

# Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to learn from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process. In the cells below, please describe your school's process. To the left are the specific prompts that will provide the Commission an overview of your process and experience.

## Implementation Successes

<p><i>What are some implementation successes that you'd like to lift up and share with others?</i></p>	<p><u>Many whole school and pathway-specific successes:</u>            Community-responsive design process led to a schoolwide decision to phase out one pathway in order to streamline teacher small learning communities, sustain the academic programs in the midst of budget crisis, and equitably distribute teachers and class sizes to support the growing newcomer program.            Advisory period 2 days/week was fully implemented for every student to provide tutoring support, college and career planning, and social and emotional support to deepen connections between peers as well as between students and adults.            Close to half of all students participated in student-led conferences with their advisor and parent/guardian about progress toward graduation and post-secondary goals.            ILT and departments facilitated conversations about aligning grading practices and policies.            Leadership stability and staff community-building/wellness has led to a more positive staff culture and ideally higher teacher retention than the past couple of years.            School-wide cycles of inquiry around literacy and graduate capstone competencies led by ILT through staff professional development have deepened staff culture around looking at student work, sharing instructional practices, and aligning across content areas and vertically through the grade levels.            Credit recovery opportunities available through twilight school, 9th grade boot camp, and upcoming site-hosted summer school.            Dual enrollment courses and partnerships established, building towards certificate/degree programs for College of Alameda's Community Violence Prevention certificate, and Laney College's Wood Technology and Building Performance &amp; Energy Efficiency certificates. Fremont construction teacher hired as Laney adjunct instructor to teach the dual enrollment courses on-site.            Expansion of work-based learning efforts culminating in expanded summer 2017 internship program and beyond.            Developing a dual enrollment sequence for Media Academy with Laney College's Media Arts department.            Architecture &amp; Design Academy held a re-visioning retreat to kick off a year-long professional development partnership with Stanford University's Design School, training the team in the Design Process.            Student Support Mentor has provided another dimension of social and emotional and academic support for a caseload of especially high risk low performing students and helping to intervene in conflicts and encourage students to be in class.</p>
<p><i>How do you know you were successful (evidence, data)?</i></p>	<p>Advisory: 67% of students agree or strongly agree that their advisor cares about them and have a strong relationship. 70% agree advisory is a helpful class.            Student-led Conferences: Fall semester 43% of students led a conference--58% of newcomers, 57% of 12th graders. Spring semester conferences underway with 39% completion so far.            All teaching positions currently filled (vacancies in previous years). 84.3% of all teaching staff indicated very likely to return during January 2017 one-on-ones with principals.            32 students in Spring 2017 dual enrollment Community Violence Prevention course on track to pass. 25 students in Spring 2017 dual enrollment Construction course on track to pass.            20 students per academy (60 total) have the opportunity to be in a paid internship summer 2017, up from 15 students schoolwide in 2016.            24 students on the Student Support Mentor's caseload getting individual support and attention.</p>

## Implementation Challenges

<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<p>Contracting process and accessing funding/carryover funds made it difficult to get consultants/part-time positions hired in a timely fashion.  Pathway co-leads not having aligned prep periods for coordination and communication.  Most teachers split across multiple SLCs and not able to focus efforts as intensely collaborating with one team.  Pathway teams and other SLCs (math, SpEd, Spanish) are not necessarily focused on how they are aligning to schoolwide instructional goals  Co-teaching/inclusion model not structured to support teachers (GenEd and SpEd) nor students as effectively as needed  Resources for students are not employed systemically and lack communication for students, teachers, parents, advisors  Suspension rate very high, and few opportunities for restorative AND preventative practices for students with behavior infractions</p>
<p><i>How do you know these were challenges (evidence, data)?</i></p>	<p>Language Support Assistant was working for months without being paid even though the role had already been piloted in the planning year; Student Support Mentor was not able to start until second semester.  Each pathway team of 5-6 teachers had only 2 or 3 members who taught solely in that pathway. Cross-curricular collaborations happened between 2 teachers in each pathway (Mandela: Chemistry and Law CTE; Architecture &amp; Design: English and History; Media: English and Media CTE).</p>
<p><b>Learning and Moving Forward</b></p>	
<p><i>What did you learn?</i></p>	<p><u>Key learnings include:</u>  Identifying and streamlining the roster of consultants needing OUSD contracts and taking care of the process earlier in the summer.  Building credit recovery options into the school day versus relying solely on after school opportunities.  Streamlining teaching assignments to focus collaborative efforts in one SLC, and developing skills around collaboration and more productive agenda and facilitation experiences within teams.  Planning ways to align and blend instructional and culture work as it is delivered in staff professional development.</p>
<p><i>How are you revising your strategies and pathway development work going forward based on what you learned?</i></p>	<p>Both continuing pathways (Media and Architecture&amp;Design) have done extensive work to revise and re-envision their programs of study, including CTE sequences, dual enrollment opportunities leading to certification, and industry-aligned UCCI core academic courses.</p>

**2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**1. ABOUT THE SCHOOL**

**Complete this by: December 16, 2016**

**Instructions:**

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

**1A) School Description:** Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description 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 description.

**1B) School Mission and Vision:** Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision 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 mission and vision.

**School:** Fremont High School

**School ID: 302**

**1A. School Description**

Fremont's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking and technological skills so that our students are ready for the colleges and careers of their choice. Students will develop their skills through flexible pathways utilizing design thinking in Digital Media and Technology, Engineering and Architectural Design, Science, Health, Forensics and Global Studies and Public Service.

**1B. School Mission and Vision**

**School Mission:**

Our school's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking, and literacy, while developing students technological, social-emotional, and leadership skills. In addition to college and career readiness for all our students, we value civic engagement and empowering students to act as agents of change throughout our school and local community.

**School Vision:**

Our school is a safe and welcoming place where all students, families, and teachers want to be, feel their needs are met and their voices are heard. Our students will graduate prepared for the colleges and careers of their choice through rigorous academic coursework and through equitable opportunities in career pathways, industry certifications, work-based learning, early college, and advisory.

**1C. School Multi-Year WASC Goals**

*Length of WASC Accreditation:*

1 year

*Last WASC Self-Study:*

2015-16

*Next Self-Study:*

**SCHOOL WASC GOALS**

**LCAP Goal Category**

Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

1: Graduates are college and career ready.

Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)

5: Students are engaged in school everyday.

Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

2: Students are proficient in state academic standards.

Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

1: Graduates are college and career ready.

**1D. School Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	56.2%	43.8%	TBD	TBD	49.4%	TBD	TBD	TBD	TBD

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	21.7%		4.2%	65.0%	0.3%	4.4%	1.9%	0.6%	TBD

### 1E. School Performance Data

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	63.2%	68.5%	94.1%	49.1%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	85.1%	100.0%	92.3%	2.1%	57.0%	58.1%
Graduate Outcomes	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	44.9%	53.2%			TBD	TBD
Four-Year Cohort Dropout (All Students)	42.6%	36.5%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	51.2%	46.9%			TBD	TBD
Four-Year Cohort Dropout (SPED)	25.0%	47.6%			TBD	TBD
Percent of Students Leaving	15.3%	14.2%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	23.8%	28.5%	43.4%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD	17.9%	20.4%	21.2%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	20.5%	18.5%	26.0%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	39.4%	45.2%	28.3%	44.8%	TBD
A-G Completion (Grade C or Better)	30.7%	39.6%	37.9%	TBD	51.2%	TBD
A-G Completion (African American Students)	10.7%	9.1%	9.5%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	0.0%	9.1%	TBD	15.6%	TBD
A-G Completion (English Learners)	27.6%	29.4%	48.1%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	25.0%	0.0%	TBD	20.8%	TBD
Post-Secondary Readiness	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	18.5%	23.0%	21.7%	TBD	25.7%	TBD
AP Course Access (African American Students)	9.3%	7.8%	5.6%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	35.2%	40.0%	5.5%	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	9.9%	17.4%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	14.1%	11.5%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	---	7.7%	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	18.4%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	36.8%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)	20.2%	24.4%	2.0%	5.5%	11.2%	TBD
Chronic Absence (Special Education Students)	47.4%	41.4%	3.3%	17.5%	18.7%	TBD
Chronic Absence (Foster Youth)	44.4%	65.0%	0.0%	28.6%	19.2%	TBD
Suspension Rate	12.7%	12.1%	15.2%	10.5%	TBD	TBD
No Suspensions (African American Males)	71.8%	76.1%	69.7%	78.0%	91.2%	TBD
No Suspensions (Foster Youth)	76.2%	64.3%	89.5%	64.3%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	5.2%	8.7%	8.7%	2.3%	TBD	TBD
Rigorous Academics	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	1.0%	12.2%	9.0%	TBD	13.2%	TBD

Long Term English Learner Reclassification Rate	2.0%	20.2%	18.8%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	11.6%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	1.3%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	10.9%	12.0%	15.1%	TBD	23.9%	TBD

**2. NEEDS ASSESSMENT (three-year cycle)** **Complete this by: December 16, 2016**

**2A. Schoolwide Strengths and Challenges**

**Instructions:**

*Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.*

- What strengths and challenges do you see in your 16-17 SPF?
- 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?

*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, Latino students, and other subgroups.*

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

Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
<b>Graduate Outcomes</b>	80% of students who graduated from the Newcomer program (NEST) in 2015-16 entered college 100% of 10th -12th grade students participate in Linked Learning Pathways	The 2013-14 graduation 4-year cohort rate is below the district rate:: 44.9%< 60.8%. The 4-yr dropout rate is 42.6% for all students while the district rate is 23.3%. As of 1/5/2016, these were the following percentages and numbers of students off track to graduation: 10th grade-50.6% (119); 11th grade-52.8% (95); 12th grade-29% (38). The A-G completion rate has declined from 44.1% in 2011-12 to 30.7% for all students in 2013-14.	64% of students are multiple years below grade level. In addition, our lack of consistency in both attendance and social/emotional capacity contributes to our 73% off track to graduation rate.
<b>Post-Secondary Readiness</b>	AP Course Performance-AP Course access improved from 18% in 2013-14 to 22.1% in 2014-15. The AP Exam pass rate increased from 35.2% in 2013-14 to 40.0% in 2014-15. Concurrent Enrollment in community college courses exceeded the district average in 2014-15: 7.7% to 7.1%.	AP Course Performance-AP course access for African American students declined to 7.8% in 2014-15 from 9.3% in 2013-14. 69% of all students are not meeting A-G requirements.	Our A-G cutoff goal for 2015-16 was 69% or a growth of 4.9 %. However, our current A-G completion was 40%. Although we met the goal of 4.9% of growth the reality is that we need to improve our A-G completion by 30%.
<b>Climate and Culture</b>	The Chronic absence rate of Special Education students slightly declined from 47.4% in 2013-14 to 41.4% in 2014-15. Foster Youth suspensions declined from 76.2% in 2013-14 to 64.3% in 2014-15. California Healthy Kids Survey parent participation rate increased from 5.2% in 2013-14 to 8.7% in 2014-15.	Chronic Absence rates for all students, special education students and foster youth, exceeded District Averages in 2014-15 (All: 24.5%>12.5%; SpED: 41.4%>20.3; Foster: 65%>24.2%). African American absence rates are at 35.50% and is the lowest performing group on the SPF. The Suspension Rate exceeded the district average in 2014-15: 12.1%>4.1%. While the AA Male Suspension Rate is lower than the District Average, 76.1%<89.7%, as well as the Foster Youth rate, 64.3%<86.7%, the goal is no suspensions. There is no data reflecting academic activities offered for Families in 2013-14 or 2014-15.	Due to the uncertainty of our attendance data we are unable to prove growth in this area. Our available data shows that we have 2% or 13 of our students chronically absent. In addition, we have decreased our suspensions by 50% or 100 but we still hold the highest suspension rate compared to other HS throughout our district. Our suspensions all fall under the violence band. Violence and lack of consistent SEL strategies remain a challenge.

<b>Rigorous Academics</b>	The EL Reclassification rate increased from 1% in 2013-14 to 12.2% in 2014-15. LTEL reclassification rate increased from 2% in 2013-14 to 20.2% in 2014-15.	The percentage of students reading at or above grade level as measured by the SRI Reading Level declined to 11.5% in 2014-15 from 14.1% in 2013-14. 74% of the entering 9th grade students were reading multiple years below grade level. In 2015-16, the % of students reading at or above grade level did not increase between the Fall and Mid-year assessment.	Our LTEL students have not shown any growth for three consecutive years. Our reclassification cutoff was set at 5% but instead we decreased by -4.0. LTEL students are also multiple years behind in reading which indicates a need for a curriculum shift for our LTEL students.
<b>Pathway Development</b>	100% of our students participate in a Linked Learning pathway by the beginning of 10th grade. Non-Newcomer students are fully cohorted in CTE courses, English, social studies, and science. Newcomer students are cohorted in CTE courses in each of the three pathways.	Full pathway participation has not had a significant impact on graduation outcomes, post-secondary readiness outcomes, or rigorous academics. Enrollment needed to sustain three pathways has declined in recent years making it increasingly difficult to cohort teachers in addition to cohorting students. As a result aligned teacher collaboration (intergrated curriculum, shared practices across the pathway) and student supports have suffered as most teachers have to teach in multiple pathways.	Consolidate one pathway to better match enrollment numbers to right-sized pathways. 9th graders and Newcomer students will continue to select into two pathways, but not three. CTE, ELA, social studies, and some science and math teachers will be cohorted into one pathway.

**2B. Schoolwide Root Cause Analysis from Measure N Design**

<b>Instructions:</b>	<p><b>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</b></p> <ul style="list-style-type: none"> <li>• For each priority, identify at least one root cause for a challenge you listed above.</li> <li>• Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).</li> <li>• Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.</li> </ul> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>		
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[Root Cause Analysis Primer.](#)

<b>Focal Area</b>	<b>Highest Leverage Challenge (will autopopulate from the table above)</b>	<b>Root Cause Analysis of Highest Leverage Challenge</b>	<b>Linked Learning Criteria</b>
<b>Graduate Outcomes</b>	64% of students are multiple years below grade level. In addition, our lack of consistency in both attendance and social/emotional capacity contributes to our 73% off track to graduation rate.	Students do not earn enough credits to graduate or their grade point average was below 2.0. Students did not have an opportunity to make up credits or complete credit recovery. The school did not provide enough opportunities for credit recovery. Classroom instruction did not meet student need for intervention or acceleration. Counseling or case management was not available to provide personalized support.	Personalized Student Support
<b>Post-Secondary Readiness</b>	Our A-G cutoff goal for 2015-16 was 69% or a growth of 4.9%. However, our current A-G completion was 40%. Although we met the goal of 4.9% of growth the reality is that we need to improve our A-G completion by 30%.	74% of 9th grade students enter reading several years below grade level. The majority are reading at an elementary school level (even across the EO, non-Sped population.) Instruction focuses on common core standards and not the teaching of reading. Academic literacy is not available to all students. Large EL and LTEL population who do not qualify to be reclassified as fluent. Teachers and students are not focused on the assessment as an indicator of reading proficiency and its impact on school performance success.	Equity/Access/Achievement
<b>Climate and Culture</b>	Due to the uncertainty of our attendance data we are unable to prove growth in this area. Our available data shows that we have 2% or 13 of our students chronically absent. In addition, we have decreased our suspensions by 50% or 100 but we still hold the highest suspension rate compared to other HS throughout our district. Our suspensions all fall under the violence band. Violence and lack of consistent SEL strategies remain a challenge.	There has not been consistent targeted intervention focused on attendance with a concentrated effort to bring students back into school. Poor academic performance for some students is a factor for not attending. Homeless and Foster youth are in situations where the home life fluctuates and makes it difficult to attend school. Newcomer population attendance often disrupted by need to work, especially in warmer months--many work construction/day labor/restaurant industry. The large number of new teachers and high teacher turnover impacts student attendance.	Equity/Access/Achievement
<b>Rigorous Academics</b>	Our LTEL students have not shown any growth for three consecutive years. Our reclassification cutoff was set at 5% but instead we decreased by -4.0. LTEL students are also multiple years behind in reading which indicates a need for a curriculum shift for our LTEL students.	High correlation to SRI score. Even though this is a baseline score, it is a indication of the lack of focus on academic literacy. Student population enters with below proficient scores; classroom instruction does not address the need. Academic support not available to all students. Large EL and LTEL population are not qualifying to be reclassified as fluent in English. Students do not have access to needed support.	Equity/Access/Achievement

<b>Pathway Development</b>	Consolidate one pathway to better match enrollment numbers to right-sized pathways. 9th graders and Newcomer students will continue to select into two pathways, but not three. CTE, ELA, social studies, and some science and math teachers will be cohorted into one pathway.	Though each pathway currently has a dedicated collaboration period, many teachers are forced to choose between pathway collaboration periods. Cohorting teachers into one of two pathways (or 9th grade or Newcomer) will allow teachers to focus their collaboration around curriculum and student support in one small learning community (SLC).	Building a Rigorous Academic Core: Teacher Conditions
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**2C. Current Strategy Analysis**

<b>Instructions:</b>	<p><b>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</b></p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>
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	<b>Current 16-17 Strategies</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Analysis of Strategy Implementation and Effectiveness</b>
<b>Schoolwide Instructional Improvement Strategy:</b>	Through direct instruction of literacy strategies, the ILT will support school wide implementation specifically focused on annotation, writing-to-learn, and academic conversation. PBL building on the Senior Capstone to reflect mastery of learning. Blended learning, specifically co-teaching and technology infusion. Advisory will support literacy that is embedded in college and career curriculum, school-wide readings, and explicit instruction in study skills.	No	Not Yet	As a school we have attempted 1) direct instruction of literacy strategies; 2) ILT supported implementation of literacy (reading, comprehension) strategies across content areas and grade levels; 3) will focus on vertical alignment of Senior Capstone for spring PD; 4) Advisory has supported study skills and college and career planning What's working: + Whole staff engaged in professional learning about literacy instruction; + Teachers are engaging in inquiry cycles and tracking focal students to monitor impact of their efforts to improve literacy; + school culture effort to elevate the importance of literacy growth; + SpEd team now working together to improve shared strategies What's not working: - pathway teams and other SLC's (math, SpEd, Spanish) are not necessarily focused on how they are supporting; - while pathway coach supports all academy collaboration, admin support has been little to none - co-teaching/inclusion model not structured to support teachers (GenEd and SpEd) nor students as effectively as needed
<b>Culture &amp; Climate Improvement Strategy:</b>	Increased focus on target populations with social emotional supports: case management, restorative justice, academic intervention and acceleration	No	Not Yet	1) We have recently hired an RJ coordinator; 2) Have worked to realign the assignment of case managers and the sharing of the student success and intervention across school, advisors, and support staff. <b>What's working:</b> 1) Teachers are following protocol for referrals; 2) COST following through with students identified as needing additional supports; 3) <b>What's not working:</b> 1) intervention strategies have yet to be defined; 2) Resources for students are not employed systemically and lack communication for students, teachers, parents, advisors; 3) Suspension rate very high, and few opportunities for restorative AND preventative practices for students with behavior infractions; 4) Schoolwide discipline does not lead to learning and restoration of community; 5) Need PD plan and outcomes for culture team
<b>Pathway Development Strategy:</b>	Integration of newcomer population into all career pathways with strategic staffing dedicated toward supporting pathway teachers in scaffolding and planning for newcomers.	Not Yet	Not Yet	1) Our NEST 10th graders have been cohorted into sheltered CTE classes in each of the three pathways; 2) Our 11th and 12th graders that have demonstrated EL proficiency have been mainstreamed into all three pathways (as opposed to just in Architecture); 3) Many SIFE students still not mainstreamed, regardless of grade as a result of academic skill need and ELD needs
<b>Design Feature #1 (New/Emerging):</b>	New site-based governance team focused on new teacher support and professional development	No	Yes	1) New organization structure grew out of ILT and teacher leaders in the spring of 2016, and built upon by new school leaders; 2) Multiple teams (design, ILT, culture, parent leaders) meet monthly to bi-monthly to lead school and discuss major decisions; 3) Central school-wide leadership team proposed in the summer of 2016 has not been able to meet due to time and capacity
<b>Design Feature #2 (New/Emerging):</b>	Advisory Period for all grades	Yes	Yes	1) All teachers and some support staff hold the role of advisors and meet two days per week with students; 2) Structure of grade-level (and NEST) leads meet monthly and collaborate with co-principal, pathway coach, WBL liason, and CR specialist to develop curriculum and support advisory effort; 3) One Wednesday PD each month is dedicated to supporting advisory implementation across the school; 4) Student-Led Conferences convened once per semester through Advisory
<b>Design Feature #3 (New/Emerging):</b>	Common Core Teacher Leaders providing instructional support for teachers and students focused on literacy achievement for LTELs and English only students	Yes	Not Yet	1) Leading pull-outs to pilot LLI and F&P with 9th grade student groups; 2) Supports 9th grade ELA teachers in literacy instruction; 3) Participates on ILT and helps to lead literacy-based PD; 4) Piloting small case load of coaches
<b>Signature Element #1 (Established):</b>	Newcomer Program-NEST	Yes	Yes	1) Well-established program strengthened with TSA position; 2) Visit to BinCA and MMA in Boston to support 5-year design of Newcomer program, specifically for unaccompanied minors that arrive mid-year and the large number of students designated as SIFE
<b>Signature Element #2 (Established):</b>	9th Grade House	Yes	Not Yet	1) Facilitated by CCTL and co-principal with participation by 9th grade counselor and case manager; 2) Focus on holistic support for 9th grade students as well as targeted academic needs; 3) Literacy PD and strategy PD at least once per week
<b>Signature Element #3 (Established):</b>	Senior Graduation Capstone Project	Yes	Yes	1) Capstone course to support students 2) Capstone mentor program targeting high needs seniors 3) Core team of teachers participating in quarterly district Capstone PDs for the second year; 4) ILT-led cycle of inquiry focused on vertical alignment of Capstone competencies for scheduled for spring 2017



### 3. EQUITY IMPERATIVE FOR YOUR SITE

Complete this by: **December 16, 2016**

As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
Improve literacy rates for ALL students, with a particular emphasis on students who are reading multiple years below grade level	All students read at/or above grade level by the end of 11th grade; Students who accelerate quickly or are already at or above grade level have more choice in elective options and have opportunities to become paid as literacy mentors for other students; All teachers see themselves as teachers of literacy and learn from one another in regard to literacy instruction; An assessment system (beyond SRI) exists to guide student literacy needs and targeted interventions as well as schoolwide, cross-disciplinary strategies

### 4. ANNUAL SCHOOL GOALS

Complete this by: **December 16, 2016**

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase graduation rate to 65% by June 2018.	Graduation Rate	All Students	53.0%	58.3%	65.0%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
Post-Secondary Readiness	Increase average SRI reading level to 25% by June 2018.	SRI	All Students	15.0%	20.0%	25.0%	3A.Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Climate and Culture	Reduce the chronic absence rate of African American students to 20% by June 2018.	Chronic Absence	All Students	1.7%*	25.0%	20.0%	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
Rigorous Academics	Increase the number of 12th grade students schoolwide meeting A-G requirements to 50% by June 2018 and ensure that 80% of 9th grade students meet A-G requirements.	A-G Completion	All Students	37.9%	44.0%	50.0%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)



<b>Pathway Development</b>	By 11th grade, 100% of students have demonstrated mastery in critical career readiness areas (i.e. resume writing, mock-interview) and 33% of students have successfully completed an internship opportunity by the beginning of 12th grade. Attention paid to ensure equity of access to career readiness opportunities for under-represented student groups (African American, ELL, SpEd, and foster youth)	Internship Participation: Percent of students who have completed an internship opportunity by the start of 12th grade	All Students	n/a	n/a	33.0%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
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**5. STRATEGIES** **Complete this by: February 28, 2017**

**Focused Annual Plan (FAP) Major Improvement Strategies**

<i>Identify five major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Schoolwide Language &amp; Literacy Improvement Strategy:</b>	Schoolwide Inquiry Cycles (EX: Citing text to support conclusion and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>Schoolwide Mathematics Improvement Strategy:</b>	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>Culture &amp; Climate/SEL Improvement Strategy:</b>	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
<b>Pathway Development/ Implementation Strategy:</b>	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions

**Measure N Design Features**

<i>Identify up to three Measure N design features that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Measure N Design Feature #1:</b>	Advisory and Case Management with explicit focus on supporting most at risk students (foster youth, incarcerated youth, SpEd, long-term ELL)	Personalized Student Support	Equity/Access/ Achievement
<b>Measure N Design Feature #2:</b>	Introduction to pathways and school mission through 9th grade elective wheel and 9th grade interventions (i.e. literacy acceleration and credit/skill recovery)	Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
<b>Measure N Design Feature #3:</b>	Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	Program of Study & Master Scheduling	School Leadership & School Vision

**Signature Elements (Established Practices)**

<i>Identify up to three established signature elements that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Signature Element #1 (Established):</b>	Veteran teachers (including CTE teachers and pathway leaders) who have led pathway design and instruction for many years. Students feel supported by and strong connection with their teachers. Veterans have helped to build out career readiness across pathways through strong industry partnerships that result in student internships, experiential site visits, and on-campus partnerships.	Building a Rigorous Academic Core: Teacher Conditions	Work-Based Learning
<b>Signature Element #2 (Established):</b>	Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population.	Equity/Access/ Achievement	Personalized Student Support
<b>Signature Element #3 (Established):</b>	Senior Capstone project well-established and driver for vertical alignment of rigorous student learning across the campus. All students, whether ELL, foster, SpEd, or gifted and talented should be held to a consistently and calibrated high-level of academic expectations, as well as supported individually to meet those expectations.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions

**6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES**

Complete this by: **February 28, 2017**

**Instructions:** *Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.*

*Target Student Group:* For each action, choose a primary student group that you expect to benefit.

*Title I Requirements:* If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).

*REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.*

**Schoolwide Inquiry Cycles (EX: Citing text to support conclusioning and inferences)**  
**SRI goal setting & monitoring through advisory & English classes**  
**Schoolwide Language & Literacy Improvement Strategy: Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;**

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
FTE ITL ( Instructional Teacher Leader) to support coherence across the school in standards-based literacy instruction	A3.4: Teacher Professional Development focused on Literacy	All Students	Measure G: TGDS	\$25,017.91	4399	Schoolwide Inquiry Cycles (EX: Citing text to support conclusioning and inferences)  SRI goal setting & monitoring through advisory & English classes  Schoolwide leveled Independent reading Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;	
Improve quality and consistency of teacher practice and student performance in Literacy Across the Curriculum through Inquiry Cycles.	A3.4: Teacher Professional Development focused on Literacy	All Students					
Define Tiers 1,2,3 academic interventions and supports practices to increase literary and increase SRI profeciency.	A3.2: Reading Intervention	All Students	Program Investment	\$15,096.00	1105	Schoolwide Inquiry Cycles (EX: Citing text to support conclusioning and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;	

Use STIP SUB to provide release time for PLCs, curriculum planning, lesson/unit design and lesson study observations. Stip Sub to release Teacher Leaders and key staff to visit other schools to observe and learn from instruction, school culture and family engagement practices.	A2.1: Implementation of CCSS & NGSS	All Students	Measure G: TGDS	\$15,096.00	1105	Schoolwide Inquiry Cycles (EX: Citing text to support conclusioning and inferences)  SRI goal setting & monitoring through advisory & English classes  Schoolwide leveled Independent reading Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;	
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**Schoolwide Mathematics Improvement Strategy: Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.**

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Create systems and structures for monitoring formative and summative data to best support ELL, SpEd, and foster youth.	A2.1: Implementation of CCSS & NGSS	Other	General Purpose Discretionary	\$33,646.30	5732	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	
Implement schoolwide math strategies such as claims and evidence to ensure all students are well prepared for college.	A2.1: Implementation of CCSS & NGSS	All Students					
Math teachers have dedicated collaboration period to build upon TRU math collaboration work this year - math teachers will all have at least one other teacher with a similar teaching assignment (i.e. Geometry) to support lesson study and shared curricular collaboration to support most challenged sub-groups (ELL, SpEd, foster youth).	A2.9: Targeted School Improvement Support	Foster Youth					
Personalized learning opportunities in mathematics through digital playlists, robotics and advanced computer science, and concurrent enrollment for advanced math classes (i.e. calculus) to challenge gifted and talented students and differentiated support for ELL, SpEd, and other students;	A2.9: Targeted School Improvement Support	Students with Disabilities	Title I: Basic	\$15,935.70	5732	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	

**Culture & Climate/SEL Improvement Strategy: Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.**

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
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Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA). To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	A5.1: School Culture & Climate (Safe & Supportive Schools)	Low-Income Students	Measure N	\$50,991.48	2405	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	
Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students					
FTE for Restorative Justice Coordinator that will support/train in Tier 1,2,3 RJ practices. Build SEL competencies of adults serving students. Provide SEL education to adults during staff meetings. Build teacher competency on SEL supports for specific student populations (African American males, ELs, Low Income, SpEd, Foster youth, etc.)	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	General Purpose Discretionary	\$25,000.00	5736	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	
FTE for Community Relations for family engagement staffing to implement activities aligned to school priorities including academics, goal setting, attendance, college/career, and HS transition. Use of data analysis protocols with SSC, EL's committee and Parent Leadership groups.	A6.5: Academic Parent-Teacher Communication & Workshops	All Students					

**Pathway Development/Implementation Strategy: Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohort pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.**

<b>Strategic Action</b>	<b>Associated LCAP Action Area</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Title 1 Requirement Addressed by Practices (if any)</b>
Small Learning Communities and Academic/Career Pathways	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure N				
CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway. Each pathway will provide students with the skills and knowledge necessary to enter an occupation Organize work-based experiences, internships, college/career field trips, and career days/guest speakers.	A1.1: Pathway Programs	All Students	Measure N	\$350,545.50	1105	Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	
Develop and implement pathway coaching plans that support a cycle of continuous improvement that are aligned to the Linked Learning model of high quality college and career pathways improvement for the purpose of achieving "Certified" status in Linked Learning Pathway.	A1.1: Pathway Programs	All Students	Measure N	\$78,024.00	5708	Improve curriculum intergration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohort pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	
Build pathway contacts with businesses, community, and post-secondary partners for instructional and advisory supports aligned to pathway student learning outcomes and work-based learning goals.	A1.1: Pathway Programs	All Students					

<b>Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies)</b>							
<b>Strategic Action</b>	<b>Associated LCAP Action Area</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Title 1 Requirement Addressed by Practices (if any)</b>
Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA).To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	A2.2: Social Emotional Learning	All Students	Program Investment	\$19,963.21	5825	Advisory and Case Management with explicit focus on supporting most at risk students (foster youth, incarcerated youth, SpEd, long-term ELL)	
Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA).To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	A2.2: Social Emotional Learning	All Students	CALL	\$30,000.00	5825	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	
Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA).To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	A2.2: Social Emotional Learning	All Students	LCFF Concentration	\$6,969.21	5825		
Assistant Principals will observe seven teachers with 0-2 years of experience. AP will create and use sub weekly schedule that includes regular time to conduct observation and feedback with teachers before, during and after school.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	CALL	\$84,465.73	1305	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory.	
Use student-led conferences as a tool for students to take responsibility for using data to reflect on progress and for setting and accomplishing own goals. Newcomer teachers and program coordinator differentiate for students with interrupted formal education (SIFE) as well as unaccompanied minors - in addition to supporting their EL needs, our Newcomer students need support navigating and accessing resources from the foster, special education, and legal systems	A4.3: Newcomer Programs	English Learners	LCFF Supplemental	\$320,589.71	1105	Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population. Newcomer teachers and program coordinator differentiate for students with interrupted formal education (SIFE) as well as unaccompanied minors - in addition to supporting their EL needs, our Newcomer students need support navigating and accessing resources from the foster, special education, and legal systems	
FTE for New teacher support who will provide classroom-based instructional mentoring to all first and second year (new or recently returning) teachers. In addition to mentoring, coach will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting newcomer students.	A4.3: Newcomer Programs	English Learners	Title I: Basic	\$82,514.49	1905	Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population.	Targeted Support for Newcomers (if relevant)



**SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: <i>Beginning &amp; Designing</i> 2: <i>Developing &amp; Approaching</i>	<b>3: <i>Meeting and Advancing</i></b> <b>4: <i>Excelling and Sustaining</i></b>
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1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	3-			<b>Strengths:</b> Some parts of the vision/mission are measurable, some parts are aligned with what academies are doing. Working towards calibration around PBL, making work public, looking at it critically and around rigor. Different groups have leadership roles; strong teacher leadership. Co-creative spirit on campus. Site governance team and ILT are on a path of growth and development. <b>Challenges:</b>	Disconnection between various leadership groups. Administrative turnover. Teacher turnover.
Leadership Configuration	2+	2				
Distributive Leadership	2+	2				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	2+			<b>Strengths:</b> Partnerships with feeder schools. Population reflects OUSD's demographics, including newcomers and SpEd. Students are distributed to all 3 pathways for 9th graders in the spring before they enter pathways in 10th grade, with attention to GPA, gender, ethnicity. <b>Challenges:</b> Due to open enrollment options process, many students do not consider FHS their first choice	Community perception of FHS. Historical pattern of placing newcomers in the Architecture pathway. Protocol for placing new students/transfers not established.
Diverse Student Representation	3+	3				
Closing the Opportunity Gap	2	2+				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	2+			<b>Strengths:</b> Weekly collaboration periods for 9th grade team and pathway teams. Cohorting is working in pockets, stronger in some areas. Teams are having conversations about looking at student work, peer observation, focusing on common skills. <b>Challenges:</b> Not all teachers are able to collaborate with pathway teams when they teach in multiple pathways. Mixed-cohort courses make it difficult to align cross-curricular projects and assignments.	Enrollment size not optimal for 3 pathways. Not enough support or planning time to fully develop collaboration time.
Integrated Core	2	3-				
Cohort Scheduling	2+	2				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2			<b>Strengths:</b> Happening in pockets. Departments have had periodic meetings for PD and curriculum development. Some teachers have piloted collaborations between CTE and academic courses. <b>Challenges:</b> Not happening schoolwide. Has not been explicit PD or support around instruction of collaborative	Collaborative learning has not been an ILT or schoolwide focus. Cross-cohort teaching and mixed-cohort classes has made it challenging to integrate academic and technical content within pathways.
Collaborative Learning	1	2				



<b>5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>2014-15 Score</b>	<b>Current Score</b>		<b>Current Status Data to Support Scores</b>	<b>Analysis of Strengths and Challenges</b>	<b>Root Cause(s)</b>
Sharing Best Practice	2	2+			Strengths: Intentional work being done around sharing best practices is happening in departments. New teachers have observed veteran teachers, and vice	Administrative and faculty turnover and instability has made it difficult to build.
Collaboration Time	2	2				
Professional Learning	2	2				
<b>6. WORK-BASED LEARNING</b>	<b>2014-15 Score</b>	<b>Current Score</b>		<b>Current Status Data to Support Scores</b>	<b>Analysis of Strengths and Challenges</b>	<b>Root Cause(s)</b>
Types of Student Experiences	2	2			Strengths: Student internships will continue to expand this summer and grow excitement and connections for WBL in 2016-17.	Turnover and transition from the CTE Specialist role (Claire Mueller, who had done that work for 5 years at FHS) to the CCRS
Pathway Outcomes	1	2+				
Pathway Evaluation	1	2				
<b>7. PERSONALIZED STUDENT SUPPORT</b>	<b>2014-15 Score</b>	<b>Current Score</b>		<b>Current Status Data to Support Scores</b>	<b>Analysis of Strengths and Challenges</b>	<b>Root Cause(s)</b>
Support of Student Needs	2	2			Strengths: Case managers in 9th and 10th grade have provided valuable support. Pathway teams and	Teachers in multiple pathways makes streamlining and focusing student support a challenge.
College & Career Plan	2	2				

# Fremont High School

Ron Smith

School Demographics 2015-16

780 students	ELL: 36.7%	AA: 25.5%	ME: 0.1%
	SWD: 11.3%	A: 4.7%	NA: 0.0%
	LI: 82.8%	F: 0.6%	PI: 4.4%
		L: 61.0%	W: 1.2%

See below for abbreviation definitions & notes

## Result Summary

Academic	Status	2.23
	Growth	3.54
Culture/Climate	Status	2.25
	Growth	2.25
Overall Tier		2.63



Color	Score
Blue	5+
Green	4
Yellow	3
Orange	2
Red	1



## School Performance Framework

Academic Status	30%
Academic Growth	30%

<b>2.23</b>	Total Index Score
<b>3.54</b>	

All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	

### Academic Domain

Academic Domain	Status	Score	%	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	%	N	Index Level	Points Earned	%	N	Index Level	Points Earned	%	N	Index Level	Points Earned	%	N	Index Level	Points Earned	%
SBAC Math (Smarter Balanced Mathematics)	1.00	3.29	+6.0 pp	144	4	0.067 out of 0.083	AA	-4.0 pp	31	1	0.006 out of 0.028	0.0 pp	46	2	0.011 out of 0.028	n/a	16	n/a	0.000 out of 0.000	+9.0 pp	122	5	0.006 out of 0.028	0.111 out of 0.167				
SRI (Scholastic Reading Inventory)	1.00	3.19	4.0%	131	1	0.017 out of 0.083	AA	0.0%	34	1	0.006 out of 0.028	2.0%	43	1	0.006 out of 0.028	n/a	14	n/a	0.000 out of 0.000	5.0%	106	1	0.006 out of 0.028	0.033 out of 0.167				
Graduation*	1.16	5.69	+2.0 pp	140	3	0.050 out of 0.083	AA	0.0 pp	28	2	0.011 out of 0.028	+2.0 pp	46	3	0.017 out of 0.028	n/a	15	n/a	0.000 out of 0.000	+3.0 pp	119	3	0.017 out of 0.028	0.094 out of 0.167				
A-G Completion*	1.94	4.75	15.0%	640	1	0.017 out of 0.083	AA	6.0%	177	1	0.004 out of 0.021	3.0%	226	1	0.004 out of 0.021	7.0%	91	1	0.004 out of 0.021	16.0%	512	1	0.004 out of 0.021	0.033 out of 0.167				
Pathway Participation	6.00	6.00	+3.0 pp	676	3	0.050 out of 0.083	AA	-4.0 pp	173	1	0.004 out of 0.021	+3.0 pp	257	3	0.013 out of 0.021	+4.0 pp	97	3	0.013 out of 0.021	+2.0 pp	496	3	0.013 out of 0.021	0.092 out of 0.167				
College Level Courses	2.72	1.16	53.0%	156	1	0.017 out of 0.083	L	44.0%	100	1	0.004 out of 0.021	37.0%	83	1	0.004 out of 0.021	52.0%	21	1	0.004 out of 0.021	66.0%	120	2	0.008 out of 0.021	0.038 out of 0.167				
On Track 9th-10th Graders	2.09	2.09	+8.0 pp	176	5	0.083 out of 0.083	L	+3.0 pp	101	5	0.021 out of 0.021	+3.0 pp	98	5	0.021 out of 0.021	+1.0 pp	29	3	0.013 out of 0.021	+7.0 pp	103	5	0.021 out of 0.021	0.158 out of 0.167				
			40.0%	91	2	0.033 out of 0.083	AA	9.0%	22	1	0.008 out of 0.042	#VALUE!	17	n/a	0.000 out of 0.000	n/a	1	n/a	0.000 out of 0.000	44.0%	73	2	0.017 out of 0.042	0.058 out of 0.167				
			+9.0 pp	88	5	0.083 out of 0.083	AA	-2.0 pp	28	1	0.008 out of 0.042	#VALUE!	29	n/a	0.000 out of 0.000	n/a	17	n/a	0.000 out of 0.000	+14.0 pp	67	5	0.004 out of 0.042	0.133 out of 0.167				
			94.0%	475	5	0.083 out of 0.083	AA	93.0%	125	5	0.021 out of 0.021	93.0%	171	5	0.021 out of 0.021	96.0%	56	5	0.021 out of 0.021	98.0%	382	5	0.021 out of 0.021	0.167 out of 0.167				
			-6.0 pp	462	5	0.083 out of 0.083	AA	-7.0 pp	116	5	0.021 out of 0.021	-7.0 pp	164	5	0.021 out of 0.021	-4.0 pp	64	5	0.021 out of 0.021	-2.0 pp	335	5	0.021 out of 0.021	0.167 out of 0.167				
			11.0%	254	3	0.050 out of 0.083	AA	1.0%	71	1	0.004 out of 0.021	9.0%	76	2	0.008 out of 0.021	0.0%	28	1	0.004 out of 0.021	11.0%	201	3	0.013 out of 0.021	0.079 out of 0.167				
			-13.0 pp	265	1	0.017 out of 0.083	AA	-9.0 pp	60	1	0.004 out of 0.021	-10.0 pp	78	1	0.004 out of 0.021	0.0 pp	35	2	0.008 out of 0.021	-16.0 pp	198	1	0.004 out of 0.021	0.038 out of 0.167				
			47.0%	477	2	0.033 out of 0.083	AA	27.0%	106	1	0.004 out of 0.021	46.0%	241	2	0.008 out of 0.021	42.0%	62	2	0.008 out of 0.021	52.0%	352	2	0.008 out of 0.021	0.063 out of 0.167				
						0.017					0.008				0.004				0.004				0.013		0.046			

On Track 11th-12th Graders	growth	1.47
	status	3.19
	growth	2.41

growth	1.47
status	3.19
growth	2.41

-3.0 pp	406	1	out of 0.083	AA	+1.0 pp	108	2	out of 0.021	-10.0 pp	178	1	out of 0.021	-1.0 pp	56	1	out of 0.021	+2.0 pp	296	3	out of 0.021	out of 0.167
66.0%	255	3	out of 0.083	AA	50.0%	72	2	out of 0.021	76.0%	76	3	out of 0.021	50.0%	28	2	out of 0.021	71.0%	202	3	out of 0.021	out of 0.167
-3.0 pp	265	1	out of 0.083	AA	-6.0 pp	61	1	out of 0.021	+7.0 pp	78	5	out of 0.021	+15.0 pp	23	5	out of 0.021	+1.0 pp	198	2	out of 0.021	out of 0.167

N represents the count of students contributing to the result in the most recent year of data for status, or the prior year for growth.

Elevation Network

## School Performance Framework



See below for abbreviation definitions

Culture/Climate Status	20%
Culture/Climate Growth	20%

2.25	Total Index Score
2.25	

All Students				LPRG (lowest performing racial/ethnic group)				ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	

### Culture/Climate Domain

Chronic Absence	status	
	growth	
Suspensions	status	1.00
	growth	1.00
Reclassification	status	3.50
	growth	1.00
Culture/Climate Survey Student	status	2.25
57.9% participation rate	growth	1.00
Culture/Climate Survey Parent	status	
2.3% participation rate	growth	
Culture/Climate Survey Staff	status	2.25
59.7% participation rate	growth	1.00
Social Emotional Learning Survey	status	2.25
57.9% participation rate	growth	6.00

status	
growth	
status	1.00
growth	1.00
status	3.50
growth	1.00
status	2.25
growth	1.00
status	
growth	
status	2.25
growth	1.00
status	2.25
growth	6.00

	733		0.000 out of 0.000	n/a				0.000 out of 0.000		319			0.000 out of 0.000		90			0.000 out of 0.000		553			0.000 out of 0.000	0.000 out of 0.000
0.0 pp	674		0.067 out of 0.000	n/a	0.0 pp			0.000 out of 0.000	0.0 pp	257			0.000 out of 0.000	0.0 pp	80			0.000 out of 0.000	0.0 pp	495			0.000 out of 0.000	0.000 out of 0.000
15.2%	893	1	0.025 out of 0.125	AA	34.6%	240	1	0.006 out of 0.031	9.4%	373	1	0.006 out of 0.031	28.7%	108	1	0.006 out of 0.031	16.7%	658	1	0.006 out of 0.031			0.006 out of 0.031	0.050 out of 0.250
+2.9 pp	873	1	0.025 out of 0.125	AA	+9.2 pp	240	1	0.006 out of 0.031	+4.9 pp	337	1	0.006 out of 0.031	+8.3 pp	93	1	0.006 out of 0.031	+3.3 pp	626	1	0.006 out of 0.031			0.006 out of 0.031	0.050 out of 0.250
19.0%	69	3	0.150 out of 0.250	N/A																	0.150 out of 0.250			
-4.0 pp	83	1	0.050 out of 0.250	N/A																	0.050 out of 0.250			
43.0%	455	2	0.025 out of 0.063	AA	38.0%	81	2	0.025 out of 0.063	N/A													0.025 out of 0.125		
-8.0 pp	233	1	0.013 out of 0.063	AA	-0.1	47	1	0.013 out of 0.063	N/A													0.025 out of 0.125		
	18		0.000 out of 0.000	n/a				0.000 out of 0.000	N/A													0.000 out of 0.000		
0.0 pp	71		0.000 out of 0.000	n/a	0.0 pp			0.000 out of 0.000	N/A													0.000 out of 0.000		
46.0%	46	2	0.050 out of 0.125	N/A																	0.050 out of 0.125			
-25.0 pp	63	1	0.025 out of 0.125	N/A																	0.025 out of 0.125			
43.0%	455	2	0.050 out of 0.125	L	43.0%	290	2	0.050 out of 0.125	N/A													0.100 out of 0.250		
+10.0 pp	233	5	0.125 out of 0.125	L	0.07	131	5	0.125 out of 0.125	N/A													0.250 out of 0.250		

**Attendance Rate**

status	
growth	

			0.000 out of 0.000	N/A
0.0 pp			0.000 out of 0.000	N/A

0.000 out of 0.000
0.000 out of 0.000

Notes: ppt = percentage point change from prior year rounded to the nearest 1ppt, ELL = English Learner, RE = Race/Ethnicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple ethnicity, PI = Pacific Islander, W = White, NA =Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDs) day 2015; N for growth is the N for the prior year of data; N is not shown for Attendance Rate because the denominator there corresponds to total sum of days enrolled for all students across the year for that site rather than the count of students. When the LPRG N for the prior year of data did not meet 20 students, results are suppressed for growth for that indicator.

Total Score = (total weight received/total weight out of)\*5, rescaled to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; the Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 10/11/16.

\*Denotes indicators for which results are from 2014-15 rather than 2015-16 due to a one year delay in data reporting.

**PATHWAY PLAN**

**1. ABOUT THE PATHWAY**

*Complete this by:*

**Instructions:**

**1A) Pathway Description:** Your pathway description from your 16-17 Site Plan will appear here.

**1B) Pathway Mission and Vision:** Your mission and vision from your 16-17 Site Plan will appear here.

<b>School:</b>	Fremont High School	<b>Pathway:</b>	Mandela Law & Public Service	<b>School ID:</b>	302
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**1A. Pathway Description**

A California Partnership Academy that provides work-based hands-on learning experiences in the career pathways of law, local and state government and lawmaking, public service, and (introducing next year) in forensics/biotechnology. All students build stronger literacy skills and develop a foundation in legal research, writing and creating persuasive arguments based on evaluated evidence and advocacy work gaining an understanding of their rights and avenues for civic engagement. Student learning is enriched with cross-curricular collaboration, law-themed courses and cross-curricular culminating projects each year building to a capstone research problem analyzed in writing and presented orally to industry partners.

**1B. Pathway Mission and Vision**

Mandela Law & Public Service Academy seeks to provide every Oakland student the opportunity to engage in and succeed in the academic and practical foundations of law and public service and through consistent engagement with rigorous academics, respect for diverse points of view and work based learning experiences, Mandela students become active, articulate, compassionate, critical thinkers skilled to confront injustice and to succeed in the future they choose in college, careers, and community.

**1C. Pathway Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	47.5%	52.5%	TBD	TBD	16.4%	TBD	14.8%	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	36.1%	1.6%	7.4%	49.2%	0.0%	4.9%	0.8%	0.0%	TBD

**1D. Pathway Performance Data**

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	----	----	----	28.5%	46.7%	TBD
On Track to Graduate (Grade 10)	23.5%	28.6%	39.3%	20.4%	33.6%	TBD
On Track to Graduate (Grade 11)	20.9%	23.3%	37.3%	18.5%	35.4%	TBD
On Track to Graduate (Grade 12)	57.1%	51.6%	28.6%	45.2%	44.8%	TBD
A-G Completion (Grade C or Better)	70.8%	34.6%	TBD	37.9%	51.2%	TBD

A-G Completion (African American Students)	20.0%	15.4%	TBD	9.5%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	33.3%	TBD	9.1%	15.6%	TBD
A-G Completion (English Learners)	100.0%	66.7%	TBD	48.1%	33.9%	TBD
A-G Completion (Foster Youth)	----	----	TBD	0.0%	20.8%	TBD
<b>Post-Secondary Readiness</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
AP Course Access (All Students)	28.7%	27.7%	37.8%	21.7%	25.7%	TBD
AP Course Access (African American Students)	18.2%	8.5%	10.0%	5.6%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	15.6%	8.0%	TBD	5.5%	7.9%	TBD
% of Seniors with GPA > 3.5	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
<b>Climate and Culture</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
Chronic Absence (All Students)	TBD	TBD	TBD	2.0%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	3.3%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	0.0%	19.2%	TBD
Suspension Rate	13.1%	17.5%	7.3%	15.2%	TBD	TBD
No Suspensions (African American Males)	79.5%	66.7%	80.0%	69.7%	91.2%	TBD
No Suspensions (Foster Youth)	100.0%	50.0%	75.0%	89.5%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	8.7%	TBD	TBD
<b>Rigorous Academics</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
English Learner Reclassification Rate	TBD	TBD	TBD	9.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	18.8%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	13.2%	15.3%	TBD	15.1%	23.9%	TBD

## 2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

### 2A. Pathway Strengths and Challenges

Instructions:	<p><b>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</b></p> <ul style="list-style-type: none"> <li>• What strengths and challenges do you see in your 16-17 SPF?</li> <li>• 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?</li> </ul> <p><i>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, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
	<b>Focal Area</b>	<b>Strengths</b>	<p><b>Challenges</b> (List all challenges impacting each focal area.)</p>

<b>Graduate Outcomes</b>	75 students chose Mandela L&PS academy. 14 out of 17 Mandela focal seniors are on track with their senior project. Through CTE classes, students have an intervention opportunity to raise their grades and pass courses they are behind in each semester.	Too many students have too many Ds & Fs. Too many students had schedules with double math or double science. It should be math & math remediation & science & science remediation. Some students are off track to graduate due to no Spanish teacher for the past two years. Some students left for alt-ed high schools to complete their credits.	Too many students have too many Ds & Fs.
<b>Post-Secondary Readiness</b>	12 students have completed a rigorous ECCO internships.	Since too many students have too many Ds & Fs, they are not eligible for internships because they need credit recovery. Strong graduating students in the class of 2015 have already left college due to overwhelmed with the work, family crisis, inadequate financial counseling, and dealing with the disconnect between expectations at FHS & expectations in college. Students are also shocked by the racism they are encountering college.	Too many college dropouts
<b>Climate and Culture</b>	Every class has gone on an overnight field trip in the last 18 months to plan culture & climate for the academy & school.	Due to a new admin team and a crisis with an SSO & the AP & the cheer team, we have a larger group of African American students and the female students in general who are walking the hallways or cutting class.	Large group of African American students who are walking the hallways or cutting class.
<b>Rigorous Academics</b>	Increase in students (including AA males & Latino males) participating in AP courses. 100% of AP Spanish students passed the AP course & test. Doubled AP participation rate.	We cannot get students of color prepared for AP Span or Span 3 because the sequence in Spanish is not staffed and we are running a Span 1 & EPH 2 room without a teacher for the second year. Still need to increase male participation in AP courses. African American males in particular are not prepared for AP.	African American males in particular are not prepared for AP and/or dual enrollment.

**2B. Pathway Root Cause Analysis from Measure N Design**

**Instructions:**

***Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.***

- For each priority, identify at least one root cause for a challenge you listed above.
- Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).
- Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.

*Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.*

[Root Cause Analysis Primer.](#)

<b>Focal Area</b>	<b>Highest Leverage Challenge (will autopopulate from the table above)</b>	<b>Root Cause Analysis of Highest Leverage Challenge</b>	<b>Linked Learning Criteria</b>
<b>Graduate Outcomes</b>	Too many students have too many Ds & Fs.	Students unclear on credits, requirements, and what is needed to be successful in school. Failure to retain teachers & failure to provide time and space for collaboration on improving skills & strategies. Staff misalignment on grading criteria, rubrics, late work and make-up work policies. Inconsistent opportunities for out-of-class tutoring and academic support.	Equity/Access/ Achievement
<b>Post-Secondary Readiness</b>	Too many college dropouts.	Students have not had adequate experience and preparation for college rigor, as well as the logistics, structures and resources available in college. Students have not had effective and positive experiences in dual enrollment classes. Students have not seen themselves as successful college students in the future.	Personalized Student Support



<b>Climate and Culture</b>	Large group of African American students who are walking the hallways or cutting class.	Lack of strategies to engage traumatized and underrepresented students. Misalignment of staff, school security officers, and expectations of staff and students in the hallway. Students not experiencing classes as engaging, or not having access to support when class expectations and rigor and challenging.		Building a Rigorous Academic Core: Student Conditions
<b>Rigorous Academics</b>	African American males in particular are not prepared for AP and/or dual enrollment.			Equity/Access/Achievement
<b>2C. Current Strategy Analysis</b>				
<b>Instructions:</b>	<p><b>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</b></p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>			
<b>Current 16-17 Strategies</b>		<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Analysis of Strategy Implementation and Effectiveness</b>
<b>Pathway Instructional Improvement Strategy:</b>	Provide more time and guidance and collaboration to teachers on instruction.	Not Yet	Yes	Teachers on the Mandela team have frequently and regularly shared units, lessons, and student work during their collaboration period. Quick integration of newer teachers into academy team. Chemistry and Law CTE teachers collaborated extensively to design and deliver a cross-curricular unit project on Forensics. The routine and effectiveness of the collaboration period was disrupted when the academy lead and an additional teacher were tapped to serve as teachers of record for the dual enrollment Community Violence Prevention course. It was a trade-off that was worth it to launch the DE course, but team collaboration has been less cohesive since that transition second semester.
<b>Pathway Design Feature #1 (New/Emerging):</b>	Design a structure and provide time to monitor around observing teachers.	No	No	It was a goal this year that was unsustainable due to the other projects and priorities the pathway took on. Support for teachers occurred most frequently in reflective and supportive conversations as a collaboration team. Observing peers happened on an ad hoc infrequent basis when there was a high need for intervention and support. Teacher turnover mid-year hampered efforts to create a more solid structure for peer observation.
<b>Pathway Design Feature #2 (New/Emerging):</b>	Design and implement a pilot of units which integrate biotechnology/law curriculum.	Yes	Yes	High engagement and success with this curriculum. Chemistry teacher shared student work with peers as part of whole-staff cycle of inquiry work and is working to document the lessons, student outcomes, and teacher learnings. This was an exciting unit and collaboration.
<b>Pathway Design Feature #3 (New/Emerging):</b>	Strengthen our dual enrollment program with the addition of a political science course leading to legal interpretation certificate.	Yes	Yes	High interest at the beginning, strong persistence of close to 30 students through the course. Established strong connection and collab with CoA instructor. Strong scaffolding & support for most students' first college class. Increased confidence for students getting into college and persisting. Groundwork laid for community violence prevention certificate. This work is not sustainable with teachers of record giving up their prep periods. The Peralta minimum of 25 students is challenging to meet and support, even with high student interest.
<b>Pathway Signature Element #1 (Established):</b>	Family structure which nurtures students and teachers.	Not Yet	Yes	Emphasis on student led conferences. Saturday lunch for conferences that happened on the weekend. Graduate Capstone study parties. Energy for a "block party" celebration, the initial idea, shifted into supporting student led conferences especially when teacher turnover mid-year necessitated intervention and support with those advisories. Onboarding a student support mentor specifically targeting high risk low performing African American students, has been a critical support. He has been consistent, takes the work seriously, is constantly moving and working, has strong love and belief in the kids, and has been a positive adult presence. Effectiveness was hampered by the difficulty and duration of the consultant contracting and hiring process, which didn't allow him to start until second semester.
<b>Pathway Signature Element #2 (Established):</b>	Strong structure and support and success in placing students in industry internships.	Yes	Yes	Many solid internship placements already locked in as of mid-April. Experienced pathway teacher as internship coordinator has played a huge role. Turnover of LLO leadership led to a great deal of miscommunication and misalignment in support for site process.

<b>Pathway Signature Element #3 (Established):</b>	Teacher support -- priority and time given to teacher collab and coaching.	Not Yet	Not Yet	Team of pathway teachers having a shared collaboration period has been prioritized in the master schedule. Effectiveness was hampered by the pathway lead giving up collab period to be dual enrollment teacher of record, and also the co-leads not having aligned preps in order to plan collab time more cohesively and seamlessly as well as co-coordinate support for teacher coaching.
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<b>3. EQUITY IMPERATIVE FOR YOUR PATHWAY</b>	<b>Complete this by:</b>
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*As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)*

<b>Equity Imperative</b>	<b>What will be true in three years if you continue to focus on this imperative?</b>

<b>4. ANNUAL PATHWAY GOALS</b>	<b>Complete this by:</b>
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*Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.*

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
<b>Graduate Outcomes</b>	To provide time and guidance for collaboration for teachers to share strategies to improve lessons	On Track to Graduate	All Students				
<b>Post-Secondary Readiness</b>	Increasing and prioritizing dual enrollment and a more seamless bridge between high school & college.	Concurrent Enrollment	All Students				
<b>Climate and Culture</b>	To provide time and strategies for teachers to engage with and support African American students.	Culture/Climate: Student	Lowest Performing Racial Group				
<b>Rigorous Academics</b>	To provide time and guidance for teacher collaboration, sharing strategies to improve lessons and assessments.	Graduation Rate	All Students				

<b>5. STRATEGIES</b>	<b>Complete this by:</b>
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<b>Focused Annual Plan (FAP) Major Improvement Strategies</b>
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*Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.*

		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Schoolwide Language &amp; Literacy Improvement Strategy:</b>	Schoolwide Inquiry Cycles (EX: Citing text to support conclusiong and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>Schoolwide Mathematics Improvement Strategy:</b>	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>Schoolwide Culture &amp; Climate/ SEL Improvement Strategy:</b>	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
<b>Pathway Instructional Improvement Strategy</b>			

**Pathway Measure N Design Features**

<i>Identify up to three Measure N design features that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Pathway Measure N Design Feature #1:</b>	Strengthen dual enrollment sequence with the addition of a fieldwork course and a second Political Science course to complete the Community Violence Prevention certificate.	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
<b>Pathway Measure N Design Feature #2:</b>	Introduce a Youth Court elective to provide conflict management and restorative justice learning and practice for students.	School Leadership & School Vision	Personalized Student Support
<b>Pathway Measure N Design Feature #3</b>	Introduce a "Know Your Rights" project experience for 9th grade students	School Leadership & School Vision	Equity/Access/ Achievement

**Pathway Signature Elements (Established Practices)**

<i>Identify up to three established signature elements that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Pathway Signature Element #1 (Established):</b>	Family structure which nurtures students and teachers.	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
<b>Pathway Signature Element #2 (Established):</b>	Strong structure and support and success in placing students in industry internships.	Work-Based Learning	Personalized Student Support
<b>Pathway Signature Element #3 (Established):</b>	Cross-curricular units in forensics/biotechnology which integrate Chemistry and Law CTE courses.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

**6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES**

**Complete this by:**

<b>Instructions:</b>	<p><b>Task:</b> Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities.</p> <p><b>Target Student Group:</b> For each action, choose a primary student group that you expect to benefit.</p>
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**Pathway Measure N Design Feature #1:** Strengthen dual enrollment sequence with the addition of a fieldwork course and a second Political Science course to complete the C

<b>Strategic Action</b>	<b>Associated LCAP Action Area (required for all funded actions)</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Practice Number</b>
Violence Prevention Certificate sequence - Dual enrollment books & materials	A1.1: Pathway Programs	All Students		\$4,000.00		Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	302-Mandela Law & Public Service-1
							302-Mandela Law & Public Service-2
							302-Mandela Law & Public Service-3
							302-Mandela Law & Public Service-4
							302-Mandela Law & Public Service-5
							302-Mandela Law & Public Service-6
							302-Mandela Law & Public Service-7

							302-Mandela Law & Public Service-8
							302-Mandela Law & Public Service-9
							302-Mandela Law & Public Service-10
							302-Mandela Law & Public Service-11
							302-Mandela Law & Public Service-12
							302-Mandela Law & Public Service-13
							302-Mandela Law & Public Service-14
							302-Mandela Law & Public Service-15
							302-Mandela Law & Public Service-16

**Pathway Measure N Design Feature #2:** Introduce a Youth Court elective to provide conflict management and restorative justice learning and practice for students.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							302-Mandela Law & Public Service-17
							302-Mandela Law & Public Service-18
							302-Mandela Law & Public Service-19
							302-Mandela Law & Public Service-20
							302-Mandela Law & Public Service-21
							302-Mandela Law & Public Service-22
							302-Mandela Law & Public Service-23
							302-Mandela Law & Public Service-24
							302-Mandela Law & Public Service-25
							302-Mandela Law & Public Service-26
							302-Mandela Law & Public Service-27
							302-Mandela Law & Public Service-28
							302-Mandela Law & Public Service-29
							302-Mandela Law & Public Service-30
							302-Mandela Law & Public Service-31

								302-Mandela Law & Public Service-32
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**Pathway Measure N Design Feature #3:** Introduce a "Know Your Rights" project experience for 9th grade students

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							302-Mandela Law & Public Service-33
							302-Mandela Law & Public Service-34
							302-Mandela Law & Public Service-35
							302-Mandela Law & Public Service-36
							302-Mandela Law & Public Service-37
							302-Mandela Law & Public Service-38
							302-Mandela Law & Public Service-39
							302-Mandela Law & Public Service-40
							302-Mandela Law & Public Service-41
							302-Mandela Law & Public Service-42
							302-Mandela Law & Public Service-43
							302-Mandela Law & Public Service-44
							302-Mandela Law & Public Service-45
							302-Mandela Law & Public Service-46
							302-Mandela Law & Public Service-47
							302-Mandela Law & Public Service-48

**Pathway Signature Element #1 (Established):** Family structure which nurtures students and teachers.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Student Support Mentor (see Media Academy tab for allocation)							302-Mandela Law & Public Service-49
							302-Mandela Law & Public Service-50
							302-Mandela Law & Public Service-51
							302-Mandela Law & Public Service-52

							302-Mandela Law & Public Service-53
							302-Mandela Law & Public Service-54
							302-Mandela Law & Public Service-55
							302-Mandela Law & Public Service-56
							302-Mandela Law & Public Service-57
							302-Mandela Law & Public Service-58
							302-Mandela Law & Public Service-59
							302-Mandela Law & Public Service-60
							302-Mandela Law & Public Service-61
							302-Mandela Law & Public Service-62
							302-Mandela Law & Public Service-63
							302-Mandela Law & Public Service-64

**Pathway Signature Element #2 (Established):** Strong structure and support and success in placing students in industry internships.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Teacher extended hours for student counseling, contacting industry sites, matching and placement process, data/documentation and coordination work.	A2.10: Extended Time for Teachers	Other		\$2,500.00		Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	302-Mandela Law & Public Service-65
							302-Mandela Law & Public Service-66
							302-Mandela Law & Public Service-67
							302-Mandela Law & Public Service-68
							302-Mandela Law & Public Service-69
							302-Mandela Law & Public Service-70
							302-Mandela Law & Public Service-71
							302-Mandela Law & Public Service-72

							302-Mandela Law & Public Service-73
							302-Mandela Law & Public Service-74
							302-Mandela Law & Public Service-75
							302-Mandela Law & Public Service-76
							302-Mandela Law & Public Service-77
							302-Mandela Law & Public Service-78
							302-Mandela Law & Public Service-79
							302-Mandela Law & Public Service-80

**Pathway Signature Element #3 (Established):** Cross-curricular units in forensics/biotechnology which integrate Chemistry and Law CTE courses.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							302-Mandela Law & Public Service-84
							302-Mandela Law & Public Service-85
							302-Mandela Law & Public Service-86
							302-Mandela Law & Public Service-87
							302-Mandela Law & Public Service-88
							302-Mandela Law & Public Service-89
							302-Mandela Law & Public Service-90
							302-Mandela Law & Public Service-91
							302-Mandela Law & Public Service-92
							302-Mandela Law & Public Service-93
							302-Mandela Law & Public Service-94
							302-Mandela Law & Public Service-95

**Strategic Actions for All Other Strategies**

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							302-Mandela Law & Public Service-96



							302-Mandela Law & Public Service-97
							302-Mandela Law & Public Service-98
							302-Mandela Law & Public Service-99
							302-Mandela Law & Public Service-100
							302-Mandela Law & Public Service-101
							302-Mandela Law & Public Service-102
							302-Mandela Law & Public Service-103
							302-Mandela Law & Public Service-104
							302-Mandela Law & Public Service-105
							302-Mandela Law & Public Service-106
							302-Mandela Law & Public Service-107
							302-Mandela Law & Public Service-108
							302-Mandela Law & Public Service-109
							302-Mandela Law & Public Service-110
							302-Mandela Law & Public Service-111
							302-Mandela Law & Public Service-112
							302-Mandela Law & Public Service-113
							302-Mandela Law & Public Service-114
							302-Mandela Law & Public Service-115
							302-Mandela Law & Public Service-116
							302-Mandela Law & Public Service-117
							302-Mandela Law & Public Service-118
							302-Mandela Law & Public Service-119
							302-Mandela Law & Public Service-120
							302-Mandela Law & Public Service-121
							302-Mandela Law & Public Service-122

							302-Mandela Law & Public Service-123
							302-Mandela Law & Public Service-124
							302-Mandela Law & Public Service-125
							302-Mandela Law & Public Service-126
							302-Mandela Law & Public Service-127
							302-Mandela Law & Public Service-128
							302-Mandela Law & Public Service-129
							302-Mandela Law & Public Service-130
							302-Mandela Law & Public Service-131

**PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION: Mandela Law & Public Service**

<b>Instructions:</b> Please complete this self-assessment for your pathway. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: Beginning & Designing 2: Developing & Approaching	<b>KEY:</b> 3: Meeting and Advancing 4: Excelling and Sustaining
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1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	2			Strengths: Mission & vision says our support is for ALL Oakland students. Challenges: Some team members would like mission & vision split into different sections.	We have not had time to meet as a team.
Leadership Configuration	2+	2+				
Distributive Leadership	2+	2+				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	3			Strengths: Improved recruitment process from the last three years. All students can attend field trips. No one gets kicked out based on grades. Challenges: We could coordinate more with school manager to recruit middle schoolers. Challenge:	Not enough time to get to plan for subgroups. Our admin is so new that we don't have time to get to our sub groups. We also don't get all communication about our
Diverse Student Representation	3+	3+				
Closing the Opportunity Gap	2	2+				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	2+			Strengths: student cohorts are strong -- they are flexible enough to allow AP & Interventions and other electives, all students participate as a cohort in our academic and tech courses, provide	Wall to wall academies with low student enrollment. Loss of second CTE teacher & loss of 2nd science/lead teacher.
Integrated Core	2	2+				
Cohort Scheduling	2+	2+				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2			Challenge: Retaining teachers. Strength: Certain teachers high retention -- at least six teachers are approaching 5+ years, some approaching or at 10+ Strength: Majority of our BW teachers are	Too much transition in our teaching team. Too little support for our teacher team.
Collaborative Learning	1	2				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	2			Strength: We meet twice a week religiously. Tuesday lunches are often attended by 8+ teachers. All meetings have agendas and minutes. All teachers edit and comment on the agendas.	1) we don't have a teacher to take the lead on the observation project. 2) the integration of health/forensics has taken priority
Collaboration Time	2	2+				
Professional Learning	2	2				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2	2+				
Pathway Outcomes	1	3				
Pathway Evaluation	1	2				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2	2			Strengths: one of our team members, a student's mother gave us a 3+ We have done a good job with SSTs. Strengths: Student of the month & four	Management is not creating nor maintaining adequate hiring and retention structure for teachers at
College & Career Plan	2	2				

**PATHWAY PLAN**

**1. ABOUT THE PATHWAY**

*Complete this by:*

**Instructions:**

**1A) Pathway Description:** Your pathway description from your 16-17 Site Plan will appear here.

**1B) Pathway Mission and Vision:** Your mission and vision from your 16-17 Site Plan will appear here.

**School:** Fremont High School

**Pathway:** Media

**School ID:** 302

**1A. Pathway Description**

A California Partnership Academy that provides hands-on learning experiences in the areas of online journalism, digital media, radio, and television broadcasting. All students receive a foundation in Media literacy gaining an understanding of the power of media and its role in society. Student learning is enriched with cross-curricular collaboration and media-themed courses.

**1B. Pathway Mission and Vision**

The Media Academy is a training ground where students are immersed into a creative community that utilizes technology to communicate through multiple forms of media. We empower students to be critical thinkers and ethical users and creators of information. We will provide personalized learning experiences to prepare students for life after high school by providing opportunities for students to achieve college and career readiness through linked learning, career technical education courses, cross-curricular collaboration, job shadowing, and internships.

**1C. Pathway Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	54.5%	45.5%	TBD	TBD	19.8%	TBD	20.7%	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	36.4%	0.0%	6.6%	48.8%	0.8%	7.4%	0.0%	0.0%	TBD

**1D. Pathway Performance Data**

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	0.0%	----	----	28.5%	46.7%	TBD
On Track to Graduate (Grade 10)	22.0%	17.8%	22.9%	20.4%	33.6%	TBD
On Track to Graduate (Grade 11)	18.2%	20.5%	24.3%	18.5%	35.4%	TBD
On Track to Graduate (Grade 12)	26.9%	25.0%	30.3%	45.2%	44.8%	TBD
A-G Completion (Grade C or Better)	22.7%	23.8%	TBD	37.9%	51.2%	TBD

A-G Completion (African American Students)	8.3%	0.0%	TBD	9.5%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	0.0%	TBD	9.1%	15.6%	TBD
A-G Completion (English Learners)	0.0%	0.0%	TBD	48.1%	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	0.0%	TBD	0.0%	20.8%	TBD
<b>Post-Secondary Readiness</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
AP Course Access (All Students)	14.2%	18.7%	35.4%	21.7%	25.7%	TBD
AP Course Access (African American Students)	4.5%	4.4%	8.3%	5.6%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	8.3%	1.8%	TBD	5.5%	7.9%	TBD
% of Seniors with GPA > 3.5	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
<b>Climate and Culture</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
Chronic Absence (All Students)	TBD	TBD	TBD	2.0%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	3.3%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	0.0%	19.2%	TBD
Suspension Rate	19.6%	7.7%	15.2%	15.2%	TBD	TBD
No Suspensions (African American Males)	81.8%	64.3%	88.2%	69.7%	91.2%	TBD
No Suspensions (Foster Youth)	62.5%	100.0%	----	89.5%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	8.7%	TBD	TBD
<b>Rigorous Academics</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
English Learner Reclassification Rate	TBD	TBD	TBD	9.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	18.8%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	9.1%	14.3%	TBD	15.1%	23.9%	TBD

## 2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

### 2A. Pathway Strengths and Challenges

Instructions:	<p><b>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</b></p> <ul style="list-style-type: none"> <li>• What strengths and challenges do you see in your 16-17 SPF?</li> <li>• 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?</li> </ul> <p><i>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, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
	<b>Focal Area</b>	<b>Strengths</b>	<p><b>Challenges</b> (List all challenges impacting each focal area.)</p>

<b>Graduate Outcomes</b>	There are students who are successful in this program, graduating and going to good colleges	Too many students have too many Ds & Fs.	Too many students have too many Ds & Fs.
<b>Post-Secondary Readiness</b>	Students have opportunities to fulfill A-G and take AP courses, as well as participate in internships. % of students enrolling in 4-year colleges is higher than the other pathways	Since too many students have too many Ds & Fs, they are not eligible for internships because they need credit recovery. Media Pathway has the lowest number of students in ECCO summer internships.	Getting students eligible and prepared for internships.
<b>Climate and Culture</b>	Celebration events provide opportunities for positive culture building	10th grade class behavior and culture this year was negatively affected by instability in the teachers team/new teachers.	Supporting and training newer teachers.
<b>Rigorous Academics</b>	Higher completion rate and quality of graduate capstone projects	Misalignment schoolwide in terms of student performance expectations	Connecting the graduate capstone project to the pathway/industry theme so students can showcase those skills.

**2B. Pathway Root Cause Analysis from Measure N Design**

<b>Instructions:</b>	<p><b>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</b></p> <ul style="list-style-type: none"> <li>• For each priority, identify at least one root cause for a challenge you listed above.</li> <li>• Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).</li> <li>• Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.</li> </ul> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>		
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[Root Cause Analysis Primer.](#)

Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
<b>Graduate Outcomes</b>	Too many students have too many Ds & Fs.	Inconsistent opportunities for out-of-class tutoring and academic support. Students unclear on credits, requirements, and what is needed to be successful in school. Staff misalignment on grading criteria, rubrics, late work and make-up work policies.	Equity/Access/Achievement
<b>Post-Secondary Readiness</b>	Getting students eligible and prepared for internships.	Not enough time in advisory. Not enough time for advisors to meet for training and calibration. Students needing credit recovery. Misalignment/miscommunication between central LLO and pathway.	Work-Based Learning
<b>Climate and Culture</b>	Supporting and training newer teachers.	Inconsistent/infrequent in-class observation and feedback. Learning curve with many courses to prepare for, including advisory. Some teachers split across pathways and programs, unable to focus efforts on one.	Building a Rigorous Academic Core: Teacher Conditions
<b>Rigorous Academics</b>	Connecting the graduate capstone project to the pathway/industry theme so students can showcase those skills.	Capstone teacher is not a pathway teacher. Lack of opportunities and structured time for capstone teacher and pathway CTE teachers to collaborate and align.	Building a Rigorous Academic Core: Teacher Conditions

**2C. Current Strategy Analysis**

<b>Instructions:</b>	<p><b>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</b></p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>		
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Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
<b>Pathway Instructional Improvement Strategy:</b>	Not Yet	Not Yet	Groundwork laid with students building class portfolios in graphic design CTE course using Adobe Slate. Pathway is still refining the CTE course sequence and program of study and not yet ready to build a full template for a cross-curricular, cross-grade portfolio.

<b>Pathway Design Feature #1 (New/Emerging):</b>	Updated CTE course sequence to reflect industry developments in digital media and production	Not Yet	Yes	The pathway lead and team devoted a lot of time and effort into re-visioning the course sequence, including researching other programs around the state in high schools and colleges, getting up to speed with grant funding compliance (Perkins, CTEIG), and meeting with students and admin. Next year's course sequence will be a bridge to the following year, which will include newly written and submitted courses for UC approval.
<b>Pathway Design Feature #2 (New/Emerging):</b>	UCCI curriculum for 10th grade english	Not Yet	Not Yet	Course was initially approved by central office but then removed from the course list. 10th grade English teacher piloted the curriculum using the course outline and materials from UCCI. Team is poised to fully deliver this course next year, and has requested an 11th grade English-Media-aligned course as well.
<b>Pathway Design Feature #3 (New/Emerging):</b>	Linked learning CTE/US History collaboration to further the cross curricular collaboration with CTE and core academics.	No	No	The collaboration was not feasible due to the US History teacher being split across two academies and sharing a collaboration period with the other academy. The team did have a 10th grade World History teacher in place, and was able to align around the Production Process core framework in Media, but has not yet explored deeper connects as it was a 2nd year teacher in a history assignment for the first time. With greater streamlining of teaching assignments for next year, the team should have solid collaborators and time this summer to prepare some cross-curricular projects and units.
<b>Pathway Signature Element #1 (Established):</b>	Peer Teaching - Media student leaders teaching their peers units	Yes	Yes	Team would still like to expand it on a larger scale, but there were 3 students who had media-related internships the previous summer who served as informal leaders and mentors in Media CTE courses.
<b>Pathway Signature Element #2 (Established):</b>	CTE teachers push into colleagues' classroom space and with students they share to provide support to both teachers and students.	Not Yet	Not Yet	The master schedule did not permit a sufficient alignment for CTE teachers to push in to core academic classrooms whom they were collaborating with.
<b>Pathway Signature Element #3 (Established):</b>	Media Mentors - Pathway alumni and industry partners teach units, projects, technology, software, etc. in CTE courses	Yes	Yes	With the Photojournalism mentor there was a lot of editing of student work, figuring out sources, giving feedback for publication, planning collab with CTE teacher, supporting student, impact of student success and achievement, professional in room adds credibility to the work sharing industry work. With the Music Production mentor the team saw improved student attendance, personalized attention, making original music/songs, and 1:1 support with an adult who played the role of a mediator, counselor, and someone there who understands and wants students to succeed

3. EQUITY IMPERATIVE FOR YOUR PATHWAY		Complete this by:	
<i>As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i>			
Equity Imperative	What will be true in three years if you continue to focus on this imperative?		

4. ANNUAL PATHWAY GOALS				Complete this by:			
<i>Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.</i>							
FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
<b>Graduate Outcomes</b>	Increase graduation rate by 10%	Graduation Rate	All Students				Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

<b>Post-Secondary Readiness</b>	80% of graduating seniors have taken a dual enrollment course by the time they graduate	Concurrent Enrollment	All Students				3. Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
<b>Climate and Culture</b>	Reduce chronic absences and tardies by 30%	Chronic Absence	All Students				Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
<b>Rigorous Academics</b>	Formalize collaboration and connections between core academic and technical courses	A-G Completion	All Students				3A. Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

<b>5. STRATEGIES</b>		<b>Complete this by:</b>	
<b>Focused Annual Plan (FAP) Major Improvement Strategies</b>			
<i>Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Schoolwide Language &amp; Literacy Improvement Strategy:</b>	Schoolwide Inquiry Cycles (EX: Citing text to support conclusions and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>Schoolwide Mathematics Improvement Strategy:</b>	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>Schoolwide Culture &amp; Climate/ SEL Improvement Strategy:</b>	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
<b>Pathway Instructional Improvement Strategy</b>	Each student in pathway will build Cross Curricular portfolios beginning in the 10th grade culminating in a semester portfolio presentation based on current industry standards.		
<b>Pathway Measure N Design Features</b>			
<i>Identify up to three Measure N design features that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Pathway Measure N Design Feature #1:</b>	Student Support Mentor to provide intensive tutoring and mentoring support to identified high risk, low performing students	Personalized Student Support	Equity/Access/ Achievement



<b>Pathway Measure N Design Feature #2:</b>	Network for Teaching Entrepreneurship (NFTE) collaboration and training for teachers to implement curriculum aligned to Media graduate capstone	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Pathway Measure N Design Feature #3:</b>	UCCI courses aligned to Media industry theme for 10th and 11th grade levels of English.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

**Pathway Signature Elements (Established Practices)**

<i>Identify up to three established signature elements that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Pathway Signature Element #1 (Established):</b>	Media Mentors - Pathway alumni and industry partners teach units, projects, technology, software, etc. in CTE courses	Personalized Student Support	Equity/Access/ Achievement
<b>Pathway Signature Element #2 (Established):</b>	Student stipends to support summer internship placements	Work-Based Learning	Equity/Access/ Achievement
<b>Pathway Signature Element #3 (Established):</b>			

**6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES** **Complete this by:**

**Instructions:** *Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities.*

*Target Student Group:* For each action, choose a primary student group that you expect to benefit.

**Pathway Measure N Design Feature #1:** Student Support Mentor to provide intensive tutoring and mentoring support to identified high risk, low performing students

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Student Support Mentor	A5.1: School Culture & Climate (Safe & Supportive Schools)	African-American Students		\$26,000.00		Advisory and Case Management with explicit focus on supporting most at risk students (foster youth, incarcerated youth, SpEd, long-term ELL)	302-Media-1
							302-Media-2
							302-Media-3
							302-Media-4
							302-Media-5
							302-Media-6
							302-Media-7
							302-Media-8
							302-Media-9
							302-Media-10
							302-Media-11
							302-Media-12
							302-Media-13
							302-Media-14
							302-Media-15
							302-Media-16

**Pathway Measure N Design Feature #2:** Network for Teaching Entrepreneurship (NFTE) collaboration and training for teachers to implement curriculum aligned to Media grad

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
NFTE teacher training and ongoing support	A1.1: Pathway Programs	All Students		\$4,000.00		Improve curriculum intergration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	302-Media-17
							302-Media-18
							302-Media-19
							302-Media-20
							302-Media-21
							302-Media-22
							302-Media-23
							302-Media-24
							302-Media-25
							302-Media-26
							302-Media-27
							302-Media-28
							302-Media-29
							302-Media-30
							302-Media-31
							302-Media-32

**Pathway Measure N Design Feature #3:** UCCI courses aligned to Media industry theme for 10th and 11th grade levels of English.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
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UCCI teacher training and extended hours for curriculum planning and alignment	A2.10: Extended Time for Teachers	All Students		\$3,000.00		Improve curriculum intergration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	302-Media-33
							302-Media-34
							302-Media-35
							302-Media-36
							302-Media-37
							302-Media-38
							302-Media-39
							302-Media-40
							302-Media-41
							302-Media-42
							302-Media-43
							302-Media-44
							302-Media-45
							302-Media-46
							302-Media-47
							302-Media-48

**Pathway Signature Element #1 (Established):** Media Mentors - Pathway alumni and industry partners teach units, projects, technology, software, etc. in CTE courses

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
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**PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION: Media Academy**

<b>Instructions:</b> Please complete this self-assessment for your pathway. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: Beginning & Designing 2: Developing & Approaching	<b>3: Meeting and Advancing</b> <b>4: Excelling and Sustaining</b>
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1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2+	2+				
Leadership Configuration	2	2				
Distributive Leadership	2	1				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	3			Strengths: African American and Latino students are integrated academy-wide. Media Academy will be adding a newcomer cohort in 2016-17, increasing the % of Latino students as well as providing support for EL students with collaboration	While there is a deliberate attempt to make placement equitable for 9th graders entering 10th, there is not a process for following up. Unclear process for
Diverse Student Representation	3	3				
Closing the Opportunity Gap	2	2				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	3	2				
Integrated Core	2	2				
Cohort Scheduling	2	2				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2			Strengths: Explorations of curricular connections are happening, for example editorials in Media CTE based on 10th grade English text Lord of the Flies, studying percentages in Math and Media	Many new teachers, teachers split across academies who do not actually share the same collaboration time
Collaborative Learning	2	2+				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2-	2			More of the teacher collaboration work in meetings is logistical.	Many new teachers, teachers split across academies who do not actually share the same collaboration time.
Collaboration Time	2+	2				
Professional Learning	2	2				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2	2				
Pathway Outcomes	1	2-				
Pathway Evaluation	1	2				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2	2				
College & Career Plan	2	2				



**PATHWAY PLAN**

**1. ABOUT THE PATHWAY**

*Complete this by:*

**Instructions:**

**1A) Pathway Description:** Your pathway description from your 16-17 Site Plan will appear here.

**1B) Pathway Mission and Vision:** Your mission and vision from your 16-17 Site Plan will appear here.

<b>School:</b>	Fremont High School	<b>Pathway:</b>	College Prep & Architecture	<b>School ID:</b> 302
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**1A. Pathway Description**

A California Partnership Academy that provides hands-on learning experiences in the areas of architectural design, graphic design and construction. All students receive a foundation in the architectural design process and construction techniques. Students learn how design can affect people and their experiences, and learn to use the design thinking process across classes. Student learning is enriched with cross-curricular collaboration and project based learning.

**1B. Pathway Mission and Vision**

Vision statement: The Engineering and Architecture Pathway of Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. They will develop an understanding of how design can affect people and their experiences, and how they can use the design process to improve their environment and lives.

Mission statement: Students in the Engineering and Architecture Pathway will acquire transferable skills through career experiences in the Architecture field and create original products using the principles of design. Through the use of technology and cross-curricular learning around academy themes, students will develop and demonstrate their ability to produce research, projects and presentations that are relevant and responsive to the needs of their community.

**1C. Pathway Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	54.1%	45.9%	TBD	TBD	55.0%	TBD	9.5%	TBD	TBD
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	12.7%	0.5%	10.5%	69.1%	1.8%	2.7%	1.8%	0.5%	TBD

**1D. Pathway Performance Data**

Graduate Outcomes	14-15 Pathway	15-16 Pathway	16-17 Pathway	15-16 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	----	----	----	28.5%	46.7%	TBD
On Track to Graduate (Grade 10)	12.6%	19.8%	38.5%	20.4%	33.6%	TBD
On Track to Graduate (Grade 11)	21.7%	16.4%	21.3%	18.5%	35.4%	TBD
On Track to Graduate (Grade 12)	32.7%	56.1%	29.5%	45.2%	44.8%	TBD
A-G Completion (Grade C or Better)	31.1%	50.0%	TBD	37.9%	51.2%	TBD

A-G Completion (African American Students)	0.0%	0.0%	TBD	9.5%	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	0.0%	TBD	9.1%	15.6%	TBD
A-G Completion (English Learners)	21.4%	52.4%	TBD	48.1%	33.9%	TBD
A-G Completion (Foster Youth)	50.0%	----	TBD	0.0%	20.8%	TBD
<b>Post-Secondary Readiness</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
AP Course Access (All Students)	24.5%	22.2%	33.9%	21.7%	25.7%	TBD
AP Course Access (African American Students)	3.6%	4.2%	13.3%	5.6%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	12.8%	6.6%	TBD	5.5%	7.9%	TBD
% of Seniors with GPA > 3.5	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
<b>Climate and Culture</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
Chronic Absence (All Students)	TBD	TBD	TBD	2.0%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	3.3%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	0.0%	19.2%	TBD
Suspension Rate	5.9%	8.1%	5.8%	15.2%	TBD	TBD
No Suspensions (African American Males)	85.7%	75.0%	84.0%	69.7%	91.2%	TBD
No Suspensions (Foster Youth)	80.0%	100.0%	80.0%	89.5%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	8.7%	TBD	TBD
<b>Rigorous Academics</b>	<b>14-15 Pathway</b>	<b>15-16 Pathway</b>	<b>16-17 Pathway</b>	<b>15-16 School</b>	<b>15-16 District Average</b>	<b>15-16 State Average</b>
English Learner Reclassification Rate	TBD	TBD	TBD	9.0%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	18.8%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	10.0%	15.7%	TBD	15.1%	23.9%	TBD

## 2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

### 2A. Pathway Strengths and Challenges

Instructions:	<p><b>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</b></p> <ul style="list-style-type: none"> <li>• What strengths and challenges do you see in your 16-17 SPF?</li> <li>• 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?</li> </ul> <p><i>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, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
	<b>Focal Area</b>	<b>Strengths</b>	<p><b>Challenges</b> (List all challenges impacting each focal area.)</p>

<b>Graduate Outcomes</b>	There are students who are successful in this program, graduating and going to good colleges	Overall the cohort graduation rate is low and is something that needs to be addressed. Having a sizable newcomer population definitely lowers the graduation rate for this pathway-- how to provide access for this population to opportunities to work, to attend continuation high schools, or enter and successfully complete GED programs.	Overall the cohort graduation rate is low and is something that needs to be addressed.
<b>Post-Secondary Readiness</b>	Students have opportunities to fulfill A-G and take AP courses, as well as participate in internships. Overall AP enrollment increased. Some students are getting college credits through AP courses.	African American students are under-represented in AP classes. Need to build a culture in AP that makes African American students feel welcome and successful. Majority of students do not pass AP tests.	Need to build a culture in AP (and all classes) that makes African American students feel welcome and successful.
<b>Climate and Culture</b>	Suspension rate is half that of the whole school average.	Suspension rate is still higher than the district average.	Reducing the suspension rate.
<b>Rigorous Academics</b>	Given the sizable newcomer population and the challenges of serving the diversity of the population, it is promising that the reclassification rate is close to the district average.	Expectations for student work and performance are inconsistent across the pathway.	Expectations for student work and performance are inconsistent across the pathway.

**2B. Pathway Root Cause Analysis from Measure N Design**

**Instructions:**

*Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.*

- For each priority, identify at least one root cause for a challenge you listed above.
- Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).
- Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.

[Root Cause Analysis Primer.](#)

*Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.*

<b>Focal Area</b>	<b>Highest Leverage Challenge (will autopopulate from the table above)</b>	<b>Root Cause Analysis of Highest Leverage Challenge</b>	<b>Linked Learning Criteria</b>
<b>Graduate Outcomes</b>	Overall low cohort graduation rate.	Inconsistent opportunities for out-of-class tutoring and academic support. Students unclear on credits, requirements, and what is needed to be successful in school. Staff misalignment on grading criteria, rubrics, late work and make-up work policies.	Equity/Access/ Achievement
<b>Post-Secondary Readiness</b>	Need to build a culture in AP (and all classes) that makes African American students feel welcome and successful.	Historically low participation of African American students in this pathway. Administrative and teacher turnover has hampered building strong relationships with students and families. Inadequate support and professional development for teachers and staff to unpack bias, shift approaches and mindsets, and be responsive to trauma and other challenges.	Equity/Access/ Achievement
<b>Climate and Culture</b>	Reducing the suspension rate.	Need for greater alignment around restorative justice, classroom expectations and team/admin support especially of newer teachers.	School Leadership & School Vision
<b>Rigorous Academics</b>	Expectations for student work and performance are inconsistent across the pathway.	Structure not built in to team collaboration time to align around expectations. Resistance to efforts that might infringe on teacher autonomy. Admin and teacher turnover.	School Leadership & School Vision

**2C. Current Strategy Analysis**

**Instructions:**

*Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.*

In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

<b>Current 16-17 Strategies</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Analysis of Strategy Implementation and Effectiveness</b>
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<b>Pathway Instructional Improvement Strategy:</b>	Cross-curricular collaboration with project-based learning to increase connections between courses; Design process for all classes leading to portfolio work; Peer teaching/Peer observation	Not Yet	Not Yet	All 11th graders in US History in the pathway are participating in World Savvy, a cross-curricular group project culminating in a public presentation at Berkeley City College with multiple schools in attendance. Design Process has been a focus of professional development specifically for this pathway team, in collaboration with Stanford's Design School, resulting in team understanding of the concepts. Team has not yet worked on developing course curricula and portfolios based on the design process--that is a goal for next year with the re-envisioned course sequences.
<b>Pathway Design Feature #1 (New/Emerging):</b>	Advisory tracks student progress and intervention, supports college and career exploration and development of transferable skills	Yes	Yes	All students in the pathway have advisory twice a week. Limited time for advisors to collaborate and report to the pathways led to some communication gaps--not all advisors shared collaboration time with the pathway team. Work Based Learning Site Liaison supported curriculum development and coordination specifically for career exploration, Mock Interview Day prep, Career Expo and internship placement.
<b>Pathway Design Feature #2 (New/Emerging):</b>	Additional path for learning about construction, wider range of skillsets in construction (fine woodworking/design-build)	Yes	Yes	Pilot course in Design-Build with advanced manufacturing machines with high interest and engagement--will be developed into the 12th grade capstone CTE course for next year.
<b>Pathway Design Feature #3 (New/Emerging):</b>	All pathway students produce a portfolio website in 10th grade which they will use to host and showcase portfolio work from all of their academic courses at the end of each semester.	Not Yet	Not Yet	Students developed web pages for their Architecture/Graphic Design course, but have not expanded it to make a portfolio of all of their coursework.
<b>Pathway Signature Element #1 (Established):</b>	Teacher peer observation and sharing student work and curriculum	Yes	Yes	Team was only able to do one round of peer observation and sharing in the fall. Would like to develop a more sustainable and supportive format for next year.
<b>Pathway Signature Element #2 (Established):</b>	Individual student check-ins for A-G requirements, summer school, credit recovery	Yes	Yes	Advisory and counselors provided a lot of support for this.
<b>Pathway Signature Element #3 (Established):</b>	After school enrichment programs: dual enrollment, design-build, SkillsUSA	Yes	Yes	Dual enrollment has been successful with an academy teacher able to become an adjunct instructor for Laney College and pilot a college course--will be expanded to two courses next year. Design-Build is discussed in Design Feature #2. SkillsUSA and other after school programs are a goal to develop next year, including Design/Build: Tiny home design & fabrication; Coding and App Design: Programming, robotics; Genius Hours: Creating in FabLab (shipping container)

### 3. EQUITY IMPERATIVE FOR YOUR PATHWAY

**Complete this by:**

*As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)*

Equity Imperative	What will be true in three years if you continue to focus on this imperative?

### 4. ANNUAL PATHWAY GOALS

**Complete this by:**

*Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.*

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
<b>Graduate Outcomes</b>	Increased % students applying for college or joining an apprenticeship program	Graduation Rate	English Learners				Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

<b>Post-Secondary Readiness</b>	10th grade placement is balanced by ethnicity across pathways, increasing African American student enrollment by 6% over each of the next 2 years in the pathway until it reaches parity with the school population	Pathway Participation	Lowest Performing Racial Group				3A. Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
<b>Climate and Culture</b>	Substantial reduction of tardies in all pathway classes. 100% of pathway teachers set a clear and uniform expectation at the beginning of the year and consistently reinforce throughout the year.	Chronic Absence	All Students				Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
<b>Rigorous Academics</b>	Expand collaboration around looking at student work, observing each other's classrooms, debriefing and having conversations about instruction	On Track to Graduate	All Students				3. Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

5. STRATEGIES		Complete this by:	
Focused Annual Plan (FAP) Major Improvement Strategies			
Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>Schoolwide Language &amp; Literacy Improvement Strategy:</b>	Schoolwide Inquiry Cycles (EX: Citing text to support conclusion and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>Schoolwide Mathematics Improvement Strategy:</b>	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>Schoolwide Culture &amp; Climate/ SEL Improvement Strategy:</b>	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
<b>Pathway Instructional Improvement Strategy</b>	Cross-curricular collaboration with project-based learning to increase connections between courses; Design process for all classes leading to portfolio work		
Pathway Measure N Design Features			
Identify up to three Measure N design features that support your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>Pathway Measure N Design Feature #1:</b>	Architecture Mentor - Pathway alumni and industry partners support units, projects, technology, software, etc. in CTE and core academic courses	Personalized Student Support	Equity/Access/ Achievement

<b>Pathway Measure N Design Feature #2:</b>	All pathway students produce a portfolio website in 10th grade which they will use to host and showcase portfolio work from all of their academic courses at the end of each semester of each grade leading to a graduation portfolio.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Pathway Measure N Design Feature #3</b>	UCCI courses aligned to Architecture & Design industry themes for 10th, 11th and 12th grade levels of English.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

**Pathway Signature Elements (Established Practices)**

<i>Identify up to three established signature elements that support your goals.</i>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Pathway Signature Element #1 (Established):</b>	Dual enrollment courses in Carpentry and Wood Technology; After school enrichment programs: design-build, SkillsUSA	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
<b>Pathway Signature Element #2 (Established):</b>	Teacher professional learning and application of the Design Process to cross-curricular projects and units of study.	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
<b>Pathway Signature Element #3 (Established):</b>	Student stipends to support summer internship placements	Work-Based Learning	Equity/Access/ Achievement

**6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES** **Complete this by:**

**Instructions:** *Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities.*

*Target Student Group:* For each action, choose a primary student group that you expect to benefit.

**Pathway Measure N Design Feature #1:** Architecture Mentor - Pathway alumni and industry partners support units, projects, technology, software, etc. in CTE and core acad

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Architecture Mentor part-time 3 hrs/week	A1.1: Pathway Programs	All Students		\$5,000.00			302-College Prep & Architecture-1
							302-College Prep & Architecture-2
							302-College Prep & Architecture-3
							302-College Prep & Architecture-4
							302-College Prep & Architecture-5
							302-College Prep & Architecture-6
							302-College Prep & Architecture-7
							302-College Prep & Architecture-8
							302-College Prep & Architecture-9
							302-College Prep & Architecture-10
							302-College Prep & Architecture-11
							302-College Prep & Architecture-12
							302-College Prep & Architecture-13
							302-College Prep & Architecture-14

							302-College Prep & Architecture-15
							302-College Prep & Architecture-16

**Pathway Measure N Design Feature #2:** All pathway students produce a portfolio website in 10th grade which they will use to host and showcase portfolio work from all of their

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							302-College Prep & Architecture-17
							302-College Prep & Architecture-18
							302-College Prep & Architecture-19
							302-College Prep & Architecture-20
							302-College Prep & Architecture-21
							302-College Prep & Architecture-22
							302-College Prep & Architecture-23
							302-College Prep & Architecture-24
							302-College Prep & Architecture-25
							302-College Prep & Architecture-26
							302-College Prep & Architecture-27
							302-College Prep & Architecture-28
							302-College Prep & Architecture-29
							302-College Prep & Architecture-30
							302-College Prep & Architecture-31
							302-College Prep & Architecture-32

**Pathway Measure N Design Feature #3:** UCCI courses aligned to Architecture & Design industry themes for 10th, 11th and 12th grade levels of English.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number



UCCI teacher training and extended hours for curriculum planning and alignment	A2.10: Extended Time for Teachers	All Students		\$3,000.00		Improve curriculum intergration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	302-College Prep & Architecture-33
							302-College Prep & Architecture-34
							302-College Prep & Architecture-35
							302-College Prep & Architecture-36
							302-College Prep & Architecture-37
							302-College Prep & Architecture-38
							302-College Prep & Architecture-39
							302-College Prep & Architecture-40
							302-College Prep & Architecture-41
							302-College Prep & Architecture-42
							302-College Prep & Architecture-43
							302-College Prep & Architecture-44
							302-College Prep & Architecture-45
							302-College Prep & Architecture-46
							302-College Prep & Architecture-47
							302-College Prep & Architecture-48

**Pathway Signature Element #1 (Established):** Dual enrollment courses in Carpentry and Wood Technology; After school enrichment programs: design-build, SkillsUSA

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
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Construction materials and supplies for dual enrollment courses and enrichment programs	A1.1: Pathway Programs	All Students		\$4,000.00		Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	302-College Prep & Architecture-49
							302-College Prep & Architecture-50
							302-College Prep & Architecture-51
							302-College Prep & Architecture-52
							302-College Prep & Architecture-53
							302-College Prep & Architecture-54
							302-College Prep & Architecture-55
							302-College Prep & Architecture-56
							302-College Prep & Architecture-57
							302-College Prep & Architecture-58
							302-College Prep & Architecture-59
							302-College Prep & Architecture-60
							302-College Prep & Architecture-61
							302-College Prep & Architecture-62
							302-College Prep & Architecture-63
							302-College Prep & Architecture-64

**Pathway Signature Element #2 (Established):** Teacher professional learning and application of the Design Process to cross-curricular projects and units of study.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
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Teacher stipends for retreats, planning, getting new team up to speed with Design Process - Stanford Design Institutes	A1.1: Pathway Programs	All Students		\$3,000.00		Improve curriculum intergration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	302-College Prep & Architecture-65
							302-College Prep & Architecture-66
							302-College Prep & Architecture-67
							302-College Prep & Architecture-68
							302-College Prep & Architecture-69
							302-College Prep & Architecture-70
							302-College Prep & Architecture-71
							302-College Prep & Architecture-72
							302-College Prep & Architecture-73
							302-College Prep & Architecture-74
							302-College Prep & Architecture-75
							302-College Prep & Architecture-76
							302-College Prep & Architecture-77
							302-College Prep & Architecture-78
							302-College Prep & Architecture-79
							302-College Prep & Architecture-80

**Pathway Signature Element #3 (Established):** Student stipends to support summer internship placements

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
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Student internship stipends	A1.5: Summer Learning	All Students		\$7,000.00		Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	302-College Prep & Architecture-84
							302-College Prep & Architecture-85
							302-College Prep & Architecture-86
							302-College Prep & Architecture-87
							302-College Prep & Architecture-88
							302-College Prep & Architecture-89
							302-College Prep & Architecture-90
							302-College Prep & Architecture-91
							302-College Prep & Architecture-92
							302-College Prep & Architecture-93
							302-College Prep & Architecture-94
							302-College Prep & Architecture-95
							302-College Prep & Architecture-96
							302-College Prep & Architecture-97
							302-College Prep & Architecture-98
							302-College Prep & Architecture-99

<b>Strategic Actions for All Other Strategies</b>							
<b>Strategic Action</b>	<b>Associated LCAP Action Area</b>	<b>Primary Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Dollar Amount or FTE Allocation</b>	<b>Object Code</b>	<b>Which strategy does this practice support?</b>	<b>Practice Number</b>
							302-College Prep & Architecture-100
							302-College Prep & Architecture-101
							302-College Prep & Architecture-102
							302-College Prep & Architecture-103

							302-College Prep & Architecture-104
							302-College Prep & Architecture-105
							302-College Prep & Architecture-106
							302-College Prep & Architecture-107
							302-College Prep & Architecture-108
							302-College Prep & Architecture-109
							302-College Prep & Architecture-110
							302-College Prep & Architecture-111
							302-College Prep & Architecture-112
							302-College Prep & Architecture-113
							302-College Prep & Architecture-114
							302-College Prep & Architecture-115
							302-College Prep & Architecture-116
							302-College Prep & Architecture-117
							302-College Prep & Architecture-118
							302-College Prep & Architecture-119
							302-College Prep & Architecture-120
							302-College Prep & Architecture-121
							302-College Prep & Architecture-122
							302-College Prep & Architecture-123
							302-College Prep & Architecture-124
							302-College Prep & Architecture-125
							302-College Prep & Architecture-126
							302-College Prep & Architecture-127
							302-College Prep & Architecture-128
							302-College Prep & Architecture-129

							302-College Prep & Architecture-130
							302-College Prep & Architecture-131
							302-College Prep & Architecture-132
							302-College Prep & Architecture-133
							302-College Prep & Architecture-134
							302-College Prep & Architecture-135

**PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION: Architecture & Design**

<b>Instructions:</b> Please complete this self-assessment for your pathway. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: Beginning & Designing 2: Developing & Approaching	<b>3: Meeting and Advancing</b> <b>4: Excelling and Sustaining</b>
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1. PATHWAY LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	2+			Strengths: SLC aspires to mission and vision, but our SLC does not fully realize those outcomes yet. SLC leadership communicates frequently and consistently with SLC team for planning, but	High teacher turn over, and frequent re-structuring of the school has been a challenge to fulfilling mission and vision,
Leadership Configuration	3	2				
Distributive Leadership	1	3				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	4			Strengths: Student choice in selection process, efforts in 9th grade assignment process to balance student demographics and ensure diversity in the pathway. Challenges: Ensuring more proportionate distribution of students in pathway, balanced	Student preference does not divide proportionately by pathway, based on history and preferences for different industries. Architecture also has
Diverse Student Representation	3	2+				
Closing the Opportunity Gap	3	2+				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	3	2			Strengths: Pathway theme is explored with breadth and depth in the CTE courses Challenges:	Disconnection, lack of substantive conversations about the pathway theme and industry field. Need for core academic
Integrated Core	2	2				
Cohort Scheduling	3	2+				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2			Strengths: Excitement and interest in strengthening the project collaborations between courses. Challenges:	Teachers split across academies makes it difficult to align courses to pathway theme i.e. they teach the same subject
Collaborative Learning	1	2				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2+	3			Strengths: Pathway co-director efficiently and thoughtfully prepared meeting agendas and larger arc of collaboration time. Teachers began having	Teachers split across academies makes it difficult to have focus on the goals, nuances and needs of the pathway.
Collaboration Time	3	2+				
Professional Learning	2+	2				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	1	2+			Strengths: Greater excitement and interest for summer ECCCO internships this year among 11th graders Challenges:	Transition and instability with the central WBL support position (formerly CTE Specialist). Lack of alignment between CTE and core
Pathway Outcomes	2	2				
Pathway Evaluation	2	1				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2+	2+			Strengths: Teachers generally have a welcoming, open-door policy for students who often take advantage of	There is not time, space or capacity in the current schedule for the pathway team to do
College & Career Plan	2	2				