

# 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

We have worked to be deliberate in our implementation of our Measure N plan and career readiness work so that we can ensure pathway access for all students at our small school. This year, as in previous years, we embedded our Measure N work within our regular school-wide reflection processes and work so that it is fully integrated in our operations and vision as a school. There are a wide range of successes that we would like to share.

First, one key aspect of our Measure N plan was the implementation of 11th grade work based learning and a 10th grade leadership conference. This work, while held and supported by a wide range of team members, has been led by our Career and Community Leadership Coordinator (CCLC), Gina Pascual. Her work has been significant, and will culminate in May and June with two key opportunities. Our juniors will all embark upon a work based learning opportunity aligned to their career interests for two days in May. Leading up to the conference, juniors have participated in various experiences within advisory to prepare them for this. These experiences include: Career Cluster exploration, research on specific careers, exploring college majors aligned to career interest, practicing soft skills and interview skills. Students will then participate in a two-day work based learning experience at a job site aligned to their interests, with a small number of their peers. This work was made possible through the collaboration of the CCLC with the 11th grade advisors, as well as with our College Counselor who has experience planning curriculum for advisory. By allotting PD time for 11th grade advisors to review the advisory lessons and learn about the career sites, as well as having the advisors generate criteria for the WBL placement process, we have a very high investment from advisors. In turn, our 11th graders are very excited about the opportunity. Investment in the WBL experience is high for students. Advisors prioritized ensuring that students who are more disconnected from school (as measured by attendance or grade data) would be placed in their first choice WBL site if possible to increase their sense of belonging at school and build more connection to career for their academics. We will be excited to share our learnings from the execution of the WBL experience at a later date!

The second key experience our CCLC has coordinated this year is a 10th Grade Leadership Conference in June that will bring together every sophomore in our charter network for a day-long experience. The preparation for the Leadership Conference has involved various stakeholders - student leaders (current and alumni) are on the planning team and will be facilitating the event. Our ILT has provided ongoing feedback throughout the year on the scope of the day, and families have provided feedback through the PGA meetings. Additionally, sophomores have provided feedback about which social issues are most important to them. During advisory, 10th graders will be preparing for the Leadership Conference. Lessons include completing a Strengths Explorer so they understand the strengths they bring to a team and are able to highlight those strengths in action at the Leadership Conference. Once at the Leadership Conference, the objectives align to our pathway work of exploring personal identity and highlighting personal strengths and facilitating cross-cultural collaboration. The work at the conference is an experiential preview into the dual enrollment Communications classes our students will take next year. The conference goals are:

Students will leave the 10th Grade Conference having a:

Stronger feeling of community & belonging among their 10th grade peers across the LPS network.

Clearer understanding of how one's identity, values, and ability to negotiate obstacles drives life choices.

Positive experience sharing their strengths and learning from their peers to solve a shared community issue.

A renewed sense of resiliency inspired by their LPS community's shared stories and collaboration.

*What are some implementation successes that you'd like to lift up and share with others?*

Another implementation success we would like to highlight is our new learnings from Merritt collaboration. This year one of our on-campus Course Facilitators is our Ethnic Studies (pathway) teacher. Through utilizing her same lesson planning structures as she uses in Ethnic Studies, she had the strongest success rate in her first semester of the College Course than any prior facilitator (83%). In a mid-year survey of students, they consistently expressed the support of the course facilitator and structures the teacher holds (ex: checking discussion post responses before allowing students to post them) as a reason for their success. 84% of students surveyed suggested that students should begin taking college courses earlier (in 9th, 10th, or 11th grade), highlighting that they do feel prepared for the course when provided the scaffolds necessary. As a result, next year we will be spreading the college course as a standard 11th grade course.

We also had a very positive student response to a 1-credit, 2-day BioScience course on the Merritt campus. The BioSci20, Emerging Technologies in Microscopy, course was a new partnership for our school. During February Break 35 students and 5 staff members were on site at Merritt College using state-of-the-art microscopes and engaging with Merritt faculty to learn about Microscopy and its connection to career opportunities. Through this experience, it became apparent just how powerful hands on science at the college can be. One of our seniors, a student who has been at risk of graduating late and spent the last 3.5 years disinterested in career or college experiences, changed his perspective on next steps in his career as a result of this experience. At the end of the two days, he told his College Counselor that because of being in a course on a college campus, he changed his mind and does want to go to college. This course is part of a course sequence that leads to a certificate in Microscopy.

A third success we would like to highlight is the experience of AP Computer Science Principles as a part of our course offerings. This year we piloted three sections of APCS for predominantly 10th graders. While we aim to shift this to an 11th grade course in upcoming years, we have seen great success in the course in opening students up to new career opportunities they may have never explored previously. Many of our students have expressed successes about the class that link directly to our Measure N goals. When asked what they enjoy about Computer Science, a few responses shared were:

"I enjoy learning about computer science because it is interesting and it connects to the kind of career I am interested in."

"I enjoy coding, getting to work with others, and being able to show our creative side."

"I enjoy combining math and computer into one course and learning how the internet works since its something we as teens use everyday. At first I was scared that I would never understand coding but now its what I feel really good at."

"I enjoy that we get to collaborate with other students and learn how to run the computer."

"we get to get hands on experiences with coding"

<p><i>How do you know you were successful (evidence, data)?</i></p>	<p>While do not have final participation numbers for the 11th grade WBL experience or the 10th grade Leadership Conference (they have not yet taken place as of the writing of this plan), we have opened the experience to 100% of our 10th and 11th graders. We have also involved a variety of stakeholders in the planning and engagement process for each experience, ensuring that we consider the needs of all involved. Additional evidence of success is the creation of the preparation materials that have been used by students and staff to prepare for each experience. Student leaders have actively participated in the planning and preparation for the 10th grade Leadership Conference.</p> <p>Student feedback for the College Courses and AP Computer Science, as shared above, are strong evidence of the positive satisfaction our students have with the course experiences.</p>
<p><b>Implementation Challenges</b></p>	
<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<p>During this first year of implementation, we have worked to implement in a deliberate manner, constantly refining our approach and our plan. While we are not yet where we want to be, we are proud of the strides we have made this year in WBL, expanding our course offerings, some significant strides in our dual enrollment work, and expansion of our counseling department and work for Tier 2 students.</p> <p>Our dual enrollment model is both one of our greatest successes for our Measure N work, and simultaneously a place where we have experienced many pain points throughout the year. One of the biggest challenges we faced was learning that a 5-unit college course does not work. In an effort to expand our Computer Science offerings and our Merritt partnership, we offered CIS6. Unfortunately, the course was a coding class that was too high of a level. We found that we needed an intermediate step that supported the large jump between the high school Computer Science class and the CIS6 programming course. To support the course, we hired a computer science tutor to be present in class daily and offer tutoring sessions for students. In the end, our students had to withdraw from the course, with only one student earning a passing letter grade. This experience further solidified for us the need to partner with college professors who have a mindset of desiring to ensure high school students are successful in their course, and willing to share information and collaborate in service of student success.</p> <p>Another major challenge with our dual enrollment this year has been in finding the right Course Facilitator. Last year we had one Course Facilitator, a teacher who had been with our school for several years. This year we transitioned to three Course Facilitators, each supporting one section of dual enrollment. Two have been at our school for two or more years, and have experienced strong success in supporting students. Unfortunately our third Course Facilitator was brand new to teaching and our school. A key learning is the importance of a teacher with strong planning and written/oral communication skills. Communication with the Professor, Dean of Counseling, and students is essential for student success in the dual enrollment classes. Additionally, strong planning that provides reading and writing scaffolds to students are vital. Nearly all of the students who failed a dual enrollment course this year were in the cohort with the new teacher.</p> <p>Another implementation challenge unrelated to our Measure N plan was in staffing - we were unable to hire an additional teacher for NFTE, and thus had another year without offering the class. (We struggled to find a teacher, and had an additional challenge of insufficient space to host an additional classroom in our building.) As a result, we chose to continue offering NFTE in the 12th grade to ensure that we can still pilot and learn from the experience. We had hoped to build a high student investment in NFTE with a grade level who would continue at our school (non-12th graders). Despite this, our seniors did greatly enjoy their experience with NFTE.</p> <p>Finally, this year we added additional counseling/support staff positions. We found a cultural challenge in blending these two roles. Frequently there has been a tension between the focuses and mindsets of the two different disciplines that have led to miscommunication and frustrations. While the long term vision is to provide a comprehensive system supporting both academic and socioemotional needs, we were not able to do this harmoniously this year. We are closing out our school year with whole-school action planning. One key topic we will address is how to bridge this divide and find more cohesion as a staff next year.</p>
<p><i>How do you know these were challenges (evidence, data)?</i></p>	<p>As described above, all but one student in our CIS6 class had to end the course by withdrawing and earning high school elective credit for continuing the coursework. This was disappointing for our students, who shared frustration about the experience throughout the semester.</p>
<p><b>Learning and Moving Forward</b></p>	
<p><i>What did you learn?</i></p>	<p>As previously mentioned, our approach to implementation has been slowly buliding out different aspects of our program to ensure access for <i>all</i> students. This deliberate implementation is vital to us so that we can learn from staff, students and families and constantly adjust course. It is the way our school experienced its turnaround, and our general approach to change.</p> <p>A key learning this year has been that we need to refine our vision for the pathway to ensure that those who aren't closely involved in the planning process understand its purpose. Our former pathway name, "Entrepreneurial Technology", was unclear for students, families, and staff. While the core classes and experiences will remain unchanged, we need to clarify the vision of the pathway to ensure that its connection to career and post-high school options is clearer.</p>

*How are you revising your strategies and pathway development work going forward based on what you learned?*

We are shifting our pathway development to clarify the vision. We will be clarifying our pathway as Entrepreneurial Leadership - helping students have the entrepreneurial, technology, and communication skills necessary to be successful in a wide range of careers. Additionally, staying true to our original pathway vision, our Entrepreneurial Leadership pathway will support students in developing the self knowledge and knowledge of community to be able to exercise entrepreneurial leadership in a range of careers. They will develop and put this knowledge into action through projects and courses, electives, and WBL experiences. We want to ensure that our students have experience with careers and work settings where they can see how these skills play out. In order to implement this vision, we need to begin career exploration earlier. Next year we are excited to pilot a new advisory curriculum in the 9th grade, using NFTEs *Exploring Careers* curriculum as the foundation. Through this advisory curriculum, students will begin to develop entrepreneurial mindsets, and start earlier career exploration. The year will conclude with an exposition where the students present a career fair to the community.

As a small school, we need to have a coherent pathway core that can then provide some differentiation and flexibility for a range of student interests. As an entrepreneur, you aren't just filling a job. Technology and communication are skills to help you be an entrepreneurial leader. All of our pathway courses: Ethnic studies, Merritt dual enrollment Communications classes, and Computer Science are all helping students look inward and build the skills and self awareness necessary to be in collaboration with others. We aim to help students understand, through the building of entrepreneurial mindsets, that you can be entrepreneurial in any career you choose. It is the leadership qualities and mindsets that support success.

Additionally, we have seen through various data points that we need to do a better job supporting our students with IEPs and newcomers into our pathway program. Next year we will be focusing on integrating students with IEPs and Newcomers into our pathway courses. For example, we are excited to have the majority of our 2nd year newcomer students enroll in the NFTE entrepreneurship course. Some of our core work next year will be to continue to take a critical lens to our pathway to identify opportunities for newcomers and how we can be flexible in our pathway offerings to provide the "just right" course options for students to be successful.

Lastly, we are interested in expanding our dual enrollment course offerings across the Peralta Colleges. We recognize that through a broader collaboration with Peralta, we will be enabled to diversify our offerings as well as expose our students to additional programming. We are currently exploring a variety of 1-credit courses, similar to the BioScience course offered this year, to connect to our pathway theme. Additionally, we are excited to tackle a persistent challenge through our dual enrollment work: the remedial math rut that many of our students get into upon entry into post-secondary education. As a result, we will be offering two new courses next year: Pre-Statistics and Statistics through College of Alameda. The courses will be offered in a double block to students who score conditionally ready on the SBAC. Successful completion of the courses fulfills the general education math requirements for most liberal arts majors in the UC/CSU and community college systems.

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

**1. ABOUT THE SCHOOL**

**Complete this by: January 31, 2017**

**Instructions: (For OUSD Schools Only)**

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.

<b>School:</b>	LPS Oakland R&D	<b>School ID:</b>
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**1A. School Description**

LPS Oakland R&D was established as a school in August of 2012. Our school was launched in response to a growing need to provide high quality secondary school access to students in the East Oakland community.

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

Over the last three years, our school has developed a strong reputation for creating a safe and supportive learning environment for students of a varying skill levels and learner profiles. LPS Oakland R&D currently serves 9th-12th grade students. Our student body consists of over 300 students, of which approximately 93% qualify for Free and Reduced Lunch.

**1B. School Mission and Vision**

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

In addition to our primary mission we also strive to:

- Improve the academic achievement of all students
- Close the achievement gap of educationally disadvantaged students
- Foster student leadership and dedication to public service
- Create differentiated supports for college access and success for students via our College Launch program

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

Length of WASC Accreditation:	6 years	Last WASC Self-Study:	2015-16	Next Self-Study:	2021-22
SCHOOL WASC GOALS					LCAP Goal Category
<i>Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.</i>					2: Students are proficient in state academic standards.
<i>Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.</i>					5: Students are engaged in school everyday.
<i>Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.</i>					4: English learners are reaching English fluency.
<i>Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.</i>					1: Graduates are college and career ready.
<i>Improve parent engagement through: increased grade level meetings (lower school students), increased parent communication, and increased parent participation in school events (college cafe, 1:1 meetings, Back to School Night, etc).</i>					6: Parents and families are engaged in school activities.

**1D. School Demographics**

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	48.4%	51.6%	98.9%	94.3%	30.6%	20.4%	10.5%	0.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	7.0%	0.0%	1.0%	87.0%	1.0%	1.0%	0.0%	0.0%	5.9%

**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)					53.3%	41.8%
Linked Learning Pathways (Grade 10)					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)	86.0%	93.0%	90.6%		TBD	TBD
Four-Year Cohort Dropout (All Students)	8.8%	3.5%	7.1%		TBD	TBD
Four-Year Cohort Dropout (English Learners)	14.7%	7.4%	16.7%		TBD	TBD
Four-Year Cohort Dropout (SPED)	20.0%	0.0%	14.3%		TBD	TBD
Percent of Students Leaving	20%	16%	3.6%		TBD	TBD
On Track to Graduate (Grade 9)	65.8%	74.3%	89.3%		46.7%	TBD
On Track to Graduate (Grade 10)	75.3%	75.0%	75.0%		33.6%	TBD
On Track to Graduate (Grade 11)	69.5%	73.8%	82.8%		35.4%	TBD
On Track to Graduate (Grade 12)	84.5%	91.1%	93.7%		44.8%	TBD
A-G Completion (Grade C or Better)	92%	87%	93.6%		51.2%	TBD
A-G Completion (African American Students)	sample size <5	86%	sample size <5		33.6%	TBD
A-G Completion (Special Education Students)	sample size <5	22%	0.0%		15.6%	TBD
A-G Completion (English Learners)	86%	83%	77.8%		33.9%	TBD
A-G Completion (Foster Youth)	sample size <5	sample size < 5	sample size < 5		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)	12%	34%	43.9%		25.7%	TBD
AP Course Access (African American Students)	12%	0%	23.8%		14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	29%	59%	47.0%		7.9%	TBD
% of Seniors with GPA > 3.5	29%	24%	36.7%		TBD	TBD
Average SRI Reading Level, Grade 11					TBD	TBD
Average SRI Reading Level, Grade 12					TBD	TBD
Dual Enrollment with Community College	15%	59%	96% of seniors		TBD	TBD
Dual Enrollment (Grade C or Better)	100%	100%	88.80%		82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	27	29	46		TBD	TBD
Number of Students Enrolling in Two-Year Colleges	15	16	23		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)	33%	24%	27.0%		11.2%	TBD
Chronic Absence (Special Education Students)	48%	23%	25.0%		18.7%	TBD
Chronic Absence (Foster Youth)	sample size <5	sample size < 5	sample size < 5		19.2%	TBD
Suspension Rate	15%	10%	8.7%		TBD	TBD
No Suspensions (African American Males)	62%	74%	91.3%		91.2%	TBD
No Suspensions (Foster Youth)	sample size < 5	sample size < 5	sample size < 5		86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	n/a	n/a	n/a	n/a	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	62%	39%	38.20%		13.2%	TBD
Long Term English Learner Reclassification Rate	44%	48%	44.0%		17.1%	TBD
SBAC Proficiency (ELA)	N/A	61%	68.0%		19.5%	TBD
SBAC Proficiency (Math)	N/A	17%	22.0%		14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)					23.9%	TBD

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

Complete this by: **February 1, 2017**

**2A. Schoolwide Strengths and Challenges**

<p><b>Instructions:</b></p>	<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 current data?</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>		
Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>
Graduate Outcomes	<p>The percentage of students leaving our school has decreased by approximately 13%. Additionally, we have seen an increase in our A-G completion rate.</p>	<ul style="list-style-type: none"> <li>- The English Learner student dropout rate doubled over the last two years, from 7.4% to 16.7%</li> <li>- The SPED student dropout rate increased from 0% to 14.3%</li> <li>- There was a drop in A-G completion rate for SPED students, from 22% to 0%</li> <li>- The A-G completion rate for EL students is decreasing, from 83% to 77.8% the last two years</li> <li>- There has been a slight decrease in the overall graduation rate over the last two years, from 93% to 90.6%</li> </ul>	<p>SPED A-G completion (0% in 2015-2016) and dropout rates (14.3%) have increased in the past two years.</p>
Post-Secondary Readiness	<ul style="list-style-type: none"> <li>- We have seen an increase in access to AP courses for students, including for our AA students. This year we added AP Computer Science and AP Chemistry to our offerings.</li> <li>- Increased access to dual enrollment - almost all of our seniors in 2015-2016 took a dual enrollment course! We continue to aim to ensure that reaches 100%.</li> <li>- The percentage of seniors with a GPA &gt; 3.5 has increased.</li> </ul>	<ul style="list-style-type: none"> <li>- Drop in the AP exam pass rate. (Note: we want to explore this number, particularly asking what impact increased access had on the AP exam pass rate? Additionally, we would like to compare the percentage numbers and raw data.) The pass rate dropped from 59% to 47%. However, this is in a year when we added AP English for all seniors. Given this expansion in AP access for our seniors, we anticipated a decrease. Previously we only offered AP Spanish.</li> <li>- Drop in the pass rate of dual enrollment, from 100% to 88.8%. This is also linked to more students taking the course. This was also the first time COMM courses were introduced-- these are higher rigor than the prior dual enrollment courses. We have seen increases in pass rate over time. The profile of student not passing dual enrollment classes varies, including AA and EL students.</li> <li>- Lower access rate to AP for African American students. (Linked to AP Spanish as formerly our only AP course offering, and our AA students did not enroll in that course.) Last year 23.8% of AA students had access to an AP class - this represents the senior class (AP English)</li> </ul>	<p>Decrease in the dual enrollment pass rate, from 100% to 88.8% over the last two years.</p>
Climate and Culture	<ul style="list-style-type: none"> <li>- The suspension rate has decreased from 15% in 2013-2014, to 8.7% in 2015-2016.</li> <li>- There has been a decrease in suspensions for AA male students. In 2013-2014, 62% of our AA male students had no suspension. Last year, 91.3% of our AA male students had no suspensions.</li> <li>- There has been a dramatic drop in the absence rate for SPED students over the past two years (compared to 13-14), from 48% to 25%.</li> </ul>	<ul style="list-style-type: none"> <li>- Chronic absences in general (for all student groups). Chronic absences had decreased (from 33% to 24%), and have now increased again, to 27%. This is true for all students and SPED students (25%).</li> </ul>	<p>Chronic absences for all students have increased, to 27%.</p>

Rigorous Academics	We have seen an increase in SBAC ELA and Math proficiency. This is particularly notable for our continued ELA growth, particularly as compared to entering MAP reading scores for students and their growth from 9th-11th grade. Our SBAC ELA proficiency rate move from 61% to 68%, and SBAC Math from 17% to 22%.	<ul style="list-style-type: none"> <li>- The long term EL reclassification rate has generally hovered around the same percentage (39%)</li> <li>- The EL reclassification rate has decreased overall, from 48% to 44%.</li> <li>- The SBAC Math proficiency rate has remained low. (For all students, and including SPED and EL students)</li> <li>- We see that our students with IEPs and EL students are the profile of student who is not earning proficiency on the SBAC.</li> </ul>	SBAC Math proficiency rate remains lower than SBAC ELA proficiency rate, at 22%.
Pathway Development	We have implemented significant structural changes for our pathway development, and all of our students are accessing these opportunities in various times in their trajectory of high school. These include: <ul style="list-style-type: none"> <li>- Ethnic studies (9th grade)</li> <li>- AP Computer Science (10th grade)</li> <li>- NFTE (12th grade Econ)</li> <li>- Increased dual enrollment course offerings (11th/12th grades)</li> <li>- Peer tutoring opportunities</li> <li>- Lower School counselor to support students with higher needs in 9th and 10th grades</li> </ul>	<ul style="list-style-type: none"> <li>- Our Newcomer students do not currently have access to Ethnic Studies (due to the structure of their schedule)</li> <li>- As our newcomer population increases and these students move through the grade levels, we will need intentional supports for their academics within the structure of the day.</li> <li>- EL students in various pathway courses (particularly AP Computer Science and Dual Enrollment) will need continued additional supports, both academic and socio-emotional.</li> </ul>	Continued targeted supported for Newcomer and EL students in pathway courses.

**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.

[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.*

Focal Area	Highest Leverage Challenge <i>(will autopopulate from the table above)</i>	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	SPED A-G completion (0% in 2015-2016) and dropout rates (14.3%) have increased in the past two years.	<p>The team asked ourselves a few key questions to reflect on this challenge:</p> <ol style="list-style-type: none"> <li>1. How are we providing access to our SPED students in all classes? If students are unable to access the material, they will struggle to pass the course. This is planning for differentiation for our SPED and EL students. To what extent have we incorporated collaboration with SPED teachers into this Measure N plan?</li> <li>2. What overlap exists for EL and SPED students? (How do they have similar and different needs?)</li> <li>3. The class of 2016 had two years of HS with 5 periods of class, and 2 years with 6 class periods. In order to accommodate Guided Studies, they were unable to take a specific A-G route. Many of these students had a basic diploma route. (It was less about access to A-G course success, and more about access to a full A-G course load.)</li> <li>4. 9th - 12th grade retention continuum: this has not been strategically planned for HOW to keep a cohort of students. We need to be more strategic about this.</li> <li>5. How can we make A-G accessible for more students? Our graduation requirements need to be updated to include WBL. How can supports for struggling students be included into the graduation plans for students?</li> </ol> <p>Through this reflection, we have identified the following root cause: <b>we have not articulated a clear vision for our SPED students ensuring they are planning for college and career throughout their four years with us. Our SPED team needs support to shift from the current system of supporting students in general academics to working towards college/career goals that help move them to independence and a clear goal beyond high school.</b></p>	Equity/Access/ Achievement



<p><b>Post-Secondary Readiness</b></p>	<p>Decrease in the dual enrollment pass rate, from 100% to 88.8% over the last two years.</p>	<p>Our team has a few key reflections on our dual enrollment progress this year:</p> <ol style="list-style-type: none"> <li>1. New dual enrollment classes were more rigorous. COMM courses are a General Education requirement course - this inevitably means the courses are highly rigorous.</li> <li>2. Adding new course offerings is challenging. It requires intentional relationship building with the instructor, ensuring that the instructor understands the dual enrollment structure at the high school level, and is committed to sharing and analyzing data with the high school team to support student success.</li> <li>3. Having a different site course facilitator leads to challenges. We have not had continuity from one school year to the next of this on-site facilitator. As a result, each school year we have started from scratch with relationships with the course facilitator and professor. A strength in this area is our continued relationship with the COMM professor, and our Dean of Counseling working directly with him for several years.</li> <li>4. Developing a relationship with the Merritt professor is vital to student success (from course facilitator and student viewpoint).</li> <li>5. We do not have a clearly articulated model for Study Hall and what structures need to be in place to support the work happening in the Course Facilitator's classroom.</li> </ol> <p>We also explored our students' experience in the courses. They shared statements such as "What I enjoy about taking a college course during high school is that you get extra credits and you see how a college course will be like." Students also shared, "The challenge about taking a college course is making sure you have time management with posting the work online." This was echoed by many students in their feedback - time management is challenging. Despite the rigor of the courses, our students strongly believe that students can begin the college courses earlier in high school. In a survey given to the majority of our students in the college course this year, 83% stated that they believe the first college course should happen in 9th-11th grade, rather than 12th grade. They shared that they feel that in other grade levels students will be set up for success in the classes, with the supports of our site teachers.</p> <p>Through this reflection, we have identified the following root cause: <b>in 2015-2016 we were still developing our collaboration model with the college, site facilitator, and site administrators. We must have a strong communication structure for our courses to be successful. Additionally, we need continuity from year to year with course facilitators, when possible, so that we can continue to build strong relationships at this critical point. Additionally, continuity would ensure that all teachers are supporting access for all students and monitoring their progress in collaboration with the student and professor.</b></p>	
<p><b>Climate and Culture</b></p>	<p>Chronic absences for all students have increased, to 27%.</p>	<p>We identified a few key points/questions in our analysis of this climate and culture challenge:</p> <ol style="list-style-type: none"> <li>1. Need to still sort out a clear attendance policy that is held and communicated to all families, and clarity on staff who hold it. This has not been 100% clear for families or students.</li> <li>2. A high number of our students leave for extended absences. We need to more clearly communicate our stance on this and uphold the expectation around attendance.</li> <li>3. We need to refine the SARB process, as it is currently in place with varying efficacy. Also, we need to continue to work on ensuring the process is supportive of the needs that our students and families express in the meetings.</li> <li>4. Information we know about some students with chronic absence struggles: transportation, undiagnosed mental health needs, lack of connection/buy in to school, being multiple grade levels behind. Ideally, our Pathway plan should support all of these challenges.</li> <li>5. We need to learn more about the chronic absent rate from our students and families so that we can impact this number through our Measure N planning.</li> </ol> <p>Through this analysis, we have identified the following root cause. <b>Our attendance policy and expectations for student attendance have not been taught to our families at the start of the year. We have a major missed opportunity to ensure that families understand the correlation between attendance, high school graduation, and access to college and career.</b></p>	<p>Personalized Student Support</p>

<p><b>Rigorous Academics</b></p>	<p>SBAC Math proficiency rate remains lower than SBAC ELA proficiency rate, at 22%.</p>	<p>Through our discussion, we reviewed a few key points:</p> <ol style="list-style-type: none"> <li>1. We have not fully shifted the math curriculum to CCSS, whereas ELA shifted curriculum to CCSS several years ago. Still adopting the new curriculum.</li> <li>2. If the majority of our students enter at similar levels behind in reading and math, what impacts such strong acceleration in ELA but not math?</li> <li>3. Math teacher turnover and lack of a lead teacher the way ELA has a consistent lead.</li> <li>4. Language - what language supports are included in the math classrooms for our EL students? While 30% of our students are classified as EL, we know that many more still require language supports that may not be showing up in their math classrooms.</li> </ol> <p>Through this analysis, we identified the following root cause. <b>We need to ensure that 100% of our math classrooms have a strong, backwards planned scope and sequence aligned to the Common Core. The scope and sequence and accompanying unit and lesson plans need to incorporate differentiation for students and immediate response to data. (Currently, teachers move forward with instructions even when a majority of a class has not mastered material.)</b></p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p><b>Pathway Development</b></p>	<p>Continued targeted supported for Newcomer and EL students in pathway courses.</p>	<p>We have had a growing population of Newcomer students, which we did not fully account for in our initial Measure N plan.</p> <p>As our Newcomer students enter into large general education classrooms (ex: Algebra 1), there is a need for additional support. These students do receive scaffolded supports from the general education teacher, as well as from the Newcomer teacher. However, within the classroom our EL students are not receiving other additional support, which may be warranted. For example, SPED students receive additional supports from an Instructional Assistant...why not our Newcomers? A high number of our Newcomer students are receiving Tier 2 services.</p> <p>Root Cause: <b>Newcomer students receive a high level of support and access within their ELD courses. We do not have sufficient additional supports for them in their gen ed classes. Additionally, teachers do not have the skills needed to ensure access for newcomer students.</b></p>	<p>Equity/Access/ Achievement</p>

**2C. Current Strategy Analysis**

<p><b>Instructions:</b></p>	<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
<p><b>Schoolwide Instructional Improvement Strategy:</b></p>	<p>Our math teachers will collaborate over the summer to develop Common Core aligned unit plans, have consistent collaboration time throughout the school year, and work to incorporate collaborative learning structures in their classroom. Collaborative sessions will incorporate work with the Computer Science teacher to support interdisciplinary problem-solving and collaboration skills for students. We will also provide quarterly professional development opportunities for our pathway teachers to identify goals, learn new strategies, and pilot curriculum and techniques in their classrooms, as well as continue to provide collaboration for grade level teams.</p>	<p>Not Yet</p>	<p>Yes</p>	<p><b>Analysis:</b>  Math teachers have been collaborating. This happened over the summer to create a consistent approach to planning, as well as ongoing throughout the school year.  Plans are aligned to Common Core and incorporated into their instruction - use of Engage NY  Peer observations have been occurring within the math department to continue work on inquiry  Multiple group projects in Computer Science work towards collaboration and problem-solving  The course (AP CS) is inherently based on problem-solving skills  Curriculum is project learning based and is connected to real world issues  Quarterly professional development is happening for all teachers including pathway teachers - it is currently targeted to individual content areas.  Grade level teams are collaborating bi-weekly to continue strategically supporting students, this year with a focus on Tier 2 students.</p> <p><b>Improvements:</b>  Finding an entry point for collaboration between math and computer science.  An idea is to discover how courses are related and build out a coherent connection. This has been intentionally happening in math courses, and will need to integrate CS.  Determine the importance of collaborative learning for us as a school, and if important build out the structures across courses.  Develop protocols for reflection of group work - how can these be coherent across courses?  Identify collaborative strategies that can be universal through all courses that can transfer into college and career readiness</p>

<p><b>Culture &amp; Climate Improvement Strategy:</b></p>	<p>We will work to improve parent education to support positive attendance. Additionally, we will work with our counseling and intervention leads to create personalized support for students who miss school for reasons such as illness or mental health/wellness and need an individualized plan to get them back on track and/or need stronger student conditions to support their attendance.</p>	<p>Yes</p>	<p>Yes</p>	<p><b>Analysis:</b> Increasing parent involvement with monthly workshops - parent involvement when school informed parents about attendance dates that could not be missed - parents were involved with getting students on independent study plans Individual parent outreach from Counseling staff and main office staff - to address attendance issues. Tier 2 team works closely with students to make plans for make up work in collaboration with teachers Coordinate with parents to facilitate make up sessions during school breaks (Thanksgiving and Winter) SLC meetings with parents to offer support and resources. Home visits for students who are truant/ chronically absent Catching students after absences of 4+ days and setting up meetings or notices home.</p> <p><b>Improvements:</b> Not all students or parents are aware of transportation resource - increase awareness of availability of bus passes and clipper cards Need to set up meetings in anticipation of truancy - identify students and set up parent meetings quarterly or at the beginning of each semester. More individualized &amp; school incentives tied to attendance goals. Increasing case management and mental health wrap around services for students experiencing complex trauma Increase collaboration with medical providers, school and family</p>
<p><b>Pathway Development Strategy:</b></p>	<p>In all grade levels we will continue to improve the robustness of Naviance as an opportunity for career exploration in Advisory. In the upper school, we will work with the WBL coordinator (at the network level) to create opportunities aligned to our pathway theme. Our increase in staffing (Lower School Counselor) will support student scheduling and placement. With General funds, we are also hiring an Intervention Counselor to support the needs of our students, including attendance, connection to school, etc.</p>	<p>Yes</p>	<p>Yes</p>	<p><b>Analysis:</b> Fully implemented! Naviance access and curriculum for all students during advisory and leading up to College/ Career related school wide events WBL opportunities available to 11th grades and a Career Conference for 10th grade Hiring LS Counselor has supported students with group and individualized academic counseling Hiring Intervention Counselor has created a cohort of students who receive individualized and group support services</p> <p><b>Improvements:</b> Additional advisor and counseling staff training on using Naviance platforms and tools. Expansion of Career programming to create a career presence at school. Improve 9th grade career exploration through implementation of NFTE Exploring Careers curriculum.</p>
<p><b>Design Feature #1 (New/Emerging):</b></p>	<p>Add new dual enrollment Merritt courses (Computer Principles and Sustainable Environmental Systems) to increase choice and provide more pathway aligned dual enrollment options. Work to maximize study hall as a paired course to support students in the college courses.</p>	<p>Yes</p>	<p>Yes</p>	<p><b>Analysis:</b> New dual enrollment courses were added - CIS 6 Computer Programming and ENVMT 2 - Intro to Sustainable Envr Systems Able to expand dual enrollment courses to more 11th graders and 1 - 10th grader 80% of students in a dual enrollment course have a study hall block to support work completion. Specialized tutor hired to support students in CIS 6 course ENVMT professor invested in school community and course - has taught several sessions in person at LPS. Linked WBL to college course content By offering college courses in 2 disciplines (Humanities &amp; Sciences) we are providing students with more options for college and career opportunities/ preparedness.</p> <p><b>Improvements:</b> Study hall courses should be aligned to college course content. We need to re-assess the true need for study hall. Need to prepare students for rigor of computer programming 5 unit college course Many unforeseen challenges with the CIS 6 course content and instructional practices</p>
<p><b>Design Feature #2 (New/Emerging):</b></p>	<p>Implement a peer tutoring program for upper school students to tutor in the lower school classrooms. Peer tutors will be trained over the summer, hold intern positions during Summer Bridge (for new 9th graders), and consistently work throughout the school year in lower school classrooms to support problem-solving, collaboration, and improved achievement.</p>	<p>Yes</p>	<p>Yes</p>	<p><b>Analysis:</b> Peer tutors are in place in English, Algebra 1, Algebra 2, and Biology classes Peer tutors were trained and have clear structures within the classroom Peer tutors are supporting Newcomer students in the classroom Summer Bridge interns were effective and supported the transition to HS for incoming 9th graders</p> <p><b>Improvements:</b> Right now the Principal holds the Peer Tutoring structure, which is not manageable - identify a different point person for ongoing feedback Continue to expand the pool of students who are recruited for peer tutoring. (Ex: how can we ensure that EL, SPED and male upper school students are represented?)</p>
<p><b>Design Feature #3 (New/Emerging):</b></p>	<p>Add a Lower School Counselor position to improve career and college readiness support for students and families. Among other things, the Lower School Counselor will write lower school advisory lessons (incorporate Naviance--college and career exploration) as well as support students in their scheduling process to determine which route of the pathway they will choose to take by their junior year (specifically which dual enrollment courses align with their personal goals).</p>	<p>Yes</p>	<p>Yes</p>	<p><b>Analysis:</b> Implemented! Advisory lessons are including career and college programming Summer program connections based on interest Scheduling support in place Family and parent meetings have been held. Collaboration with WBL coordinator to implement the 10th grade Leadership Conference.</p> <p><b>Improvements:</b> Strategically plan transition from Lower School --&gt; Upper School and incorporate the pathway course selection Train LS Counselor on career exploration curriculum so that learning experiences begin immediately in 9th grade.</p>

<b>Signature Element #1 (Established):</b>	Our school regularly participates in cycles of inquiry at the grade, department, admin team, and whole-school levels. These cycles of inquiry incorporate data analysis, quantitative goals aligned to supporting key student groups (male and Emerging Bilingual), and consistent collaboration to improve student outcomes.	Yes	Yes	<p><b>Analysis:</b> At the beginning of the semester and every level of our school, cycle of inquiry meetings continue to delve deep into the data and develop our goals as a team. (individual teachers, grade levels, department teams, ILT, admin) Creating structured and specific plans based on data during every cycle of inquiry We're able to identify support structures through this data analysis</p> <p><b>Improvements:</b> More forward thinking than reactive thinking, planning in advanced for the cycle of inquiry could reduce the amount of reactive thinking. (For example, we tend to identify similar student profiles every year...can we implement things more explicitly in advance of Col?)</p>
<b>Signature Element #2 (Established):</b>	Our school will continue to incorporate data driven instruction using our whole-school backwards planning approach and through our coaching cycles. This data driven instruction will be present in pathway and core content classes to support closing the gap in achievement levels for male and Emerging Bilingual students. One example of this in our pathway courses is the team (site, network, Merritt, and industry partners) who convened to support students in the Merritt dual enrollment classes last semester to implement a plan to support student achievement in the spring courses.	Yes	Yes	<p><b>Analysis:</b> By continuing data review and backwards planning we are continuing to support students who fall within our targeted student group. School-wide PD sessions are geared to support male and EL students. Pathway course team successfully utilized data to guide implementation of dual enrollment courses. Monthly practice in PD sessions to review student data that specifically focuses on male and bilingual student achievement. Grade level and department goal setting determined based on data findings.</p> <p><b>Improvements:</b> Codify work with dual enrollment process and structure Make data analysis practice readily accessible to others (esp Merritt collaboration) Creating more structures for students who are failing Increase the pool of professors who LPS can partner with for dual enrollment Incorporate more qualitative data from male and emerging bilingual students</p>
<b>Signature Element #3 (Established):</b>	We will continue to infuse technology in our courses to ensure our students are college- and career-ready, and to support teachers in being more responsive to student needs. Technology is very present in the dual enrollment and computer science courses, and we will continue to explore its consistent role in the other pathway courses (ethnic studies, entrepreneurship pilot).	Yes	Yes	<p><b>Analysis:</b> Computers are used (almost) daily in Computer Science as well as other courses Computer access for students is 1:1 across the school In the process of re-introducing Exit Ticket (computer program for in the moment data analysis) in the math classes Increase in technology use for formative assessments Dual enrollment courses are online and facilitators are improving how to help students through an online course by teaching them the skills to be successful in college Using technology as a collaboration tool with middle school students by training peer tutors to teach the middle school students Google Suite</p> <p><b>Improvements:</b> Exit Ticket (computer program) is not as accessible/user friendly as before (it transferred over to a new platform) Teaching the students the importance of communication through the use of technology Use technology in courses to better maximize student voice</p>

### 3. EQUITY IMPERATIVE FOR YOUR SITE

Complete this by: **February 1, 2017**

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?
At LPS Oakland, our equity imperative is to move ALL of our students to the levels of achievement that our general education and female students are currently achieving. In particular, this means intentional supports and instruction for our Emerging Bilingual, Special Education, and Male Students. Every portion of our plan should in some way support these student groups.	<p>We will see:</p> <ul style="list-style-type: none"> <li>- A decrease in SPED/EL dropout rates</li> <li>- A decrease in the chronic absence rate, particularly for SPED, EL and Male students</li> <li>- An increase in graduation rates</li> <li>- Increasingly comparable data for proficiency rates on SBAC for the student profiles</li> </ul>

### 4. ANNUAL SCHOOL GOALS

Complete this by: **February 1, 2017**

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
<b>Graduate Outcomes</b>	By 2020, our Special Education students will be on track for A-G completion at a rate of 80%.	A-G Completion	Students with Disabilities	0%	20%	40%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
<b>Post-Secondary Readiness</b>	By 2020, our dual enrollment pass rate (C or better) will be 100% for courses in which we have partnered with the professor for 2+ semesters, and 85% for courses with a new professor. By 2020, we aim to have at least three long-term, established partnerships with dual enrollment professors.	Concurrent Enrollment	All Students	88% (2+ semesters collaborated)	90% (2+ semesters collaborated) 80% (new collaboration)	93% (2+ semesters collaborated) 85% (new collaboration)	Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.

<b>Climate and Culture</b>	By 2020, our chronic absence rates for all students and SPED students will decrease to 19%.	Chronic Absence	All Students	27%	25%	23%	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.
<b>Rigorous Academics</b>	By 2020, our SBAC math proficiency rate will raise to 42%.	SBAC Math	All Students	22%	27%	32%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
<b>Pathway Development</b>	By 2020, pathway courses will incorporate career readiness, and demonstrate a clear understanding for students about the different career options available to them after high school. This will mean that our pathway courses have a specific set of career-readiness/21st century skills that are intentionally incorporated into pathway class content over a student's four-year progression. Students, staff, and families will clearly know that we have a pathway focused on building career readiness as measured by survey data.	Pathway Participation	All Students	Initial draft of Measure N/Pathway plan created and piloted	Implementation of pathway plan	Identify specific 21st century skills for pathway courses	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.

Identify

<b>5. STRATEGIES</b>	<b>Complete this by: February 1, 2017</b>
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<b>Focused Annual Plan (FAP) Major Improvement Strategies</b>		
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<i>Identify four 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>	Scope out a clear progression of goals and supports for EL and SPED students in their four year continuum of Humanities classes at LPS Oakland, including reading and writing supports and outcomes. This will include strategic integration of SPED staff and Newcomer/ELD teacher(s).	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
<b>Schoolwide Mathematics Improvement Strategy:</b>	Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>Culture &amp; Climate/SEL Improvement Strategy:</b>	We will refine our tardy and attendance policy to ensure that we reduce the chronic absence rate. This refined policy will include targeted interventions for students with historic chronic absences, including early intervention and family communication.	Personalized Student Support	Equity/Access/ Achievement
<b>Pathway Development/ Implementation Strategy:</b>	We will collaborate across pathway courses to identify 21st century skills that we will intentionally build across a students' four-year pathway experience at LPS Oakland, ensuring career readiness skills are included.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions

<b>Measure N Design Features</b>		
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<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>	Increase course offerings for dual enrollment classes. Build out partnerships within Peralta to ensure that professors and new courses support student interests and needs, and are aligned to our approach. This includes additional offerings to incorporate a rigorous college-readiness math course (greatly reduces the need for students to take remedial math in college), as well as courses aligned to an education pathway.	Program of Study & Master Scheduling	Equity/Access/ Achievement
<b>Measure N Design Feature #2:</b>	Work with the Career and Community Leadership Coordinator to build 10th grade leadership conference and 11th grade WBL experience to ensure the development of career readiness/21st century skills. Begin 9th grade Career Exploration through a new advisory curriculum.	Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
<b>Measure N Design Feature #3:</b>	Increase course offerings for 10th graders by adding an Entrepreneurship course as the 10th grade elective course. The impact of this is to ensure that we continue to improve our 10th graders' connection to school, and as a by-product impact chronic absence rates and overall success in school.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions

<b>Signature Elements (Established Practices)</b>		
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<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>	Ongoing collaboration between SPED and General Education staff to support access and achievement of SPED students. Continue to prioritize SPED students in cycles of inquiry at the department and grade levels.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions

<b>Signature Element #2 (Established):</b>	Our school will continue to incorporate data driven instruction using our whole-school backwards planning approach and through our coaching cycles. This data driven instruction will be present in pathway and core content classes to support closing the gap in achievement levels for male, SPED and Emerging Bilingual students. In particular, we will continue to strategically coach math teachers on this as we work to improve math proficiency rates.	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision
<b>Signature Element #3 (Established):</b>	Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	Personalized Student Support	Equity/Access/ Achievement

**6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES** **Complete this by: February 1, 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: Scope out a clear progression of goals and supports for EL and SPED students in their four year continuum of Humanities classes at LPS Oakland, including reading and writing supports and outcomes. This will include strategic integration of SPED staff and Newcomer/ELD teacher(s).**

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)
Use Springboard as a base for all ELA classes	A2.3: Standards-Aligned Learning Materials	All Students	Measure N	\$3,000.00		Scope out a clear progression of goals and supports for EL and SPED students in their four year continuum of Humanities classes at LPS Oakland, including reading and writing supports and outcomes. This will include strategic integration of SPED staff and Newcomer/ELD teacher(s).	Differentiation for Low-Performing Students
Roll out plan for Newcomer/ELD supports, including continued double block ELD, Adv ELD, and English Support courses	A4.3: Newcomer Programs	English Learners	LCFF Supplemental	\$14,800.00		Scope out a clear progression of goals and supports for EL and SPED students in their four year continuum of Humanities classes at LPS Oakland, including reading and writing supports and outcomes. This will include strategic integration of SPED staff and Newcomer/ELD teacher(s).	Targeted Support for Newcomers (if relevant)
Continue reading support courses for students still requiring reading intervention	A3.2: Reading Intervention	All Students	General Purpose: Unrestricted BASE	\$44,400.00		Scope out a clear progression of goals and supports for EL and SPED students in their four year continuum of Humanities classes at LPS Oakland, including reading and writing supports and outcomes. This will include strategic integration of SPED staff and Newcomer/ELD teacher(s).	Differentiation for Low-Performing Students
Ongoing focus on consistent strategies utilized across the humanities classrooms to support SPED/EL students	A4.4: Teacher Professional Development focused on English Learners	English Learners				Scope out a clear progression of goals and supports for EL and SPED students in their four year continuum of Humanities classes at LPS Oakland, including reading and writing supports and outcomes. This will include strategic integration of SPED staff and Newcomer/ELD teacher(s).	Targeted Support for ELLs

Increase the cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. Purchase textbooks and materials for courses.	A1.1: Pathway Programs	All Students	Measure N	\$78,600.00		Increase course offerings for dual enrollment classes. Build out partnerships within Peralta to ensure that professors and new courses support student interests and needs, and are aligned to our approach. This includes additional offerings to incorporate a rigorous college-readiness math course (greatly reduces the need for students to take remedial math in college), as well as courses aligned to an education pathway.	
Paid collaboration for SPED and General Education teachers	A2.10: Extended Time for Teachers	Students with Disabilities	LCFF Supplemental	\$7,900.00		Ongoing collaboration between SPED and General Education staff to support access and achievement of SPED students. Continue to prioritize SPED students in cycles of inquiry at the department and grade levels.	Targeted Support for ELLs
Hire a Bilingual Student Ally to support newcomer students in all classes, including w/reading and writing, as well as mental health/socioemotional needs	A4.3: Newcomer Programs	English Learners	Measure N	\$32,000.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	Targeted Support for Newcomers (if relevant)

**Schoolwide Mathematics Improvement Strategy:** Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.

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)
Implement EngageNY in all four HS math courses - curriculum	A2.1: Implementation of CCSS & NGSS	All Students	Measure N	\$8,000.00		Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.	

Pilot college math course for students on track for remedial math (as measured by SBAC proficiency)	A1.3: A-G Completion	All Students	Measure N	\$26,900.00		Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.
Utilize EngageNY common unit assessments & analyze data ongoing	A2.1: Implementation of CCSS & NGSS	All Students				Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.
Utilize performance tasks in all math courses	A2.1: Implementation of CCSS & NGSS	All Students				Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.
Ongoing coaching for math teachers	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	\$20,000.00		Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.
Structured, collaborative planning time for math teachers	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	\$3,000.00		Ensure full implementation of EngageNY curriculum, utilizing performance tasks and assessments (that are common across network sites) through ongoing support from teacher coaches at the site and network level. These tasks should embed collaboration and problem-solving skills. By the end of the 2017-2018 school year, each math course will have a refined year-long scope and sequence, aligned unit plans, and assessments.



Collaboration with CS & math teachers for alignment on problem-solving skills	A2.1: Implementation of CCSS & NGSS	All Students	Measure N	\$850.00		We will collaborate across pathway courses to identify 21st century skills that we will intentionally build across a students' four-year pathway experience at LPS Oakland, ensuring career readiness skills are included.	

**Culture & Climate/SEL Improvement Strategy:** We will refine our tardy and attendance policy to ensure that we reduce the chronic absence rate. This refined policy will include targeted interventions for students with historic chronic absences, including early intervention and family communication.

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)
Refine policy at end of 16-17 school year for gaps and strengths	A5.4: Root Causes of Chronic Absence	All Students				We will refine our tardy and attendance policy to ensure that we reduce the chronic absence rate. This refined policy will include targeted interventions for students with historic chronic absences, including early intervention and family communication.	
Communicate revisions to attendance policy with families	A5.4: Root Causes of Chronic Absence	All Students	Title I: Parent Participation	\$1,000.00		We will refine our tardy and attendance policy to ensure that we reduce the chronic absence rate. This refined policy will include targeted interventions for students with historic chronic absences, including early intervention and family communication.	Family Engagement
Utilize Tier 2 staff to do early intervention attendance meetings with families/students in danger of chronic absences	A5.4: Root Causes of Chronic Absence	All Students	General Purpose: Unrestricted BASE	\$9,000.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	Family Engagement
Strategic interventions for students with attendance issues - referral to Tier 2	A5.4: Root Causes of Chronic Absence	All Students	General Purpose: Unrestricted BASE	\$10,700.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	Family Engagement
Home visits for students with chronic absences	A5.4: Root Causes of Chronic Absence	All Students	Measure N	\$500.00		We will refine our tardy and attendance policy to ensure that we reduce the chronic absence rate. This refined policy will include targeted interventions for students with historic chronic absences, including early intervention and family communication.	Family Engagement

Weekly attendance meetings for team monitoring attendance to ensure quick follow through for students with attendance concerns	A5.4: Root Causes of Chronic Absence	All Students				We will refine our tardy and attendance policy to ensure that we reduce the chronic absence rate. This refined policy will include targeted interventions for students with historic chronic absences, including early intervention and family communication.	Family Engagement
Graduation plan, college/career awareness building for students at risk of chronic absence (with Community and Career Leadership Coordinator and/or school Counselor)	A5.4: Root Causes of Chronic Absence	All Students	Measure N	\$9,600.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	

**Pathway Development/Implementation Strategy: We will collaborate across pathway courses to identify 21st century skills that we will intentionally build across a students' four-year pathway experience at LPS Oakland, ensuring career readiness skills are included.**

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)
Collaboration for pathway teachers to develop a scope of four-year 21st century skills to be built throughout the pathway experience	A1.1: Pathway Programs	All Students	Measure N	\$3,000.00		We will collaborate across pathway courses to identify 21st century skills that we will intentionally build across a students' four-year pathway experience at LPS Oakland, ensuring career readiness skills are included.	Teacher PD
Incorporate community involvement into Ethnic Studies through a project-based learning unit.	A1.1: Pathway Programs	All Students	Measure N	\$4,000.00		We will collaborate across pathway courses to identify 21st century skills that we will intentionally build across a students' four-year pathway experience at LPS Oakland, ensuring career readiness skills are included.	Teacher PD
Expand the cohort of students who are enrolled in dual enrollment - begin by incorporating more 11th graders next school year, and a larger number of 10th graders. (In turn, more course sections/offering)	A1.1: Pathway Programs	All Students	Measure N	\$10,000.00		Increase course offerings for dual enrollment classes. Build out partnerships within Peralta to ensure that professors and new courses support student interests and needs, and are aligned to our approach. This includes additional offerings to incorporate a rigorous college-readiness math course (greatly reduces the need for students to take remedial math in college), as well as courses aligned to an education pathway.	

Develop a specific plan for collaboration between SPED and pathway teachers. (This is important, because historically SPED students were missing G electives in order to graduate with A-G completion)	A1.1: Pathway Programs	Students with Disabilities				We will collaborate across pathway courses to identify 21st century skills that we will intentionally build across a students' four-year pathway experience at LPS Oakland, ensuring career readiness skills are included.	Teacher PD
Each pathway class will have an offsite industry focused (WBL) activity	A1.1: Pathway Programs	All Students	Measure N	\$17,000.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	
Naviance implementation in Advisory; NFTE Exploring Careers implementation in 9th grade Advisory	A1.1: Pathway Programs	All Students	Measure N	\$7,000.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	
Incorporate a plan into the school year for Week Without Walls and/or College and Career Week.	A1.1: Pathway Programs	All Students	General Purpose: Unrestricted BASE	\$3,500.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	
Continue development of the 10th grade leadership conference. Transportation and fees for the conference.	A1.1: Pathway Programs	All Students	Measure N	\$24,200.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	
College tours outside of the Bay Area.	A1.1: Pathway Programs	All Students	General Purpose: Unrestricted BASE	\$15,000.00		Continue practices within the Counseling Department to support students in college/career exploration/readiness, Tier 2 supports, family communication and education, mental health/social-emotional supports, and targeted supports for attendance intervention.	
Continue executing 11th grade WBL experiences for all students	A1.1: Pathway Programs	All Students				Work with the Career and Community Leadership Coordinator to build 10th grade leadership conference and 11th grade WBL experience to ensure the development of career readiness/21st century skills. Begin 9th grade Career Exploration through a new advisory curriculum.	

<b>Strategic Actions for All Other Strategies (including Measure N 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>
Continue collaboration with NFTE staff, including NFTE training for new Entrepreneurship teacher	A1.1: Pathway Programs	All Students	Measure N	\$10,000.00		Increase course offerings for 10th graders by adding an Entrepreneurship course as the 10th grade elective course. The impact of this is to ensure that we continue to improve our 10th graders' connection to school, and as a by-product impact chronic absence rates and overall success in school.	
Ongoing cycle of inquiry in grade level teams	A2.10: Extended Time for Teachers	English Learners				Our school will continue to incorporate data driven instruction using our whole-school backwards planning approach and through our coaching cycles. This data driven instruction will be present in pathway and core content classes to support closing the gap in achievement levels for male, SPED and Emerging Bilingual students. In particular, we will continue to strategically coach math teachers on this as we work to improve math proficiency rates.	
Ongoing cycle of inquiry in department teams	A2.1: Implementation of CCSS & NGSS	Students with Disabilities				Our school will continue to incorporate data driven instruction using our whole-school backwards planning approach and through our coaching cycles. This data driven instruction will be present in pathway and core content classes to support closing the gap in achievement levels for male, SPED and Emerging Bilingual students. In particular, we will continue to strategically coach math teachers on this as we work to improve math proficiency rates.	
Ongoing data analysis in ILT and administrative teams	A2.9: Targeted School Improvement Support	All Students	General Purpose: Unrestricted BASE	\$9,000.00		Our school will continue to incorporate data driven instruction using our whole-school backwards planning approach and through our coaching cycles. This data driven instruction will be present in pathway and core content classes to support closing the gap in achievement levels for male, SPED and Emerging Bilingual students. In particular, we will continue to strategically coach math teachers on this as we work to improve math proficiency rates.	
AP Computer Science Teacher (0.2 FTE)	A1.1: Pathway Programs	All Students	General Purpose: Unrestricted BASE	\$11,100.00		We will collaborate across pathway courses to identify 21st century skills that we will intentionally build across a students' four-year pathway experience at LPS Oakland, ensuring career readiness skills are included.	





**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>	 3: <i>Meeting and Advancing</i>  4: <i>Excelling and Sustaining</i>
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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	3	This year has been one of transition at our school, with leadership roles as well as expansion of departments and roles at school. Given this growth we have worked to sustain the systems that were strong last year. We have grown in Leadership Configuration and Distributive Leadership through our increase in staffing (Lower School Counselor, College Career Community Leadership Role, Intervention Counselor, etc). Given this increase in staffing, we are still refining our collaboration and ensuring cohesive investment in the pathway across roles.	Our pathway teachers (and entire staff) have analyzed a multitude of equity data and are working to address our current opportunities as a school. A key challenge in this work that has remained this year is shifting from teachers viewing themselves as content-first to pathway-first.	We are still working to build our partnerships to ensure a robust pathway. Leadership configuration: teachers are still transitioning from being content teachers to incorporating the pathway model.  Additionally, we are transitioning to the Common Core and working to integrate more applied learning. As this gets stronger, it will be easier for teachers to incorporate pathways applications into core courses.
Leadership Configuration	1	2	2			
Distributive Leadership	1	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	1	3	3	We have expanded our AP course offerings as well as expanded our Dual Enrollment offerings. While all students have access, not all have taken every class. (Ex - AP Computer Science did not effectively fit into the schedule for most of our 10th grade students with IEPs due to Guided Studies and because Algebra 2 is a class that occupies a significant amount of their time in 10th grade). Last year 96% of our seniors participated in Dual Enrollment courses. Furthermore, our 9th graders also enroll in Ethnic Studies (continuation from last year).	Our pathway has completely open access for all students to join. In fact, it is embedded within our program. Students from all subgroups enrolled at our school are represented in the pathway. We will continue to work to ensure that more SPED and newcomer students are enrolled in ALL aspects of our pathway. With the recent influx of newcomer students to Oakland, we have seen our program grow this year. We recognize that our newcomers would not be set up for success to participate in an identical program as their peers, however we aim to achieve the same outcomes. Given this, it has been a challenge (that we continue to explore) to identify the strongest progression of courses for our newcomers to ensure they can actively participate in the pathway.	We are still working to identify the "just right" courses for each grade level that align to student interests and create strong access. Our CS teacher has been working on access strategies for students, but student and teacher feedback is that it is better as a 11th grade course. We believe that NFTE will be a course that is accessible to our students with IEPs as well as Emerging Bilingual students, as one aspect of the course is oral presentations.
Diverse Student Representation	1	2	3			
Closing the Opportunity Gap	1	3	3			

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+	Our 9th grade teachers have been working to develop performance assessments throughout the school year at PD. We have also actively involved our non-teaching staff in our pathway development work this year (Lower School Counselor, College Career Community Leadership). With the addition of WBL opportunities for all 11th graders, we have made progress in offering students WBL opportunities aligned to our different pathway trajectories.	LPS Oakland has been implementing dual enrollment as a way to support college and career readiness for the past five years. Our pathway aims to be attractive to all of our students while allowing for choice in the upper grades (ex: concurrent enrollment choice). We need to continue to consider how to review our particular pathway according to industry standards. Another key area of growth is reviewing the CTE standards to continue to refine our pathway. While some of our students in the college course (dual enrollment) participate in a cohort model (with their study hall enrollment), we have continued growth in the cohort model.	We are still in the pilot process, which has impacted the development of our theme (which has been refined to Entrepreneurial Technology). As a result of this, we are still working to improve integration between pathway and core classes. Lastly, we are continuing to explore what a cohort model looks like at a school where all students participate in <b>a single pathway with multiple applications.</b>
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	1	2	2+	With the addition of CS to our pathway offerings, our students have been engaged in more collaborative and problem-based learning opportunities this year. Additionally, our Ethnic Studies teacher, through her PD opportunities this year, has continued to refine her course to include more heterogeneous groupings and presentations in class based on topics relevant to student interests. Furthermore, NFTE implementation has grown this year in the senior classes, with a higher participation rate in the outside of school opportunities such as collaboration with industry partners to receive feedback on their business plans.	Most of our pathway courses involve student-centered and research-based instructional strategies, along with critical thinking and problem solving. Our school (and the network as a whole) hope to move into student defense of their work on the upcoming years. Our students (in all courses, not just pathway courses) work collaboratively in pairs and groups, and are assessed regularly. As previously mentioned, our Ethnic Studies curriculum has grown this year in its ways of engaging students in collaborative, student-chosen research topics.  A continued area of growth in this area is to assess students on their teaming skills.	Our teachers often feel the limitation of time as a constraint in their ability to lead students through extended opportunities to work collaboratively. Next year we will likely be moving into a modified block schedule and supporting teachers in learning how to plan for such class times.  Additionally, as we continue to refine our pathway courses, we will work to improve our integration of academic and technical content.
Collaborative Learning	2	3-	3-			
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	3	All of our pathway teachers have had opportunities to engage in content/industry-specific PD sessions throughout the year. Additionally, our 9th grade (pathway and non-pathway) teachers have had collaborative time together to build out performance assessments.	Our pathway teachers consistently collaborate, both formally and informally, to improve outcomes for students. A key area of growth is in finding more structured collaboration opportunities for pathway teachers, potentially creating a pathway team during grade-level or department time for cycle of inquiry work.	Our school has historically focused our collaboration on department and grade level teams. As we move into <b>more</b> pathway-specific courses, we need to <b>build deeper</b> pathway collaboration for vertical alignment.
Collaboration Time	1	2-	2-			
Professional Learning	1	2	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	2	This year we have made huge strides in implementing WBL opportunities! Our 11th graders will all participate in a WBL experience during our College and Career Week in May. They have gone through a core set of experiences in Advisory to prepare themselves for this WBL experience. Students are placed at various career sites around the Bay Area aligned to their interests - maintaining our goal of student choice based on interest. 100% of our juniors will participate in this experience.  Additionally, 100% of our sophomores will participate in a Leadership Conference in June. They will engage in design thinking and reflect on their collaboration with students from our other LPS campuses during this time.	The creation of our WBL 11th grade experience and the 10th grade leadership conference are two major successes for our pathway development and continued exploration of careers for students. Participation by 100% of our 10th and 11th graders is a strength that we want to continue and capitalize on. We also implemented our lower school Peer Tutoring/Intern program as a WBL strategy to support Lower School students - this has been particularly powerful in supporting our newcomer students in their core classes.  A key challenge through the development of the WBL experience this year has been to ensure that the experiences align to our pathway theme and a specific course that students enroll in.	Our 11th grade students have not taken the majority of our pathway courses. Given this fact, aligning the WBL experience to core pathway courses was difficult. Next year as we move into our next implementation phase and have the WBL experience for our first cohort of students who have taken Ethnic Studies, CS, and Communications, we will aim to have stronger content/WBL alignment.
Pathway Outcomes	1	1	2-			
Pathway Evaluation	1	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	3	3+	Through the establishment of the WBL experience	Our 11th and 12th grades have strong systems	Our Lower School Counselor does not have



College & Career Plan	2	3-	3	<p>and 10th Grade Leadership Conference, as well as continued refinement of advisory curriculum and collaboration with teachers and counseling staff, our school continues to grow in our ability to support student needs and ensure that our students develop a college and career plan. The</p>	<p>through advisory to support their college and career plan. This year specific career focused curriculum was established for our 11th graders as they prepare for their WBL experience. Our counseling team grew this year, and student interventions and supports have continued to improve as we grow in our ability to coordinate services effectively for students. Through this growth we have been enabled to involve families more in the process of supporting our students.</p> <p>A challenge has been in establishing the career goal setting process in the 9th grade. Students receive exposure to college exploration beginning in 9th grade, and explore through Naviance, however this has not been well received by our students.</p>	<p>a background in curriculum planning, particularly for Career Exploration. Our 9th graders also do not have a specific career focus in their core courses. Next year we will improve this by incorporating the NFTE Exploring Careers curriculum as our 9th grade advisory foundation. Additionally, we will create the opportunity for a teacher to collaborate with our Lower School Counselor to adapt the curriculum to meet the needs of our students.</p>
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