan, updated Measure N Education Improvement Plan (SPSA), and progress.</li><li>2. Site will be prioritized by the Measure N Commission for a follow up site visit during the year.</li></ol>	<p><b>Full Funding*</b> (\$850 per student)</p> <p>*Sites will receive Full Funding during the 1 Year of Probationary status.</p> <p>Sites will be expected to have addressed the areas of growth by the end of the 1 Year of Probationary status and must demonstrate this during the annual May presentations to the Measure N Commission.</p> <p>Sites that do not follow the process outlined above will be re-evaluated in May 2018 and will receive Planning Grant Funding.</p>

**Strengths:**

- School site is aware of the need to clarify career sector connection to pathway
- Evidence of project-based learning that could really enhance pathway if explicitly connected

**Key Questions:**

- What is your plan to bring clarity to your pathway plan as to career industry sector and ensure staff buy-in?
- How do you imagine leveraging the 9th grade bridge program to prepare 9th graders to enter pathway?



- How you plan to integrate pathway theme and CTE courses into instructional core and ensure that pathway courses don't live as just electives?
- How do you plan to ensure that the pathway development work highlights both college and career options for students?

**Possible Supplanting:**

- 9th grade Ethnic Studies and Intervention Program (5 FTE)

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Reallocation of Measure N funds from programmatic expenditures that should be covered by the school site to expenditures that support specific pathway development and pathway buy-in	Principal and Design Team	Revised Budget	June 30th
Revise Measure N budget to ensure transparent alignment to purpose of Measure N and to ensure specific dollar amounts for all expenditures	Principal and Design Team	Revised Budget	June 30th
Develop clear action plan for 2017-18 that will support a clear pathway theme, quality pathway buildout, CTE course sequence, and teacher buy-in	Principal and Design Team	Action Plan	Fall 2017
Re-present updated Measure N Education Improvement Plan to the Measure N Commission	Principal and team of teachers	Presentation Updated SPSA	Fall 2017
Update Program of Study to reflect 2017-18	Principal and Design Team	Updated Program of Study	Fall 2017