

Action Research	LPS Oakland R & D
School:	LPS Oakland R&D
Pathway/s:	Entrepreneurial Leadership
Outcome Data	LPS Oakland Data Slides
Top 5 Measure N Funding Commitments	<ol style="list-style-type: none"> 1. Utilize Measure N funds to continue dual enrollment model with on-site course facilitators, and provide necessary tools for students to be successful in those classes, including physical resources (textbooks, licenses, etc) and staff supports (Counselor/Teacher/Student status updates) to prevent unnecessary dropout. 2. Utilize Measure N funds to provide career technical education through pathway theme courses, including Ethnic Studies, Business Management, and Computer Science. 3. Utilize Measure N funds to provide career readiness, exploration, and WBL opportunities to students at the site (includes off-site industry visits, job shadows, internship stipends, and WBL Coordinator). 4. Utilize Measure N funds to continue tiered support system for students at risk for dropout (includes tiered support staff and interventions for students). 5. Utilize Measure N funds to execute strong transition programming in the 9th grade (Summer Bridge, family intake meetings, etc), and 12th grade (college support staff, dual enrollment courses, etc).
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How are we leveraging the four pillars of linked learning to support students in being self sufficient upon graduation?

**What did you discover in the past year?
(Please use data to support.)**

This year we learned that students thoroughly enjoyed the student-driven career exploration phase. This year we expanded the time students had in class to complete this phase, emphasizing more student directed interest and research. Previously, in 16-17, students had limited time to explore careers yielded from their Self-Assessment. This year, we expanded the self-directed career research phase from 1 week to 3 weeks. Students generated 2-6 career profiles from their Holland's Code results in their advisory class. We also discovered the enthusiasm students experienced when meeting with professionals 1:1 off-site. Students and Corporate Volunteers responded overwhelmingly positive to our 12th Grade Career Impact Day. During the 12th Grade Career Impact Day, students were paired 1:1 with a professional mentor. Students conducted an informational interview with thier professional mentor. This was followed by the professional mentor administering a mock interview with the students and giving structured feedback using a rubric LPS pre-provided. The day continued with a tour of Coporate Headquarters and lunch with our hosts. It confirmed the thinking that 1:1 student:professional experiences yield much more impact than large tours/panels for both the student and corporate volunteers. Each student left with tangible next steps and actionable ways to be more compelling to employers. 95% of students reported that this day impacted the decisions they will make after high school.

As expected, we discovered that our newcomer students face significant mental barriers to imagining success and career engagement. To address this issue, we employed a career awareness unit and are preparing to launch a Newcomer Only summer internship, which almost all newcomers expressed interest in participating. We are also working to engage their families as added supporters of students' education. We discovered success in our Newcomer Sheltered courses, with student success as measured by grades on par with other students. We are rethinking our Newcomer courses, however, to ensure that students are challenged at the level of their general education peers. Next year, 2nd year sheltered instruction will be provided within a general education classroom for many courses, including World History and Ethnic Studies. We provided all newcomer students with a Tier 2 Student Ally who supports students with academic course work (providing study sessions, supporting in teacher communication and self advocacy), and in non-academic ways (connecting to resources including transportation, family supports, immigrant rights). The Ally caseload size ranged from 20-35 students at any given point in the school year.

In our NFTE (Network for Teaching Entrepreneurship) Business course, we see our 10th graders being exposed to an explicit career sector. In the 10th grade NFTE course, students are learning the fundamentals of business management, and are able to delve more deeply into the exploration of content compared to when seniors took the course for one semester. We have experienced mixed feedback from students in the course, and the teacher and coach are working closely to both align the course more explicitly to some of the tools and scaffolds used in other humanities classes, while also ensuring that students are experiencing immediate connection and interest due to relevance in the course.

As a site we continued our work this year in identifying new dual enrollment opportunities for students, learning much along the way. First, we introduced our first math dual enrollment course (Pre-Statistics and Statistics) over two semesters. The Pre-Statistics course was very successful, with 97% of students passing (the 1 student who did not pass struggled with morning attendance, and withdrew before the drop deadline), and 81% on track to pass Statistics as of late March 2018. The majority of these students were only conditionally ready for college on the SBAC their junior year. Our course facilitator collaborated closely with the college instructor to ensure student success. One month into the 2nd semester (Statistics class), 66% of the students were failing the course. After intervening by collaborating with the course facilitator, college instructor, Dean of Counseling, and Principal, we were able to adjust supports for students, have them identify current challenges, and re-invest them in the purpose of the course and the doors it will open for them in college. As of the writing of this plan, 81% of students are passing the course, with a plan for the other 17% to support their success. Lastly, this course was our first experience in sharing seats with Castlemont High School students - a big success! We invested energy in the summer and at the beginning of the school year ensuring a strong start in collaboration with Castlemont staff.

This year we piloted a Real Estate dual enrollment course. We were initially excited about the course both for alignment to pathway skills and mindsets, and due to its relevance for students growing up in the Bay Area. This was another learning opportunity about the importance of finding the right college instructor who is a fit for working with our students and providing a rigorous academic experience. Our course facilitator was again integral in ensuring that this course was successful even with the challenges. Students expressed an interest in the content, but most were not interested in the follow up Real Estate course through Merritt.

New to our program this year was our 11th grade enrollment in dual enrollment. In 2016-2017, 30% of juniors were enrolled in college courses. In 2017-2018, this number doubled to 60%. Supporting the juniors in the college course reinforced our learning from last year - that a strong on site course facilitator is needed to support students in successful completion of a college course as high school students. Some 11th graders did struggle in the college courses, and supports needed to be implemented. There was also new learning as we expanded the number of COMM (Communications course) professors we worked with.

A major piece of work this year has been our grading practices professional development with our STEM teachers. Historically we have found math and science courses to be major barriers to our students' success in high school, with some classes have a 50% or higher D/F rate. In response to this, we have worked closely with Joe Feldman of Crescendo Ed Group to support teachers in learning and reflection around grading practices. The work has focused on supporting all students to achieve mastery, understanding the standards, exploring different traditional grading practices, and teacher-led inquiry. We have seen success in the work, as demonstrated by teacher mindsets about students and learning, as well as in decreased D/F rates in math and science classes.

We have learned a lot through our community engagement process this school year about how we can and need to further develop entrepreneurial mindsets across all of our school - from pathway courses, to general education courses, to tiered support work. As we engaged our team in this learning, it became clear that there are many experiences in our students' daily life at LPS where they are implicitly developing entrepreneurial leadership. Work to move us forward will involve more intentionally calling out those mindsets. For example, one pillar of entrepreneurship at LPS is understanding and building communication tools. While it is not currently named as an entrepreneurial skillset, our students are developing those tools outside of pathway courses - when participating in Socratic seminars, explaining their thinking on a math problem, or working with a peer in a science lab.

<p>What are you going to do differently or change moving forward?</p>	<p>Moving forward, we have identified that we need to make clearer steps in establishing career awareness in 9th and 10th grade. We believe that 11th and 12th grade are too late to introduce Career Awareness and Career Exploration. Having students more bought into career awareness will create more buy-in for upper grade career activities and more actionable plans as they plan for their future. We will utilize Advisory and pathway courses to support this development.</p> <p>We also know we must continue to engage newcomer students often and early-on, as they are a population with greater risk for drop-out, as expressed verbally to teachers and staff. We will be working with families, students and outside groups to consider multiple methods of graduation and career engagement. We are revising our newcomer course sequence with input from students and staff, with a core goal of more integration with their gen ed peers in every year of the newcomer high school experience, as well as ensuring that newcomer students have supportive access to all pathway courses.</p> <p>Moving forward we would like to create more cohesion amongst the Pathway teachers. Currently our pathway teachers are very embedded in the grade level and subject matter cohorts. For the sake of helping students identify the skills they are learning, having more shared projects, planning times and language amongst the pathway teachers, we hope to instill and be specific about the relevancy and importance of their learning objectives. In this same vein, we would like students, teachers and families to be aware of the graduate profile of a student from our pathway and name the skills and learnings that are contributed by the pathway. This work will take place across all teams at our campus, including staff, students, and families.</p> <p>Next year, we are going to again work to add diversity to our college course offerings while simultaneously working to find college instructors who are aligned with the mission and work of supporting first generation college students. We will be adding a public speaking communications course (COMM 45) to our course offerings, and are in conversation with the Peralta Colleges to identify an instructor for other courses aligned to student interests. We are also continuing to develop our partnership with College of Alameda, and eager to begin offering a larger number of students the opportunity to enroll in Pre-Statistics and Statistics.</p> <p>We will also be working to more deeply invest all of our staff around the development of entrepreneurial mindsets. This will involve a clearer visioning process at the end of this school year (during our traditional action planning PD), as well as vision investment at the launch of PD in 2018-2019. The longer term goal is to ensure that students and families understand our entrepreneurial focus, and that students understand how each of their courses, regardless of being a pathway course, is helping them to develop as an entrepreneurial leader.</p>
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How do you anticipate this will improve Measure N outcomes for your students moving forward?

Goal 1: Decrease the dropout rate & **Goal 2:** Increase the high school graduation rate.

1. Our Tier 2 program is in place to identify and support students at-risk of drop out, as well as usher students towards graduation.
2. Our career exploration and Industry visits/1:1 professional encounters are encouraging students to form, pursue and realize post-secondary goals, as well as form professional relationships to assist this process.
3. Our internship program will begin to use an equity-based acceptance process, targeting students at-risk for drop out to participate in these select programs.
4. We will continue to staff an Attendance Coordinator to do targeted, early interventions for students struggling with attendance.
5. We will continue our grading practices equity work with the entire school. This work began with our math and science teachers in the 17-18 school year, and has simultaneously supported teachers in helping students who are historically struggling to achieve mastery and helped to develop teacher mindset around equitable grading practices.

Goal 3: Increase HS student readiness to succeed in college and career.

1. We will continue to offer dual enrollment courses to support students in college and career. We will offer the college Pre-Statistics and Statistics classes to approximately 50% of our senior class. This class supports student success in college and career, as successful completion fulfills the GE Math requirement for non-STEM majors at UCs and CSUs. We will also continue in our COMM course offerings, beginning in the junior year. Our aim is to identify other relevant dual enrollment courses for our senior class aligned to pathway theme.
2. The goal of our in-depth career awareness and exploration units in 11th and 12th grade are to help solidify and prepare students for their unique post-secondary plans. In addition to career awareness and exploration, these units include soft-skills, professional expectations and job searching skills.
3. The benefits of the entrepreneurial mindset, taught in the 10th grade NFTE course, will hopefully diffuse in these students to help them persist and use this mindset and abilities in college and career. In addition, our entire staff is familiar with growth mindset concepts and uses this framework in all classes.
4. The T2 team has identified students in need of more refined social-emotional skills and formed two therapeutic groups to address and treat these higher-need students. The therapeutic groups focused on interpersonal-communication, emotional intelligence, self-advocacy as well as other skills necessary to be successful in college and career.
5. Next year we will pilot a new math curriculum, Open Up Resources, in Algebra 1, Algebra 2, and Geometry. Math teachers will be trained in the summer and receive ongoing coaching during every new unit. This curriculum is Common Core aligned, and accessible to novice and proficient math teachers. It also provides intentional scaffolds in every lesson for diverse learner profiles.

Goal 4: Transition from middle school.

1. Our Lower School Counselor works to engage and identify freshman who were academically and emotionally challenged in 8th grade. In addition, she has also attended several community outreach events to engage/recruit middle school students to our school, in a hope to build early relationships with incoming 9th graders. Our counselor also attends Summer Bridge and communicates support options to students before school starts.
2. We will continue to offer Summer Bridge during the summer for our incoming freshmen. The goal of Summer Bridge is to support students in the transition to LPS, learning about our school values, expectations, and planning for their high school goals. We are in the planning process to develop intentional work during Summer Bridge to ensure that as many students as possible attend. (Historically, our students who enroll late or miss Summer Bridge are most likely to struggle academically, socially, or otherwise during high school)
3. Our Lower School Counselor will hold meetings with students who struggled in middle school before the start of the school year. We are planning this process, but these meetings will likely include early parent and student intervention to support a strong start to the 9th grade year.

Goal 5: Close the equity gap.

1. Data driven practices are necessary to closing the equity gap. We use data to identify students with academic and behavioral needs. We then use this data to engage students in services and monitor their progress in Tier 2.
2. Our Tier 2 program has also moved to target special supports for Black/African American students via Black Women's empowerment group, a Historically Black College tour for 10-12th graders, and increasing the number of Black/African American students at our school.
3. To specifically target student inequity, we are proposing an affirmative-action based approach for how we select students for internship opportunities. We are currently piloting such procedures, but will move to making this decision transparent to student and staff.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Please type in your school name and ID.

2) **School Description:** Please copy and paste your school description from your 17-18 Site Plan.

3) **School Mission and Vision:** Please copy and paste your mission and vision from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: LPS Oakland R&D

School ID:

School Description

LPS Oakland R&D was established as a school in August of 2012. In early 2012, a committee of concerned constituents (staff, representatives of the LPS College Park community) met to discuss strategies to provide a new model of schooling for students in the East Oakland region. With the support of the Leadership Public Schools Superintendent, Louise Waters, a charter petition was filed and approved in May of 2012.

Over the last five years, our school has developed a strong reputation for creating a safe and supportive learning environment for students of a varying skill levels and learner profiles. LPS Oakland R&D currently serves 9th-12th grade students. Our student body consists of approximately 425 students, of which approximately 93% qualify for Free and Reduced Lunch.

School Mission and Vision

Committed to excellence and equity, Leadership Public Schools' and LPS Oakland R&D's mission is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.

In addition to our primary mission we also strive to:

--Improve the academic achievement of all students

--Close the achievement gap of educationally disadvantaged students

--Foster student leadership and dedication to public service

--Create differentiated supports for college access and success for students via our College Launch program

Family & Student Engagement

We engage families in a variety of ways at LPS Oakland. Our largest family events are twice yearly Student Led Conferences (SLCs), during which students lead their advisor and family through a reflection and goal setting process about their quarterly progress. We have approximately 80% parent participation in SLCs. They are an opportunity for us to continue to demonstrate our focused lens on entrepreneurial mindsets and skills. In addition to SLCs, families at LPS Oakland are frequently engaged through monthly PGA and SSC meetings, college counseling parent info sessions and working sessions (ex: FAFSA night). We also have consistent family outreach from staff.

Student engagement at LPS Oakland is also demonstrated in various ways. Outside of our strong academic, college-going school culture, we have many other student engagement structures and tools. This year our Career and Community Leadership Coordinator developed a Student Leadership team, who presented and led their peers across all 3 LPS schools at the 10th Grade Conference. Students are also engaged through All Student Body (ASB), who has been developing more schoolwide events. We frequently engage students in feedback opportunities, ranging from dress code input, college course interest, and extracurricular events. We also provide various optional sessions for students to learn and share with their peers. An example is the know your rights workshop facilitated by our Counseling Team in response to the immigration raids in the Bay Area this school year.

SCHOOL DATA SLIDES

[LPS Oakland Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

Task: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none"> • Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	The 2016-2017 graduation rate for Latino students was 88% (8% higher than the overall graduation rate for all students). 100% (5 students) of African American students in the cohort graduated.	Our 2016-2017 graduation rate was 80% (compared to 91% in 15-16). When broken down further, we identify that the gap for the 16-17 cohort of students, it is reflective of four students who are Low SES (as are nearly 100% of our student body) and reclassified ELs.	<p>Strong case management for all students struggling with attendance and/or at risk of not graduating through our Tier 2 program.</p> <p>Intervention for incoming 9th grade students with historically struggling data - work with feeder middle schools to identify students statistically at risk upon entry into HS. Work with Lower School Counselor to develop a plan for these students and engage families from before the start of high school.</p>
On Track to Graduate (11th Grade)	The majority of the 11th grade class is on track to graduate. Students who are not on track are all enrolled in Cyber High or retaking courses needed to ensure their on-time graduation. Our diploma sets on-track seniors up to have nearly all of the necessary credits to graduate on time, allowing flexibility at this stage for students who are off-track.	Given the small size of this cohort of students, data is best understood on a case by case basis for students not on track. The major barrier for all students off track is school attendance - with truancy concerns for all students off track to graduate.	<p>Continue interventions around truancy and early intervention for students off-track or at risk of not graduating upon enrollment into high school.</p> <p>Review LPS diploma expectations to maintain rigor and access for all students by senior year given the number of dual enrollment courses students take, particularly now that dual enrollment begins in 11th grade.</p>
A-G Completion	98.15% of our students completed A-G requirements in 16-17. In this cohort of students, 2 seniors were on Basic Diploma	This is not a barrier for lack of completion, as we had 2 seniors on basic diploma last year due to our increasing level of service for students with IEPs.	<p>Continue to build stronger case management for students struggling with attendance or off track to graduate. Work with Tier 2 team to build clear interventions for attendance and/or socio-emotional needs that impact A-G progress.</p> <p>Note that as we diversify the level of service we provide to our students with IEPs, we will have varying numbers of students with IEPs on Basic Diploma. While basic diploma conversations do not happen on our campus until students are in 11th or 12th grade, they are a reality that will impact our A-G completion rate. (In 17-18, 2/6 graduating seniors are on Basic Diploma.)</p>

<p>SBAC ELA</p>	<p>While our SBAC English proficiency rate dropped slightly this school year, the cohort of students entered at a lower average GLE than the previous cohorts.</p>	<p>African American students (small cohort) performed slightly lower than our Latino students on the SBAC ELA. Due to the small subgroup size at our campus, we find that this performance varies by cohort.</p> <p>Our English Learners have a disproportionately low "Standard Met or Exceeded" rate on the English SBAC (18%) compared to 62% of all students.</p>	<p>To disaggregate English Learners. As we have increased our newcomer student population of students who have been in the country for fewer than 3 years, we need to ensure that this cohort of students are progressing effectively and still not Meet Standards on the SBAC. We will disaggregate this EL data and identify students for whom this is and is not appropriate.</p> <p>Our Humanities teams are collaborating around vertically aligned supports for English learners and Students with IEPs during PD this year. This work is aimed at more clearly aligning all reading and writing structures and scaffolds across the humanities courses at LPS Oakland, in an effort to support EL and SPED students.</p>
<p>SBAC Math</p>	<p>We saw a nearly 5% increase in math proficiency on the SBAC. The team worked intentionally on vertical alignment over the school year to support students.</p> <p>All of our students who exceeded standards on the SBAC math were male. More of our female students "Nearly Met" standards (44%), with 29% "Not Met".</p>	<p>We see a challenge in math across subgroups. We do see that no female students exceeded standards on the math SBAC.</p> <p>Our male students are more bimodal in their performance than female students. They have the highest percentage of students who do Not meet Standard in Math SBAC.</p>	<p>Our Math team has work to do across all subgroups to support students. Implementation of 9th grade Game Lab this school year is one small step forward to support students who enter at 1st-3rd grade levels.</p> <p>Our teachers have struggled to implement Engage NY math curriculum, and next year will be transitioning to Open Up Resources. This pilot curriculum includes significant teacher training and coaching from the curriculum developers. Additionally, the lesson plans provide built-in scaffolds into clear daily lesson plans that are accessible for new math teachers. (Math teachers at LPS Oakland are some of our newest teachers on campus.)</p>
<p>AP Pass Rate/Dual Enrollment Pass Rate</p>	<p>Our dual enrollment pass rate continues to remain as high or higher than the community college average. Close monitoring of student success in the courses helps us to support students who are behind and need to withdraw. (The 76% pass rate is much higher when not including students who withdrew from the courses.)</p> <p>This 17-18 school year we implemented our first dual enrollment math class, with 97% of students enrolled in Pre-Statistics passed the course. At the writing of this report, 81% of students in the Statistics course are on track to pass, fulfilling their GE math requirement at UCs and CSUs. This is one of the key barriers our students historically face for college graduation!</p> <p>AP English pass rate continued to increase this year, including African American students and reclassified English Learners. Male and female progress was similar.</p>	<p>Our dual enrollment pass rate was lower in 16-17 particularly for our courses in which there was a brand new LPS Oakland teacher as Course Facilitator. The importance of the Course Facilitator continues to be of utmost level.</p> <p>Presuming that we can increase our enrollment with Peralta next school year, we aim to offer Pre-Stat/Stats to a larger cohort of students next year.</p> <p>Last year was our first offering of AP Chemistry. This course proved to be a challenge for students, and with 1/21 students earning a score of 3 or higher.</p>	<p>Identify clear supports standardized across Course Facilitator for 11th grade students enrolling in dual enrollment courses.</p> <p>Continue work in vertical alignment for humanities teams to support student preparedness for AP English.</p>
<p>Pathway Participation/CTE Enrollment*</p>	<p>Nearly 100% of students have access to all pathway courses. Increased participation in College Courses as a pathway course in the 11th grade (60% of 11th grade class).</p>	<p>Newcomer students in 9th grade unable to access Ethnic Studies course. This year's cohort of 2nd year Newcomers did not all enroll in Business (pathway course) either.</p>	<p>Adjust newcomer course sequence to ensure that students have access to pathway courses at a developmentally appropriate stage in their English acquisition.</p>

English Learner Progress	15% of English Learners were reclassified in the 15-16 school year, compared with 20% in 16-17	We anticipate our reclassification rate to go down since we have a significantly greater number of English Learners, particularly Newcomer students	We are continuing to implement supports for our Newcomer students to ensure they are making appropriate annual growth. This includes sheltered courses, ELD instruction, Newcomer case management, and an internship program tailored to Newcomers.
Suspension Rate	Slight decrease in overall suspensions. EL suspension rate dropped from 9% to 6.6% Latino suspension rate dropped from 7.2% to 5.9% SPED suspension rate dropped from 16.7% to 10.3%	African American suspension rate increased from 8.7% to 23.3%. (Nearly 100% of AA suspensions in 16-17 were for 9th graders). This rate has dropped in 17-18, currently at 13.5% (5/37 African American students have one or more suspensions)	Implemented Tier 2 interventions, including counseling groups, for lower school African American students. Additional programming for African American students, including opportunities to attend an HBCU college tour, and other affinity groups and identity-safe experiences and programming particularly aimed at increasing belonging of AA students.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	91% cohort graduation rate		All Students	83.87% [1]	85%	88%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
On Track to Graduate (11th Grade)	95% on track to graduate (11th grade)		All Students	85.94%	89%	92%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
A-G Completion	98% A-G completion (Will establish Newcomer goal based on Newcomer baseline data)		All Students	98.15% [2]	98% *Note: 2/6 SPED students in class on basic diploma track	98% (Will be establishing an additional baseline for Newcomer A-G completion in 18-19 target)	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
SBAC ELA	77% Met or Exceed Standard (Will establish Newcomer goal based on Newcomer baseline data)		All Students	62.29% met/exceeded standard	67% (Will be establishing an additional baseline for Newcomer SBAC EA completion. May not be statistically significant in 17-18)	72%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
SBAC Math	39% Met or Exceed Standard		All Students	26.67% met/exceeded standard	29%	34%	Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.

AP Pass Rate	49% pass with a 3 or better on all AP tests		All Students	39.46% [3]	43%	46%	Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.
Dual Enrollment Pass Rate	85% pass rate in dual enrollment courses		All Students	74.63% [4]	78%	81%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
Pathway Participation/ CTE Enrollment*	100% participation in pathway		All Students	N/A	85%	95%	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
English Learner Progress	Reclassification or growth of 1 or more years for all ELs (New baseline will be established in 17-18 with ELPAC data)		English Learners	24 EL's redesignated FEP 20% reclassified [5]	Reclassification or growth of 1 or more years for all ELs (New baseline will be established in 17-18 with ELPAC data)	Reclassification or growth of 1 or more years for all ELs (New baseline will be established in 17-18 with ELPAC data)	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
Suspension Rate	4% overall suspension rate		All Students	7.5%	6%	5%	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.

School: LPS Oakland R&D

School ID:

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	Because our pathway is truly embedded in our larger work as a site, the commitment to school vision and mission with pathways is not as clear as it could be. We do consistently talk about our goals and purpose at a site level, and school leadership is committed to the equity work that is true to pathways.	To build a more clear alignment of the pathway work to our mission and vision. In our engagement process, it became apparent that the majority of staff are clearly working toward entrepreneurial mindsets and do work aligned with the vision, we aren't yet speaking about it in the same language.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	The core school leaders who have been directly involved in our pathway work (Principal and Dean of Counseling) have a strong understanding of the connections between the enabling conditions, and are working in service of our mission and vision. Similar to as described above, the work of our school is strongly aligned to the pathway work.	Our entire leadership team does not yet live and breath the pathways work. Our next steps are to continue to build the pathway out and more explicitly embed it within our day-to-day systems and structures.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	As described, the pathways work is so closely connected to our site work, that pathways lives as implicit driver of change.	To more clearly articulate the alignment of the entrepreneurial leadership mindsets into our core change work as a school.
School Leadership & Vision Goal for 2018-19:		By the end of 2018-2019, LPS Oakland leadership and staff will explicitly identify the experiences, courses, and roles on our campus that work in service of building entrepreneurial mindsets and entrepreneurial leadership in students.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	Our staffing structure is in <i>direct support of the school vision and mission</i> , and teams <i>implicitly</i> see their work as <i>deeply connected to pathway teams and in support of effective pathway work</i> .	To build an <u>explicit</u> connection across all staff and roles on campus to our pathway work.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Each of our leadership teams engage in pathway development work, provide input and feedback, and support the refinement and achievement of our goals within the context of the pathway development.	To support the leadership teams in connecting their work to the larger body of work on our campus, and explicitly name the work around pathway development.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	All stakeholders at LPS Oakland engage in decision-making around our work on a broad level, including pathway development. All stakeholders engage in the work around decision-making.	Ensure that <i>every</i> decision-making structure and process is clear to <i>all</i> stakeholders.

<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	4: Completely	We have been very intentional in building a master schedule, budget, etc that are in service of equitable, high quality pathways. We have created staffing for all pathway courses and supports that we identify as areas of need, including college course facilitators, pathway teachers, and student support staff.	Continue to reflect on our areas of need and ensure that master schedule and budget are able to maintain alignment with our high quality pathway. Additionally, consider facilities needs that impact our ability to provide necessary services and supports to our students.
<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	4: Completely	School leadership at LPS Oakland is consistently exploring equity issues for student groups, and identifying resources, programs, etc to fill those gaps.	An example of a current gap we have identified is access to pathway courses for our Newcomer student body, including the impact and importance that we know our students place on Ethnic Studies. Next year our 2nd year newcomer students will take Ethnic Studies with their gen ed peers. Additionally, we are identifying opportunities to ensure that 3rd year newcomer students can participate in college courses - both those we already have connections with, and courses that are new to our students.
<p>Systems & Structures Goal for 2018-19:</p>		To ensure that entrepreneurial mindsets and leadership skills are infused across leadership teams, departments, and staff, so that explicit pathway connections are made across campus.	

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Admin team explicit work on monitoring and supporting development of entrepreneurial mindsets across the school.	Whole School	All Students				Career Technical Education	
ILT explicit work on monitoring and supporting development of entrepreneurial mindsets across the school in classroom instruction.	Whole School	All Students				Career Technical Education	
Ongoing data analysis in ILT and administrative teams to inform schoolwide decisions, including pathway programs, Tier 2 interventions, and teacher support and PD.	Whole School	All Students	General Purpose Discretionary	\$9,000.00		Comprehensive Student Supports	

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	2+	2+	3-	Our partnership with NFTE and Peralta has grown tremendously this year. Most sophomores are enrolled in NFTE. Our Peralta dual enrollment partnership has continued to grow, both with new courses and in continued development of our relationship with the Communications department at Merritt. We are beginning the conversations to align our pathway with industry standards.
Integrated Core	1	2+	2+	There are connections that exist across our core courses on campus, including pathway courses. For example, there is strong integration between Ethnic Studies (pathway course) and English 1; in Business (pathway course) and World History, etc. A next step in improving our integrated core is to develop entrepreneurial mindsets as pillars across all grade levels, in all classes.
Cohort Scheduling	1	2-	2	As a school, we have built a pathway and master schedule that ensure all students have access to pathway classes. Some of the experiences our students have across content areas support connections across the content. We are working to build interdisciplinary projects with pathway courses.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	2+	3-	In our NFTE and COMM classes (pathway courses), our students end the course with a public defense of their work (aligned with the industry of the course). All of our courses utilize student-centered, research-based instructional practices - both in and out of pathway courses. Our new partnership with College of Alameda for Statistics has also supported students who are interested in pursuing Computer Science degrees after high school. This was a serendipitous but very exciting, development!
Collaborative Learning	3-	3-	3-	Across all of our courses, students have access to daily activities that require them to work in heterogeneous groups. We explicitly work with students in collaborative structures. Additionally, our school values, which are utilized by every staff member on our campus, support students in reflecting on and developing skills in project management, group conflict/resolution, and group accountability. For example, students reflect on the ways in which caring, resiliency, hard work, and integrity are utilized on a weekly basis in their courses.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	3	3	3	This year our department teams have developed new collaboration experiences to support student learning and mastery. In the Humanities departments, the team is collaborating with the SPED team to develop vertical alignment and development of skills across all humanities courses. In the math and science team, teachers have been collaborating around grading practice through personal inquiry and and sharing practices with each other. The college counseling team also collaborates with English 3 to support development of a personalized college plan in preparation for senior year.
Collaboration Time	2-	2-	3-	Our Career Coordinator used Advisory to administer career identification and research in 11th grade advisories. Teachers at our campus also collaborate on a weekly basis depending on students needs - specific examples for groups with higher levels of need include our ELD teacher and SPED teachers collaborating directly with Gen Ed teachers. Additionally, this year our Ethnic Studies and Biology class participated in a shared project at the end of first semester!
Professional Learning	2	3-	3-	Collaboration continues to be a very strong in departments and with college professors in our dual enrollment work. The business teacher collaborates heavily with NFTE supports as well as the WBL coordinator. LPS has focused on designing PDs that reach identified teacher's needs.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1.Targeted Newcomer supports and programs 2.Humanities collaboration 3.Larger cohort of students in COMM 4.Implementation of Game Lab 5.Dual enrollment Stats class 6.Math & Science grading practices PD	Fully Implemented	Effective	#1, 3 and 5 highly effective - #1 a full newcomer program with course sequence including pure, sheltered, and heterogenous classes, a designated Newcomer Student Ally, WBL opportunities, and strong retention and attendance; #3 from 51 COMM students in 16-17 to 122 in 17-18; #5 97% of students passed Pre-Stat and are likely to pass Stat; #2, 4, effective - #2 a second semester collaboration between SPED and Gen Ed teacher team to support vertical alignment around student skills in reading and writing across the four-year continuum. There is currently varying implementation across the teacher team. #4 - Game Lab course implemented to support students who entered at a 1st-3rd grade level in math skills. The efficacy of the course will be more fully measured in 18-19 when the cohort of students enrolls in Algebra 1. #6 somewhat effective - increase in the pass rate of some courses, specifically Physics from 83% in 16-17 to 93% in 17-18. Other improvements are not fully normed, as there was an instructor change in nearly every other math and science course from 16-17 to 17-18 school year.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Develop entrepreneurial mindset pillars with all staff and implement them through all courses. Develop rubric about entrepreneurial mindsets to be utilized in multiple ways, such as projects, assignments, and student reflection on collaboration and learning.	All Students	Pillars, rubrics, and integration non-existent	Entrepreneurial mindsets explicitly developed in Business (NFTE) course	Create rubric and integrate into all pathways, science, and college courses	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
Graduate Capstone/Culminating Experience	Student Led Conference in spring of senior year explicitly incorporates a presentation and reflection on pathway journey	All Students	All students in all grades participated in Student Led Conferences twice per year	Yearly pathways reflections incorporated in Student Led Conferences in all pathways courses	Develop an explicit capstone, cross-course pathways reflection in senior year Student Led Conference	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
Course Passage Rates	Improved performance as measured by course grades pass rate in Algebra 1. New curriculum will be implemented, and coaching provided to support teachers in implementation and data analysis.	All Students	70% pass rate	75% pass rate	85% pass rate	Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.

THEORY OF ACTION

Theory of Action	If we provide all students with rigorous, relevant instruction and develop their entrepreneurial mindsets in all courses, then they will be able to increase their self-awareness, deepen their sense of purpose, as well as develop the skills and mindsets to identify and achieve their postsecondary goals, so that they are empowered to be agents of their own learning and leaders in their community.
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<p>How are you building conditions for students and adult learning?</p>	<p>We are building conditions for student learning by utilizing:</p> <ul style="list-style-type: none"> - Trauma-informed practices across entire school, including common schoolwide values, schoolwide agreements, student support system (consequences in classroom), and restorative conferences - Consistent classroom observations to support teacher practice and highlight equity issues within the classroom - Schoolwide tier 1 instructional practices - Continued development and growth of tier 2 program <p>We are building conditions for adult learning by utilizing:</p> <ul style="list-style-type: none"> - Consistent coaching for all teachers, regardless of experience level - Differentiated professional development by teacher level of experience, grade level, and department - Continued, explicit conversations about student equity - Consistent data-driven PD and coaching - Consistent reflection and whole-staff brainstorming for school action planning 			
<p>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</p>	<p>Governance Team (SSC, Parent Team, Student Leadership)</p>	<p>Leadership Team (ITL)</p>	<p>Pathway Teams</p>	<p>Department Teams</p>
	<p>Consistent conversations during SSC and PGA meetings to solicit input, receive feedback, and share progress on plan. Consistent conversations with ASB leadership to receive input on academics planning.</p>	<p>ILT has been reviewing the plans from previous years and building connections between what already exists on our campus, and how to make more explicit the entrepreneurial skills and mindsets we are implicitly teaching students across the curriculum. The ILT will continue to be a core driver of ensuring that our Rigorous Academics implementation goals are aligned to our current work, and to progress monitor their success.</p>	<p>The Pathway Team will continue to collaborate on the pillars of entrepreneurship and identify links across pathway courses and experiences, and work to consistently build connections between our goals for rigorous academics, work based learning, and comprehensive student supports.</p>	<p>Department teams will play an integral role in our ability to implement these goals. Once our pillars and rubric are created (collectively with input from all staff and stakeholders), the departments will need to work to integrate and implement within their work.</p> <p>Specifically, the math department will engage around the Algebra 1 course passage rate goal as an initial round of implementing an effective curriculum.</p>

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Implementation of revised Newcomer/ELD plan that includes pure, sheltered, and heterogenous classes	English Learners	LCFF Supplemental	\$15,000.00		Rigorous Academics	
Continue reading support courses for students still requiring reading intervention. Build explicit connections for students to use of the strategies learned in Reading and the connection to dual enrollment and college experiences.	All Students	General Purpose Discretionary	\$44,400.00		Rigorous Academics	
Increase the cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. -Course Facilitator 1.2 FTE	All Students	Measure N	\$80,280.00		Rigorous Academics	
Increase the cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. -Textbooks for 180 students	All Students	Measure N	\$8,000.00		Rigorous Academics	

Implement project-based, applied math elective class (Math Game Lab) for students entering high school at a 4th grade or lower level according to MAP to prepare for success in math, entrepreneurship courses, and dual enrollment statistics -Course Facilitator 0.2 FTE	All Students	Measure N	\$13,392.00		Rigorous Academics	
Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. -Course Facilitator 0.8 FTE	All Students	Measure N	\$53,520.00		Rigorous Academics	
Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. -Textbooks for 60 students x 2 semesters	All Students	Measure N	\$12,480.00			
Incorporate community involvement into Ethnic Studies through a project-based learning unit. Collaboration between Pathway teacher and Career and Community Leadership Coordinator. Provides transportation and admission fees to local museum/event aligned to Ethnic Studies curriculum.	All Students	Measure N	\$4,000.00		Rigorous Academics	
Continue collaboration with NFTE staff, including NFTE training for new Entrepreneurship teacher. NFTE training, digital curriculum access, and program support.	All Students	Measure N	\$8,000.00		Rigorous Academics	
AP Computer Science Teacher for pathway course (0.2 FTE)	All Students	Measure N	\$20,610.00		Rigorous Academics	
Ethnic Studies Teacher (0.8 FTE - Title 1) for the ninth grade pathway course.	All Students	Title I: Basic	\$57,600.00		Rigorous Academics	
NFTE (Entrepreneurism) Teacher (0.6 FTE) for the 10th grade pathway course.	All Students	Measure N	\$40,140.00		Rigorous Academics	
Open Up Resources curriculum and PD for math classrooms	All Students	One time State Funding	\$20,000.00		Rigorous Academics	

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	1	2	3	This year we have expanded the number and types of activities. 17-18 included: WBL/NFTE Teacher partnership focused on bringing more Linked Learning to the classroom in the form of professional speakers and activities. We are also in the middle of coordinating 111 individualized 11th grade job shadows that include personalized agendas for each student. Approximately 75% of our 12th graders participated in an-off site Career Impact Day (100% were invited, with some attendance issues), which included 1:1 time with professional mentors, exploring careers and preparing for interviews. We offered a total of 35 internships to LPS students this year. 16 internships were allocated through our partner, Earth Team - students attended 2-hour internship meetings throughout the school year. An additional 20 internships were allocated through our partnership with ReadingPartners, where students tutor K-3rd graders on literacy and receive monthly trainings and professional development. This summer we plan to provide 20+ Newcomer students with paid summer internships as we work with Faith Network as a new partner in securing and training for these internships. We have expanded career awareness to 9th grade this year, and implemented more intensive career research in the 11th grade Job Shadow preparation.
Pathway Outcomes	1	2-	3-	Students at all grade levels have a WBL plan, with intention to integrate academic and technical coursework beyond the WBL activity. All WBL experiences support the WBL goals from the WBL continuum.
Pathway Evaluation	1	2	3	All WBL activities review feedback and input from students, employer partners, and teachers. Their feedback is used to strengthen and improve the implementation and outcomes of all WBL events.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>In 2017-2018 we continued to develop career awareness, career exploration and career preparation across grades 9-12.</p> <ol style="list-style-type: none"> 1. Newcomer career unit 2. 11th grade career awareness & exploration unit (in advisory) 3. 12th grade Career Impact Day 4. Collaboration between NFTE pathway teacher & WBL coordinator for more linked learning in the classroom 4. School-based internships 	<p>Fully Implemented</p>	<p>Effective</p>	<ol style="list-style-type: none"> 1. 95/110 11th grade students identified 2-6 careers of interest with accompanying information about each of those careers, including: pay, outlooks, skills, education qualifications and daily activities 2. 48/65 12th graders attended Career Day in San Francisco. 3. 84.7% of Career Day respondents reported, "My interview abilities will improve because of my experience on Career Day." 4. 95% of Career Day respondents reported, "I learned important things about careers (professional habits and/or actual jobs) that will impact my future career decisions." 5. 16 Newcomer Year 1 students completed the "What is a Career/Why We Work" Unit and the "Career Exploration Unit", accompanied by two professional, immigrant-born Spanish speaker presentations to the class. 6. 100% of Corporate volunteers from Career Day reported, "My student partner's interview skills will improve because of this activity." 7. 20 students enrolled in Reading Partners internship. 8. 16 students enrolled in Earth Team internship <p><i>Narrative Analysis:</i></p> <p>9th grade and 10th grade newcomers were introduced to a special career unit for the Newcomer Year 1 program. This included a Holland's code self-assessment, identifying careers of interest, and exploring/researching identifying those careers. This unit concluded with two immigrant born professionals coming to speak to the class about their professional journey and navigating careers as an immigrant/undocumented person.</p> <p>Career awareness and career exploration was primarily administered in 11th and 12th grade, via advisory. 11th graders completed 8 weeks of career awareness and career exploration, which included: personal assessment, identifying their Holland's Career Code, and researching personalized careers of interest. The career exploration phase focused on job outlooks, yearly earnings, daily activities and qualifications. 11th graders will continue the career exploration phase at their 2 day job shadow in May. 12th graders continued on their career awareness and exploration from last year via lessons in advisory. 12th graders prepared for 12th Grade Career Impact Day, which took place at two San Francisco Corporate Headquarters in SF. 12th graders prepared for and executed informational interviews with a professional mentor, followed by professional mentor giving students a mock interview. Career Day concluded with a tour and lunch. Both classes' preparation includes, soft skill training and job finding skills.</p> <p>Separately, the WBL coordinator partnered with the NFTE Pathway teacher to bring more Linked Learning to the classroom. The WBL coordinator and Pathway teacher brought a total of 20 professionals into the classroom, to expose students to different professionals, practice work-ready skills, such as public speaking, and learn about professions related to business. On March 24th, three marketing designers joined the class to do hands-on activities related to marketing and design, which coincided with the class marketing and design unit.</p> <p>Lastly, we have 34 students who are receiving Career Preparation via 2 school-based internships. 16 students (primarily 10th graders) have/are participating in our Earth Team internship. This includes weekly two-hour meetings, and weekend and weekday evening outings. They use an in-depth curriculum that emphasizes research, mass publication, community awareness and outreach. This internship is administered by Earth Team and partially funded by LPS. We also have 20 students (primarily 12th graders) who have/are participating in our Reading Partners Internship. Students tutor K-4 graders who have been identified as literacy deficient, and conduct literacy lessons with their assigned tutors. Students received 4 hours of training prior to starting, 1:1 evaluations and goal setting, 6-7 trainings on administering literacy curriculum, child development, student engagement, self-assessment, time management, work communication, and a resume workshop. Students also receive a \$75 stipend upon completion of the internship and training.</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Career Awareness	Build and implement stronger Career Awareness in 9th Grade, connected to a cumulative project, that leverages student experiences to create strong career-ready culture.	All Students (focus: 9th grade)	Students participate in annual College & Career week, including Career Day	Year 1 implementation of NFTE Exploring Careers curriculum within 9th grade advisory	Collaboration between Lower School Counselor & WBL Coordinator in developing robust career awareness in 9th grade Advisory with cumulative project in Advisory	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
Career Exploration	Adapt current Job Shadow Program to be long-term sustainable. Integrate a cumulative final project for the Job Shadow Program.	All Students (focus: 11th grade)	Baseline implementation of 67 individualized job shadows for 11th graders	111 individualized job shadows for 11th graders	Sustainable job shadow program for 11th graders with half day 1:1 student:adult program by discipline that includes mentoring, career exposure, and hands-on activities	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
Career Preparation	Create and implement an equity-based internship acceptance process that includes identification and preparation of students who do not have work experience and prioritizes students historically experiencing inequity, including Black and Latino males	All Students (focus: 12th grade)	Exploration phase to identify intership partners	Formal internship partnerships with Reading Partners & Earth Team, and planning phase of summer Newcomer internship program	Increased internship partners, and explicitly equity-based acceptance process for internships	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

THEORY OF ACTION

Theory of Action	If we provide all students with meaningful self and community exploration opportunities, and high quality work based learning experiences across all grade levels, then they will be able to increase their self-awareness, deepen their sense of purpose, as well as develop the skills and mindsets to identify and achieve their postsecondary goals, so that they are empowered to be agents of their own learning and leaders in their community.
How are you building conditions for students and adult learning?	Our starting point for all WBL engagement is to assess our student's current engagement with school and careers. Activities are designed to increase engagement, and then administer the WBL activity. We have also worked extensively with employer volunteers to solicit input and feedback. In all of our WBL activities, we also work closely with employer volunteers to prepare them with expectations and tools for how to be successful with the youth. Adults on our campus are naturally excited about the work based learning experiences that have been created and are being implemented. The major conditions needed relate to building adult understanding of the implementation of all career and work based learning experiences that are held within our advisory structure. We have adjusted the professional development time that we allocate to adult internalization of advisory lessons. We've also adjusted the approach to the creation of these lessons, including additional adult input in the draft phases to support full implementation in advisory.

	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
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<p>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</p>	<p>Currently, we are receiving informal feedback from teachers, students and employers. Our PGA and SSC parents have engaged in presentations about the WBL experiences on our campus. A key next step is to identify more opportunities to engage families in the core WBL experiences at our campus, in similar ways to how we engage families in the college process.</p>	<p>Our ILT has worked to review the advisory plans and provide feedback. The team will continue to serve as the core group of teachers providing input about the WBL experience and integration with course content.</p>	<p>Continue to create collaboration time with Pathway teachers, and give them the tools to create inter-disciplinary projects across classrooms related to the pathway.</p>	<p>Our departments will continue to provide input on the WBL plans and experiences in their formal teacher roles.</p>
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STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Earth Team Internship for students primarily in 10th and 11th grade student transportation	All Students	Measure N	\$2,500.00		Work-Based Learning	
Reading Partners Internship for students in 10th-12th grades transportation and tutoring materials	All Students	Measure N	\$3,000.00		Work-Based Learning	
11th Grade Job Shadows for all students student transportation	All Students	Measure N	\$2,000.00		Work-Based Learning	
12th Grade Career Day for all students - student transportation	All Students	Measure N	\$1,000.00		Work-Based Learning	
Newcomer Internship Program differentiated by language acquisition and area of student interest. Fees to Faith Network for internship costs including training and supervision	English Learners	Measure N	\$9,000.00		Work-Based Learning	
Continue executing 11th grade WBL experiences for all students. Collaboration between Career and Community Leadership Coordinator and Attendance Coordinator to ensure attendance from all students.	All Students				Work-Based Learning	
Offsite industry focused (WBL) activity in entrepreneurship pathway classes, through collaboration with the Career and Community Leadership Coordinator	All Students	Measure N	\$1,000.00		Career Technical Education	
Career and Community Leadership Coordinator 0.7 FTE to work with pathway teachers to develop WBL experiences, build the 10th grade conference, build 11th grade WBL experience, and continue to expand partnerships and offerings for more WBL, Internship, and fellowship opportunities.	All Students	Measure N	\$72,132.00		Work-Based Learning	

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3+	3+	By virtue of the size and structure of our school, students are known well, and their progress consistently monitored - academically, personally, and socioemotionally. Our personalized supports are culturally responsive and aligned to student needs, and families are engaged. As we continue to strengthen and refine our Tier 2 structures, we will see our school move into the "excelling and sustaining" row of the rubric.
College & Career Plan	3-	3	3	Our Counseling program serves the full range of student needs, ranging from mental health to college counseling. Our families are most actively engaged in our college counseling planning, and receive supports in navigating the decisions for their post-secondary plans. Our career planning and reflection has grown this year, and our 11th and 12th grade students are particularly more engaged in this process, particularly compared to previous cohorts.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<ol style="list-style-type: none"> Revisions to attendance policy and targeted intervention for students with chronic absences Bilingual attendance coordinator NFTE Exploring Careers implementation in 9th grade advisory College & Career Week Plan, SoCal College Tour, HBCU Tour 10th Grade Leadership Conference Lower School Counselor role to support 9th and 10th graders 	Fully Implemented	Effective	<p>Attendance Coordinator & Interventions somewhat effective. Our chronic absence rate has decreased by 3% this school year. We had transition in the Attendance Coordinator role at the end of semester 1, and as such lost some traction around the work and monitoring. In semester 1 our ADA saw an increase. We also experienced a significant decrease in the number of students and families requesting long-term absences near the winter break holiday, hopefully linked to our clearer communication about attendance policies at the start of the school year.</p> <p>NFTE 9th grade advisory implementation somewhat effective. We had collaboration between our Lower School Counselor and a veteran teacher at our campus to collaborate on the lessons. We experienced limited investment from 9th grade advisors in the implementation of the curriculum, and are identifying ways to involve our WBL coordinator in the planning of advisory to support more explicit career exploration in 9th grade.</p> <p>College & Career Week, SoCal & HBCU College Tours effective. All three experiences planned at a high level to incorporate reflection and forward thinking from students with regard to college and career options. Our SoCal and HBCU tours were the first of their kind for our campus, and highly effective. Upon return from the trips, students from diverse backgrounds and experiences had personal connections to the student of color experience in higher education and returned with high motivation around enrolling in college after high school.</p> <p>10th Grade Leadership Conference highly effective. This conference created leadership experience for 10th grade students as well as the 11th and 12th grade Student Leadership Team (SLT). The SLT was a highly effective and diverse group of students, including English Learners, students with IEPs, African American and Latino students. This team planned and facilitated small cross-site groups at the 10th Grade Conference. The content of the 10th Grade Conference shifted this year to include additional community building and opportunities to learn about opportunities aligned to student interest.</p> <p>Lower School Counselor effective. The Lower School Counselor role continues to serve our 9th and 10th grade students. In particular, she manages a large caseload of tier 2 students, facilitates various groups, and provides targeted college and career readiness sessions for lower school students.</p>

IMPLEMENTATION GOALS						
Identify three 2018-19 implementation goals related to Comprehensive Student Supports.						
Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Decrease the suspension rate for all students, and specifically African American students and students with IEPs	All Students	7.5% overall suspension rate	6% overall suspension rate	5% overall suspension rate	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.
College Access	Decrease the chronic absence rate and provide targeted intervention for students with chronic absences to ensure access to college as demonstrated by A-G completion, college acceptance, and participation in enrichment activities such as college tours, internships, etc.	All Students	25.8% overall chronic absence rate	22% overall chronic absence rate	18% overall chronic absence rate	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.
Differentiated Interventions	Improve the Tier 2 services provided to be aligned with academic and socioemotional supports, and consistently transition students out of Tier 2 services after a strong 5-6 week cycle.	All Students	Creation of Tier 2 team of on campus service providers, Tier 2 caseload held by multiple service providers	Refined Tier 2 services, weekly team meetings. Service providers complete goal setting with all students and manage caseload of students with progress monitoring and documentation.	Tier 2 services range socioemotional and academic needs. Students are consistently cycling out of Tier 2 services on 5-6 week cycles.	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

THEORY OF ACTION

Theory of Action	If we identify and offer individualized supports and opportunities to students in need of tiered support and interventions, then they will be able to increase their self-awareness, deepen their sense of purpose, as well as develop the skills and mindsets to identify and achieve their postsecondary goals, so that they are empowered to be agents of their own learning and leaders in their community.					
How are you building conditions for students and adult learning?	We are supporting student learning conditions by continue to reflect on and implement structures and systems that support student sense of belonging on campus and in enrichment activities. We also continue to explicitly discuss equity issues as a staff and reflect on how we support all students, and specifically those who are historically and currently underserved by our school. We are supporting adult learning conditions in a variety of ways. First, we have convened a staff culture working group to address the gaps we see on our campus across student support staff and teaching staff. We continue to work to build skill in the Tier 2 team, and aim to support specifically with academic interventions in the coming year, and align our work with that team to similar structures that are used by the SPED team on campus.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	We have engaged our SSC, PGA, and ASB around student attendance interventions, and continue to work with them to identify solutions to support a decrease in chronic absences. We need to continue to engage our families in better understanding our tier 2 services.	The ILT is becoming more actively involved in the Tier 2 services on campus, and will continue an engagement and brainstorming process to align the teaching and learning work happening in classrooms with actions and services provided by Tier 2 support staff.	The non-teaching pathway team members will continue engage in the work of individualized supports and interventions for students through caseload work and responding to larger schoolwide needs (ex: career exploration, etc)		The department teams will build knowledge around tier 2 services being provided to students and consider tier 1 interventions within the classroom that can better support student needs.	

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Utilize Tier 2 staff to do early intervention attendance meetings with families/students in danger of chronic absences and ensure their participation in work based learning and off-campus pathways opportunities	All Students	General Purpose Discretionary	\$19,700.00		Comprehensive Student Supports	
Bilingual Attendance and Family Outreach Coordinator - to support students from Spanish speaking families, particularly newcomer students, in resolving attendance challenges through intentional supports, address chronic absenteeism, and support attendance in work based learning experiences	All Students	Measure N	\$32,500.00		Comprehensive Student Supports	
Graduation plan, college/career awareness building for students at risk of chronic absence (with Community and Career Leadership Coordinator, Attendance Coordinator and/or school Counselor)	All Students	Measure N	\$0.00		Comprehensive Student Supports	
Continue Measure N funded Lower School Counselor (0.5 FTE) position from 2016-2018. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating	All Students	Measure N	\$37,865.00		Comprehensive Student Supports	
Refine Tier 2 program in collaboration with all staff to support student interventions, including for smaller student populations on campus (ex: African American students)	All Students				Comprehensive Student Supports	
Summer Bridge as a transition support for all incoming 9th graders	All Students	General Purpose Discretionary	\$10,000.00		Building the Conditions	

4. TOTAL SCHOOL FUNDING ALLOCATIONS

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century		\$0.00	\$0.00
After School Education & Safety (ASES)		\$0.00	\$0.00
General Purpose Discretionary		\$127,780.00	-\$127,780.00
LCFF Supplemental		\$44,400.00	-\$44,400.00
LCFF Concentration		\$0.00	\$0.00
Title I: Basic		\$40,140.00	-\$40,140.00
Title I: Parent Participation		\$0.00	\$0.00
Measure N	\$348,500.00	\$401,419.00	-\$52,919.00
TOTAL	\$348,500.00	\$613,739.00	-\$265,239.00

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	Associated Linked Learning Pillar	Associated LCAP Action Area
Admin team explicit work on monitoring and supporting development of entrepreneurial mindsets across the school.	All Students				Career Technical Education	
ILT explicit work on monitoring and supporting development of entrepreneurial mindsets across the school in classroom instruction.	All Students				Career Technical Education	
Ongoing data analysis in ILT and administrative teams to inform schoolwide decisions, including pathway programs, Tier 2 interventions, and teacher support and PD.	All Students	General Purpose Discretionary	\$9,000.00		Comprehensive Student Supports	
Implementation of revised Newcomer/ELD plan that includes pure, sheltered, and heterogenous classes	English Learners	LCFF Supplemental	\$15,000.00		Rigorous Academics	
Continue reading support courses for students still requiring reading intervention. Build explicit connections for students to use of the strategies learned in Reading and the connection to dual enrollment and college experiences.	All Students	General Purpose Discretionary	\$44,400.00		Rigorous Academics	
Increase the cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. -Course Facilitator 1.2 FTE	All Students	Measure N	\$80,280.00		Rigorous Academics	
Increase the cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. -Textbooks for 180 students	All Students	Measure N	\$8,000.00		Rigorous Academics	
Implement project-based, applied math elective class (Math Game Lab) for students entering high school at a 4th grade or lower level according to MAP to prepare for success in math, entrepreneurship courses, and dual enrollment statistics -Course Facilitator 0.2 FTE	All Students	Measure N	\$13,392.00		Rigorous Academics	
Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. -Course Facilitator 0.8 FTE	All Students	Measure N	\$53,520.00		Rigorous Academics	

Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. -Textbooks for 60 students x 2 semesters	All Students	Measure N	\$12,480.00			
Incorporate community involvement into Ethnic Studies through a project-based learning unit. Collaboration between Pathway teacher and Career and Community Leadership Coordinator. Provides transportation and admission fees to local museum/event aligned to Ethnic Studies curriculum.	All Students	Measure N	4000		Rigorous Academics	
Continue collaboration with NFTE staff, including NFTE training for new Entrepreneurship teacher. NFTE training, digital curriculum access, and program support.	All Students	Measure N	8000		Rigorous Academics	
AP Computer Science Teacher for pathway course (0.2 FTE)	All Students	Measure N	20610		Rigorous Academics	
Ethnic Studies Teacher (0.8 FTE - Title 1) for the ninth grade pathway course.	All Students	Title I: Basic	57600		Rigorous Academics	
NFTE (Entrepreneurism) Teacher (0.6 FTE) for the 10th grade pathway course.	All Students	Measure N	40140		Rigorous Academics	
Open Up Resources curriculum and PD for math classrooms	All Students	One time State Funding	20000		Rigorous Academics	
Earth Team Internship for students primarily in 10th and 11th grade student transportation	All Students	Measure N	2500		Work-Based Learning	
Reading Partners Internship for students in 10th-12th grades transportation and tutoring materials	All Students	Measure N	3000		Work-Based Learning	
11th Grade Job Shadows for all students student transportation	All Students	Measure N	2000		Work-Based Learning	
12th Grade Career Day for all students - student transportation	All Students	Measure N	1000		Work-Based Learning	
Newcomer Internship Program differentiated by language acquisition and area of student interest. Fees to Faith Network for internship costs including training and supervision	English Learners	Measure N	9000		Work-Based Learning	
Continue executing 11th grade WBL experiences for all students. Collaboration between Career and Community Leadership Coordinator and Attendance Coordinator to ensure attendance from all students.	All Students				Work-Based Learning	
Offsite industry focused (WBL) activity in entrepreneurship pathway classes, through collaboration with the Career and Community Leadership Coordinator	All Students	Measure N	1000		Career Technical Education	
Career and Community Leadership Coordinator 0.7 FTE to work with pathway teachers to develop WBL experiences, build the 10th grade conference, build 11th grade WBL experience, and continue to expand partnerships and offerings for more WBL, Internship, and fellowship opportunities.	All Students	Measure N	72132		Work-Based Learning	
Utilize Tier 2 staff to do early intervention attendance meetings with families/students in danger of chronic absences and ensure their participation in work based learning and off-campus pathways opportunities	All Students	General Purpose Discretionary	19700		Comprehensive Student Supports	
Bilingual Attendance and Family Outreach Coordinator - to support students from Spanish speaking families, particularly newcomer students, in resolving attendance challenges through intentional supports, address chronic absenteeism, and support attendance in work based learning experiences	All Students	Measure N	32500		Comprehensive Student Supports	

Graduation plan, college/career awareness building for students at risk of chronic absence (with Community and Career Leadership Coordinator, Attendance Coordinator and/or school Counselor)	All Students	Measure N	0		Comprehensive Student Supports	
Continue Measure N funded Lower School Counselor (0.5 FTE) position from 2016-2018. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating	All Students	Measure N	37865		Comprehensive Student Supports	
Refine Tier 2 program in collaboration with all staff to support student interventions, including for smaller student populations on campus (ex: African American students)	All Students				Comprehensive Student Supports	
Summer Bridge as a transition support for all incoming 9th graders	All Students	General Purpose Discretionary	10000		Building the Conditions	

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
May - June 2017	All Staff	End of year action planning in PD. Team convened around pathway planning and entrepreneurial leadership focus.
7/31/2017	Admin Team	Review site plan and pathway goals for year
8/7/2017	All Staff	Launch of school year PD. Reviewed goals related to Measure N, data analysis, and pathway work.
9/12/2017	PGA (Parent Guardian Association) & SSC (School Site Council)	Reviewed career program, specifically work based learning and internship programs, with parent groups and engaged in feedback.
10/10/2017	PGA & SSC	Reviewed opportunities for 1:1 chromebook technology and other access for students in alignment with college and career goals.
10/17/2017 - 10/20/2017	All parents	Received feedback from families during SLCs around school progress and comprehensive supports for students.
Ongoing ILT meetings (every other week)	Instructional Leadership Team	Continued work refining supports and interventions for students.
3/12/2018	ILT	Review of 2017-2018 site plan and reflection around work for 2018-2019
3/20/2018	Pathway Team	Pathway team convened to review school assessment and reflect on work of the current and future years

Ongoing	Peralta Colleges Staff	Ongoing conversations with key personnel through Peralta regarding pathway work, particularly dual enrollment alignment to pathway plan
2/2/18	NFTE Staff	Discussion about career pathways work with NFTE staff and reflection on implementation of Exploring Careers

