Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0738

LPS Oakland R&D

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](#)) ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 4** **Rationale:** ● Pathways score a minimum of 3 (Meeting & Advancing) 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 indicated that 12th grade pathway course has been piloted this year for implementation next year			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment: *The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action*	**Score: 4** **Rationale:**			

- 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	- School is reflective in disaggregated for some student outcomes - School is reflective in the root causes of the challenges and student outcomes identified - School articulates strategies to implement that address the root causes identified
Schoolwide Enabling Conditions *The 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 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	**Score: 4** **Rationale:** - School is reflective in the leadership transitions that will occur and the importance of onboarding new leader - School has provided further information during presentation of strategies being implemented to ensure that incoming leader is aware of pathway development work occurring such as "the Measure N plan has been part of hiring process" - School has provided strategic actions that support distributed pathway work to continue to improve coherence and systems
Rigorous Academics & Career Technical Education *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* - 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 - 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	**Score: 3.5** **Rationale:** - School engaged stakeholders in a process and has determine a clearer theme of business - School has determined the sequence of core courses - School has articulated intentional inclusion and integration of Newcomers into pathway - Proposed Measure N budget demonstrates expenditures that support the continuous improvement and integration of these pillars
Work-Based Learning	**Score: 3.5**

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 ● 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	**Rationale:** ● School is reflective in the need to condense internships sites and has implemented this year to improve quality ● School has provided further information during presentation about challenges of engaging of specific student populations in internships and the strategies to address the challenges ● School has provided further information during presentation about using specific times in the calendar year to build out Work-Based Learning components
Comprehensive Student Supports *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* ● 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	**Score: 4** **Rationale:** ● School is reflective on the impact of strategic investments of Measure N ● Proposed Measure N budget demonstrates investments in strategies that have been effective for students and meet the goals articulated

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 *The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies* ● Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA)	**Score: 4** **Rationale:** ● 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			

- 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	- 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

Fully Approved, $850 per pupil

School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning

School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes

Strengths:
- CTE/pathway theme core course sequence is implemented
- Integration of Newcomers into pathway structures and experiences

Key Questions:
- 0.2 FTE for AP Computer Science teacher is funded out of Measure N, how is the AP Computer Science integrated into your business pathway?
- The Work-Based Learning reflection states that it has been determine that 10th grade is the optimal place for Work-Based Learning to start, how are you incorporating 9th graders into this pathway structure and experience?
- How will you progress monitor this year to ensure success in your pathway development work with a new leader?

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	Quarterly Dates TBD
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided