Measure N Implementation Narrative

Implementation Successes

What are some implementation successes that you'd like to lift up and share with others?	1. Advisory/WBL opportunities for all students - All students have been enrolled in Advisory using a variety of resources such as Get Focused Stay Focused, ECCO and other online resources and are creating their e-portfolio. In addition, students through the hiring of the WBL, participated in career exploration visits, college visits, and the Career Symposium/Expo. 2. Addition of Lab Science - Biology and Medical Chemistry lab classes are available to students and the students are enjoying the hands-on experiences. 3. Teachers and students are utilizing online platforms, such as Google Drive, Google Classroom and Study.com, to communicate and enhance learning.
How do you know you were successful (evidence, data)?	1. 100% of ELP students are participating in Advisory and have created a resume. 100% of students in ISP have completed Get Focused Stay Focused assignments. 2. 86% of students completed the semester with credits earned in lab science and 46% of the science students participated in the STEM Expo. 3. 100% of the students in ELP are now using Google Drive and Google Docs to communicate with teachers and staff and work on their e-portfolio. All Math and Science teachers use Google Classroom.

Implementation Challenges

What are some implementation challenges you encountered this first year of implementation?	1. Master Schedule to accomodate both ISP and ELP - Only students that are scheduled on specific days can participate on that calendar date. 2. Access to computers and internet outside of school - Using a number of online resources such as Google Classroom, Study.com, etc. was difficult for students who didn't have access to either a computer or internet or both. 3. Advisory Curriculum - Has not been consistent throughout both programs and needs to be more streamlined for specific grade levels.
How do you know these were challenges (evidence, data)?	1. Students voiced interest in participating in WBL activities but could not due to scheduling. 2. We conducted a survey to see the need for access to computers and internet. 3. Differentiation was necessary when doing college and career planning for the various grade levels.

Learning and Moving Forward

What did you learn?	We learned that we will need to revise the master schedule to optimize student participation in Advisory and WBL experiences. The Advisory curriculum needs to be developed to cover at least 4 full years based on grade levels. We need to be consistent in collecting and tracking data to measure impact on students' growth and possible post-secondary options.

How are you revising your strategies and pathway development work going forward based on what you learned?	The Measure N team will meet twice a month to review data and revise plans as needed. We will survey students every marking period to help inform our work and its relevance to students college and career planning.

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:** Sojourner Truth Independent Study | **School ID:** 330 |

1A. School Description

This school community is located on the King Estates campus sharing the facility with Rudsdale Continuation High School and the BayTech charter school program. This school campus is located in a safe city neighborhood of middle class homes. While Oakland is considered a major urban city, this school's particular location is away from the high crime that prevails in many areas of the city of Oakland. However, most students who attend come from other poorer and majorly urban neighborhoods of this city. Thus, students may have to take several city buses or find transit across the greater Oakland area to get to this school's campus.

The students who attend Sojourner Truth are generally socially-economically disadvantaged and face challenges to their overall welfare that result from living in high crime-related neighborhoods of poverty. Unemployment within the adult population is pandemic, with sixty percent or more of the households receiving some economic subsidy. Sojourner Truth students are adversely impacted by substantial environment risks and poor health conditions. Students' daily interactions include exposure to gang activities, crime and substance dependency. A significant percentage of students either come from single-parent homes or are being raised by another adult than a parent. All these descriptors are contributing factors that substantially impact student learning. The independent study program, however, seems to enroll students and their families who more readily support and sustain a stable environment and for several, these students come to the independent study program due to cultural and religious safety issues.

Sojourner Truth Independent Study Program follows the guidelines of the California Department of Education and has developed a comprehensive school program. This program offers classes from Kindergarten to twelfth grade. This high school program has weekly curriculum assignments that have been developed and written by the School Pathways Company. This company worked with Sojourner Truth and the Oakland Unified School District to develop independent study modules that are aligned with the Common Core Curriculum Standards, and meet state department of education guideline for independent study regulations. This computer-assisted program allows all students to have access to the core curriculum and matriculate through the high school program within the semester sequence.

The Sojourner Truth Electronic Learning Program (ELP) is an adjunct program that integrates the core curriculum with technology (Blended Learning) or a method that shift teacher instruction and attend to differentiation by incorporating technology in the useful, meaningful ways to enhance student learning. This program has two sections: a morning and an afternoon program that allows up to 45 students at one time to access online computer courses. Students work at their own pace and receive credits following completion of specific course modules and performance assessments.

1B. School Mission and Vision

VISION: Our students will graduate from high school with the tools to further their academic or career goals. They will possess a willingness to continually challenge themselves and become socially responsible. Students will be empathetic citizens with an appreciation for diversity.

MISSION: The mission of Sojourner Truth School Community is to awaken the minds of our students by creating a nurturing environment that empowers students to achieve excellence through individualized instruction.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:		*Last WASC Self-Study:*	2016-17	*Next Self-Study:*	

SCHOOL WASC GOALS	**LCAP Goal Category**
Develop concise School-wide Learning Outcomes that are descriptive statements of what students are expected to know, do or be able to understand upon graduation.	
Ensure consistent use of school-wide instructional practices utilizing District supported professional development, especially for literacy strategies that will improve student achievement	
Continue to implement Common Core Standards	
Develop and implement strategies to improve parent engagement	
Increase the links to career and college readiness, and post high school (real-world) experiences	
Continue to pursue implementation of blended learning strategies to better access to resources in a creative way for all students to ensure equity	
Align and ensure Measure N monies are allocated to SJT to continue supporting on and off campus programs	
Administration and staff need to put together an annual report that addresses progress on each of the Critical Areas of Follow-up, as well as each section of the Action Plan and to become familiar with all expectations of WASC	
Continue to improve student proficiency in mathematics, science and ELA skills, as measured by SRI, SMI, SBAC ELA and math, California Science Test, and/or CELDT English Learner Performance Test	

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	44.6%	55.4%	TBD	TBD	13.8%	TBD	TBD	TBD	TBD

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	30.0%	0.8%	4.6%	46.9%	0.8%	2.3%	10.0%	3.1%	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)	0.0%	0.0%			53.3%	41.8%
Linked Learning Pathways (Grade 10)	0.0%	0.0%	0.0%	0.0%	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)	15.6%	23.6%			TBD	TBD
Four-Year Cohort Dropout (All Students)	48.1%	40.0%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	50.0%	42.9%			TBD	TBD
Four-Year Cohort Dropout (SPED)	28.6%	36.4%			TBD	TBD
Percent of Students Leaving	31.3%	28.3%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	20.0%	9.1%	0.0%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD	14.9%	7.4%	7.7%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	0.0%	10.0%	5.6%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	16.7%	4.2%	6.4%	44.8%	TBD
A-G Completion (Grade C or Better)	0.0%	11.1%	0.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	0.0%	20.0%	0.0%	TBD	33.6%	TBD
A-G Completion (Special Education Students)		0.0%	0.0%	TBD	15.6%	TBD
A-G Completion (English Learners)	0.0%	0.0%	0.0%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	---	0.0%	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)	2.3%	1.6%	5.4%	TBD	25.7%	TBD
AP Course Access (African American Students)	0.0%	0.0%	2.2%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)				TBD	7.9%	TBD
% of Seniors with GPA > 3.5	0.0%	3.2%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	27.5%	26.5%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	----	0.6%	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	14.3%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	57.1%	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)					11.2%	TBD
Chronic Absence (Special Education Students)					18.7%	TBD
Chronic Absence (Foster Youth)					19.2%	TBD
Suspension Rate	0.0%	0.0%	0.0%	0.0%	TBD	TBD
No Suspensions (African American Males)	100.0%	100.0%	100.0%	100.0%	91.2%	TBD

No Suspensions (Foster Youth)	100.0%	100.0%	100.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	21.3%	23.7%	23.7%	34.0%	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	0.0%	8.3%	8.3%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	0.0%	8.3%	9.1%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	15.4%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	0.0%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	31.4%	30.0%	33.1%	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 current data? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? 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** *(List all challenges impacting each focal area.)*	**Highest Leverage Challenge** *(List one challenge.)*
Graduate Outcomes	Students are motivated to graduate through credit recovery.	Students arrive below grade-level and have deficient literacy and math skills. Program size, master schedule, and school funding, makes it challenging to offer all courses that meet A-G requirements. Also, the nature of program makes it challenging todesign a Pathway that will meet the needs of all students. Majority of graduating Sojourner Truth students are defaulting to 190 credits (continuation school diploma) upon graduation instead of 230. More importantly, the nature of the program is not designed to support students who are more than two grade level proficiency. Also, the enrollment pattern of students (lack of graduation cohort) and ineffective coding system when students leave, make it very difficult to gather reliable graduation and dropout data.	Increase the # of students who graduate with 230 credits and and meet the A-G requirement
Post-Secondary Readiness	26.5% SRI score is similar to district's 29.3% average	On average 52% of SJT students enter a two or four-year college/university after graduation. However, after six years (past students' graduation) no evidence exist that students graduate with a degree.	Set up site for Sojourner Truth College and Career Readiness Center –to establish a student-learning lab and electronic library to support student research of careers, their community service projects, work on Advisory curriculum, to prepare for college admission and careers, and to collaborate with adults and peers. Increase the # of students who graduate with 230 credits and and meet the A-G requirement by at least 10 %.
Climate and Culture	SJT's has 0% suspension rate compared to the district's average of 4.1%	The nature of the program (one-on-one and small group support) enables teachers to establish trusting relationships (SEL) and personalized or differentiated support to meet the needs of our students.	Align the SEL standards and the CHKS survey and educating students and families on the connection

Rigorous Academics	Students are enrolled in A-G courses.	SJT has 8.3% reclassification rate compared to dist. 15.4% rate; long term...11.1% rate compared to 21% for district. Also, SBAC ELA Prof. rate is 8.1% compared to dist. 28%. For math the rate is 0% compared to dist. 22.7% rate. :	Adding a Science class
Pathway Development	We have a leadership team and district support staff that have received measure N funding to plan and develop a school pathways	Creating a clearly define Pathway and sequence of course of study	Clearly define the sequence of pathway coursework and identifying who will teach it and where it will be held

2B. Schoolwide 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.

Focal Area	Highest Leverage Challenge *(will autopopulate from the table above)*	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Increase the # of students who graduate with 230 credits and and meet the A-G requirement by at least 10 %	The majority of our students are re-directed to Independent Study because they need additional SEL support and seriously deficient (more than two grade levels below proficient) in credits and/or GPA . Majority of graduating Sojourner Truth students are defaulting to 190 credits (continuation school diploma) upon graduation instead of 230. Also, few students are completing all of their A-G college preparatory classes. More importantly, the nature of the program is not designed to support students who are more than two grade level proficiency.	Equity/Access/ Achievement
Post-Secondary Readiness	Set up site for Sojourner Truth College and Career Readiness Center –to establish a student-learning lab and electronic library to support student research of careers, their community service projects, work on Advisory curriculum, to prepare for college admission and careers, and to collaborate with adults and peers.	On average 52% of SJT students enter a two or four-year college/university after graduation. However, after six years (past students' graduation) no evidence exist that students graduate with a degree. Program size, master schedule, and school funding, makes it challenging to offer all courses that meet A_G requirements. Also, the nature of program makes it challenging to design a Pathway that will meet the needs of all students	Program of Study & Master Scheduling
Climate and Culture	Align the SEL standards and the CHKS survey and educating students and families on the connection	Students are showing up to Sojourner Truth, but have not completed independent study work (students attendance is based on work completed, not seat time), or not matriculating through the Electronic Learning Curriculum in a timely manner. 14.7% California Healthy Kids Survey participation compared to district's average of 52.3%	Personalized Student Support
Rigorous Academics	Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills.	Students arrive below grade-level and have deficient literacy and math skills. Program size, master schedule, and school funding, makes it challenging to offer all courses that meet A-G requirements. Also, the nature of program makes it challenging to design a Pathway that will meet the needs of all students.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Clearly define the sequence of of pathway coursework	Staff unable to agree on idenity of school...Pathway	Program of Study & Master Scheduling

2C. Current Strategy Analysis

Instructions:	

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	
Schoolwide Instructional Improvement Strategy:	Use the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices to support students reading and writing with evidence..	Not Yet	Not Yet	While we are beginning to engage teachers in training of the tool, we still need more training in engaging teachers in authentic conversations
Culture & Climate Improvement Strategy:	Increase staff, modify master schedule and create new structures, processes/systems to scale up SEL (students and staff) competencies to meet students' socio-emotional and academic needs.	Yes	Yes	The nature of the program enables staff to develop relationships based on trust...

Pathway Development Strategy:	Through the Future Center, we will develop a Technology Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	Not Yet	Not Yet	We are still in the early stage of developing Pathway with a focus on Technology. We have clearly defined the sequence of the pathway coursework and identify who will teach it and where it will be held	
Design Feature #1 (New/Emerging):	Create new Master Schedule (Block Schedule) to maximize student access and accommodations (students working in collaborative groups and projects).	Not Yet	Not Yet	Because of limited floor space, we are still studying the most efficient manner to design master schedule	
Design Feature #2 (New/Emerging):	Set up site for Sojourner Truth College and Career Readiness Center – to establish a student-learning lab and electronic library to support student research of careers, their community service projects, work on Advisory curriculum, to prepare for college admission and careers, and to collaborate with adults and peers. Additionally, there will be support for identifying and implementing acceleration strategies for GATE students and supports for Foster and Homeless youth.	Not Yet	Not Yet	We are beginning to encumber the funds to begin to establish a Future Center	
Signature Element #1 (Established):	Low Student to Teacher ratio	Yes	Yes	We have a very low student/teacher ratio	
Signature Element #2 (Established):	Individualized Instruction	Yes	Yes	The nature of the program enables teachers to have individualized instruction	
Signature Element #3 (Established):	SEL	Yes	Yes	The nature of the program (individualize instruction) also enables teachers to develop trusting relationships fosters SEL competencies.	

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?**

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. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.

FOCAL AREA	**Long-Term Goal for 2020**	**Indicator**	**Target Student Group**	**2015-16 Baseline**	**2016-17 Target**	**2017-18 Target**	**Related WASC Goal**	
Graduate Outcomes	Increase the # of students who take A-G courses and graduate with 230 credits	On Track to Graduate	All Students	0%	50% of students	All students		
Post-Secondary Readiness	Increase the # of students who are dual enrolled by at least 10 percentage points each year. Also, increase the number of students entering a two or four-year college/university after graduation by at least 10% each year.	Concurrent Enrollment	All Students	0%	30% of seniors	60% of students		
Climate and Culture	Continue with a Suspension rate below the District's 5%. Increase students' attendance rate by at least 10%.	Suspensions	All Students	0%	0%	0%		especially Africar
Rigorous Academics	Increase the % of students at or Above Grade Level in Reading Proficiency by at least 15 percentage points for the next two years. Increase ELs and long term ELS' reclssification rate by at least 10 percentage points for the next two years.	SRI	All Students	33.1% SRI proficiency, 8.3% EL , and 9.1% Long Term rates respectively	48.1% SRI, 18.3% EL, and 19.1% Long Term EL rates respectively	63.1% SRI, 28.3% EL, and 29.1% rates respectively		
Pathway Development	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	Pathway Participation	All Students	0%	TBD	TBD		

5. STRATEGIES	*Complete this by:* **February 28, 2017**	

Focused Annual Plan (FAP) Major Improvement Strategies		
Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**

Schoolwide <u>Language &</u> <u>Literacy</u> Improvement Strategy:	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Align the SEL standards and the CHKS survey and educating students and families on the connection	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	Clearly define Technology Pathway and sequence of coursework	School Leadership & School Vision	Work-Based Learning

Measure N Design Features			
Identify <u>up to three</u> Measure N design features that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Measure N Design Feature #1:	Develop a sequence of courses that equip students basic and advanced technology skills, from calendaring, email, and Google drive apps to programming and digital media.	Program of Study & Master Scheduling	Equity/Access/ Achievement
Measure N Design Feature #2:	Modify master schedule to maximize access to technology and related pathway experiences	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Measure N Design Feature #3	Provide access to computers and/or internet outside of school	Equity/Access/ Achievement	School Leadership & School Vision

Identify <u>up to three</u> established signature elements that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Signature Element #1 (Established):	All staff have oportunities to engaged in scheduled PDs to clearly understand how technology will be integrated into cirriculum	Program of Study & Master Scheduling	School Leadership & School Vision
Signature Element #2 (Established):	Teacher teaching Bootstrap and use google classroom	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Signature Element #3 (Established):	Blended Learning program - APEX program...technology integrated with curriculum	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling

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 Language & Literacy Improvement Strategy:	**Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction**

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)
PD: Implement schoolwide professional development focused on literacy and high-quality writing so staff might better assist students in meeting state's academic proficiency and advanced levels of academic achievement in core subjects, especially: African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	A2.1: Implementation of CCSS & NGSS	All Students	General Purpose Discretionary	$10,000.00		Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	
School Wide Writing Diagnostic - Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practice	A2.1: Implementation of CCSS & NGSS	All Students	Other	$0.00		Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	

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)
ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing to increase staff instructional capacity to assist students in meeting state's academic proficiency and advanced levels of academic achievement in core subjects, especially: African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	A2.1: Implementation of CCSS & NGSS	All Students	General Purpose Discretionary	TBD	1120	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	
Collaboration Time: Teachers have extended planning time to create and integrate literacy and witing strategies into their core curriculum and develop new curriculum to support students in meeting state's academic proficiency and advanced levels of academic achievement in core subjects, especially: African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	A2.10: Extended Time for Teachers	All Students	Other	$0.00		Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	
Reading Strategies: Implement annotation strategies such as: Talking to the Text and Technical Writing Tools. **Writing**: Focus on Claim-Evidence-Reasoning (CER)	A3.2: Reading Intervention	All Students	Other	$0.00		Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	

Schoolwide Mathematics Improvement Strategy:	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life						
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)**
STIP Sub: Hire a STIP sub to do classroom support and pull-outs to providing intensive math support, especially: African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	A2.9: Targeted School Improvement Support	All Students	General Purpose Discretionary	TBD	$1,105.00	Create real-world math learning opportur	
Collaboration Time: Teachers have extended PD planning time to create and integrate math strategies into their core curriculum; with a specific focus on supporting African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	A2.1: Implementation of CCSS & NGSS	All Students	Other	$0.00		Create real-world math learning opportur	
STIP Sub: Hire a .5 STIP sub to do classroom support and pull-outs to provide intensive math support with students, especially African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	A2.9: Targeted School Improvement Support	Other	General Purpose Discretionary	$15,096.10	$1,105.00	Writing with Evidence: Identifying a writir	
STIP Sub: Hire a .5 STIP sub to do classroom support and pull-outs to provide intensive literacy support, especially African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	A3.2: Reading Intervention	Other	Measure G: TGDS	$15,096.10	$1,105.00	Writing with Evidence: Identifying a writir	

Culture & Climate/SEL Improvement Strategy: Align the SEL standards and the CHKS survey and educating students and families on the connection

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)
Master Schedule: Modify master schedule to reflect addition of advisory classes	A2.2: Social Emotional Learning	All Students	Other	$0.00		Align the SEL standards and the CHKS s	
RJ & SEL PDs: Teacher PD's and workshops focusing on SEL, RJ Protocols and Equity	A2.2: Social Emotional Learning	All Students	Other	$0.00		Align the SEL standards and the CHKS s	

Pathway Development/Implementation Strategy:	**90% of students participate in a technology pathway experience: project connected to theme, mentorship, job shadow, course etc.**						
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)**
Work-Based Learning Liaison (.1.0 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	A1.1: Pathway Programs	All Students	Measure N	$97,886.17	2205	Develop a sequence of courses that equ	
Design Team: Extended planning time for the pathway design team to meet and plan pathway development	A1.1: Pathway Programs	All Students	Measure N	$5,000.00	1120		
School Site Visits: Visit and learn from high-quality school models	A1.1: Pathway Programs	All Students	Measure N	$10,000.00	5220		
Advisory Books	A1.1: Pathway Programs	All Students	Measure N	$10,000.00	4310		
Student Internships: Issue student stipends as part of the Pathway internship program	A1.1: Pathway Programs	All Students	Measure N	$20,000.00	5825		
Future Center: Begin developing a College and Career Center for youth to secure internships, complete college applications and financial aid forms, and receive support from SJT staff.	A1.1: Pathway Programs	All Students	Measure N	$20,000.00	4310		

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element 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?**	**Title 1 Requirement Addressed by Practices (if any)**

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION						

Instructions:

Please complete this self-assessment for your school.

Click here for the full [Measure N rubric.](#)

KEY:

1: Beginning & Designing	3: Meeting and Advancing
2: Developing & Approaching	4: Excelling and Sustaining

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+	3+		Over the past two years, we collaborated with teams to refine and align structures, systems and resources for operations that foster the "Shared Leadership Model or Distributive Leadership (shared responsibilty and accountability). We developed a handbook that reflects the Mission and Vision as well as began identifying Leadership Configurations and used Google Doc's to effectively communicate the leadership team's collective responsibilities..	We have spent a great deal of time creating the space and time for sraff to reflect in a manner that facilitates self awareness, with a focus on their values and beliefs.
Leadership Configuration	2+	3+	3+			
Distributive Leadership	2	3	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	2-	2	2+		Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills	The master schedule offerings are limited to staff.
Diverse Student Representation	3-	3-	3-			
Closing the Opportunity Gap	2	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	1	2	2		Nature of program makes it very difficult to create master schedule that supports a Pathway that meets the needs of all students.	Students did not have a clear trajectory of post-secondary options
Integrated Core	1	2	2			
Cohort Scheduling	1	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+	2+		SJT has 8.3% reclassification rate compared to dist. 15.4% rate; long term...11.1% rate compared to 21% for district. Also, SBAC ELA Prof. rate is 8.1% compared to dist. 28%. For math the rate is 0% compared to dist. 22.7% rate.	Students arrive below grade-level and have deficient literacy and math skills.
Collaborative Learning	2-	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+	2+		Opportunities for staff to share best instructional practices	Scheduled PD and collaboratoion between Alternative schools
Collaboration Time	2	3-	3-			

Professional Learning						
	2+	3	3			

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	1	1		Program size, master schedule, and school funding, makes it challenging to offer all courses that meet A_G requirements and 230 credits	.Students did not have a clear trajectory of post-secondary options
Pathway Outcomes	1	2-	2			
Pathway Evaluation						
	1	2-	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	3+	3+	3+		0% suspension, one on one instruction	The nature of the program (one-on-one and small group support) enables teachers to establish trusting relationships (SEL) and personalized or differentiated support to meet the needs of our students. However, the personalized engagement was not entirely focused on academic acceleration nor post secondary readiness.
College & Career Plan	1	2-	2			