

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

- This year, Unity invested in a literacy specialist to lead our Academic Literacy courses and lead scaffolding development in the ELA department. The literacy specialist has worked closely with our at-risk population of readers to accelerate their reading levels so that they can access the same curriculum as their peers. She has also assisted our novice English teachers in developing scaffolds to support our LTEL population in mastering literacy.

-This year, we launched a 21st Century Learning PBL Initiative that is culminating in Exhibitions at the end of the spring semester for our 9th grade Biology and 10th grade Chemistry classes. The Biology class will be showcasing an aquaponics system the students engineered on the premises of the school, and the Chemistry class will be showcasing the special effects movie trailers student groups filmed and edited at the Grand Lake Theater.

-As part of our positive school climate initiative, we staffed a new Director of Wellness position this year. She has successfully developed a strategic plan for the Wellness Department for addressing crisis students as well as ongoing counseling interventions. Furthermore, the Director of Wellness has consulted with staff and provided professional development for addressing student behavior challenges in the classroom setting.

-Grassroots teacher leadership has resulted in authentic inquiry cycles centered around LTEL performance and academic mindset. After exploring LTEL data as a staff, grade level inquiry groups explored different strategies for improving the academic identity of our students.

-Our pilot Internship Program placed 10 seniors in internships and supported their work-based learning experience through participation in an internship class. These students will be reflecting on their learning experience at an Exhibition in May.

-A Measure N Steering Committee formed from teacher leaders developed a plan for expanding the Internship Program for the Class of 2018 as well as developing an Advisory curriculum based on the 21st Century Learning framework to be implemented at the 9th and 10th grade levels that will build up the senior-year internship as a capstone of education at Unity.

-An intensive Summer Academy has been designed to provide core competencies as well as credit recovery for 9th & 10th graders who are at-risk or vulnerable to retention.

-An Alumni Advocate position was developed to construct a database of contact information for graduates of Unity. In addition to linking new graduates with other alumni at specific universities in order to build a support network, the Alumni Advocate is also developing a Beyond12 curriculum for providing targeted support with navigating college and university challenges for first-generation attendees.

-As part of our positive school climate initiative, a Student of the Month program of acknowledgement for positive behavior centered on the new ESLRs was implemented in the form of monthly recognition assemblies. Students as well as teachers nominated their peers for recognition using specific ESLR criteria. The students then received their rewards at assemblies attended by their peers and families. We also held a Unity Community Spring Festival, as well as an Oakland Solidarity Day.

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

*How do you know you were successful
(evidence, data)?*

-Academic Literacy: After assessing the lexile levels of our incoming 9th graders during the 2016 summer, we identified 34 students most at-risk of retention. This included 80% of our LTEL population. Of the students in the Academic Literacy course taught by our literacy specialist, 100% have shown reading gains in the last year. Furthermore, the number of "At-risk" students assessed on the MAZE test has decreased from 90% to 29% among this group.

-21st Century Learning PBL Initiative: In 9th grade biology and 10th grade chemistry, the teachers have successfully led a project-based learning cycle that will conclude with Exhibitions in May/June of this year. 90% of students are participating in a team project that has included planning, drafting and revising. This has corresponded with a decrease in students failing the course ranging from 5-15% compared to last year. Additionally, PBL for social science will be implemented for next year.

-Wellness Services: Since the creation of the Director of Wellness position, 34% of Unity students have received some form of socio-emotional support from the Wellness Department. Of those, 60% receive ongoing counseling through the program.

-LTEL Inquiry: 100% of the teaching staff participated in grade level inquiries targeting LTEL academic identity. After performing a root cause analysis of successful versus struggling LTEL students, each grade level team explored different strategies for improving LTEL and general academic success. 9th and 10th grades experienced gains in the form of increased quality of work completed. For example, 10th grade students in Modern World History improved essay quality by 10% at the end of the inquiry cycle.

-Internship Program Pilot: The Internship Program was piloted with 10 seniors from the class of 2017. They participated in 20 informational interviews and contacted over 30 potential internship sites. Each student completed 5 or more hours per week at their internship, for a total of 55+ hours per student. Internship sites included OTXWest, La Clinica de la Raza, Acta Non Verba Youth Urban Farm Project, 67 Suenos and more. Students participating in the Internship Program this year are 20% more likely to be on track to graduate than students not in the program.

-Measure N Steering Committee: The Measure N Steering Committee has consulted with Big Picture Learning as well as the internship coordinators at several other schools with longer histories of internships to expand the internship and work-based learning curriculum at Unity. As part of the development, members of the Steering Committee have visited 5 school sites with internship programs (MetWest, CCPA, Ralph Bunch, Life Academy, and Oakland International High School) in order to utilize structures they have in place to further develop a robust internship program at Unity.

-Alumni Advocate: This year, the Alumni Advocate was able to connect with over 160 alumni from Unity to organize panel discussions with current students, tours of college campuses, and network as guest speakers and mentors. The Alumni Advocate also conducted the first formal survey of their post-secondary experience in order to develop programming for next year that specifically targets their needs. In particular, the survey results showed that while 52.4% had some college experience, only 19.4% had completed a bachelor's degree. The survey also revealed that 76% are interested in professional networking opportunities and over half (50.5%) are interested in receiving academic support in college. On mid-year student surveys, 71% of students agreed or strongly agreed that their advisors notice when they do well compared to 68% in the previous year. This increase occurred just two months after the Student of the Month assemblies began.

Implementation Challenges

<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<ul style="list-style-type: none"> -Measure N has become our primary tool and lense for systematic program improvement for our school. We are excited to engage in a pivot to increased relevancy, rigor, and equity for our students through our 21st Century Learning pathway and Internship Program. However, our Measure N efforts represent a fundamental shift from our long-standing school identity as a high-expectations, high-support, college prep school. -Moving our school into the pathway framework requires teacher awareness, leadership, and commitment to this school-wide instructional shift. Since we have had substantial success in our current model of implementation, along with a tradition of teacher autonomy and teacher leadership, it is necessary to move slowly and thoughtfully to implement this shift. -We wanted to ensure that the internship program we created was thoughtfully developed to provide quality partnerships between our students and the community. Since this was a novel program at Unity, we maintained a small cohort of 9 students. The work was very labor intensive for our Internship Coordinator, who not only developed the curriculum and taught the internship class, but also visited each partnership location to monitor student participation. Although the curriculum is now developed, it will still require revision in subsequent years, and scaling from 9 students to more than twice that during the 2017-18 school year will require a different approach to developing the community relationships and monitoring student participation than was in place this year. -In addition to the strain on our Internship Coordinator's time, there were also the challenges of starting a new program. We did not have an existing program from which to work. Although there were models at other schools with developed internship program, integrating them into our own school plan required making adjustments and concessions that at times detracted from the internship experience. -Aside from the novelty of the program itself, there were also challenges with supporting any additional classes at Unity. Our student population has grown over the last few years in anticipation of moving to a larger location. However, we have been unable to relocate up to this point. This has put a strain on the staff and students as we try to work around the limited space of the facilities we all must share. It is difficult to find physical space for additional classes, which in turn limits changes to the master schedule. -Lastly, the systematic pivot described earlier requires the leadership of our advisors to implement a consistent and rigorous curriculum that integrates the internship program. However, advisors have historically been autonomous in determining the progress and style of the Advisory arc at Unity. While this has produced amazing success in some cases, the charismatic style of some advisors is difficult to replicate, leading to an inconsistent experience for students at Unity. This year, we did not have Advisory leaders who were able to lead both their grade level in providing a replicable experience and develop a vertically aligned experience that would be consistent between academic years.
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<p><i>How do you know these were challenges (evidence, data)?</i></p>	<p>As the Internship Program at Unity is new we do not have any data from previous years to measure its success against. This is both a challenge and indicative of the challenge of assessing changes to it. Historically, our data lens has focused on academic success as measured through nationalized testing data and college acceptance. However, the positive impacts of the internship program may not always align with these indicators. Consequently, we do not have evidence by which to assess its long-term effectiveness.</p> <p>Given the success of the internship program, naturally, we want to expand it to better support our student population. However, our pilot program only included 15% of the class of 2017. We will need to increase the number of internship participants from the class of 2018 in order to make this an integral part of the Unity experience. However, as mentioned above, the work completed up to this point has been very labor intensive for our Internship Coordinator, as reported directly by her. In total, coordinating internships and following up with site visits took approximately 40% of her time. Despite her efforts, our Internship Program this year was not as robust as programs provided by other schools. Students had to plan, find, and participate in their internship in the span of one semester, whereas other school models include a one-year internship with considerable preparation throughout the high school experience prior to the year-long internship. Furthermore, our facilities and master schedule prohibited students from attending their internships except during Wednesday afternoons.</p> <p>Facilities have impacted much of the programming at Unity for the last two years. As the number of students in each grade level has increased, we are required to add additional sections into our master program. However, while our student population has grown, our facilities has not. Consequently, we have been forced to make a number of teachers travel, and we sometimes have to adjust the master schedule in order to accommodate rooms for testing. We have also had to reassign students to other sections in order to reduce the number of classrooms being used at one time. Although an Advisory Committee was created during the 2016 summer to create an Advisory curriculum for all grade levels, the grade level curriculums were fairly independent of one another. The curriculum lacked explicit continuity across four years. This resulted in teachers having little awareness of what other Advisory teams, built around a common grade level, were doing.</p>
<p>Learning and Moving Forward</p>	
<p><i>What did you learn?</i></p>	<p>Unity has experienced the greatest growth in the development of its teacher leaders. These leaders have not only modeled and implemented the various programs and strategies developed this year, but have also introduced and inspired other teachers at the site to explore these initiatives as well. With their assistance, a plan for next year's Internship program was developed, PBL was successfully implemented and will be shared with other departments, positive interventions with students have been systematized, authentic inquiry into academic supports for LTELs was conducted, and a redesign for summer school that remediates skills as well as credits was piloted. New teacher leadership positions have also successfully been implemented, including department leads, grade-level leads, and Advisory grade leads. With these positions formalized, we hope to achieve continuity of programming even if teachers move away from Unity.</p> <p>Despite the success of the outcomes, building teacher leadership takes time and is not always predictable. Developing a teacher leader requires an investment of time and resources, often in the form of an existing leader. However, teacher leaders are self-determined. A part of developing their leadership qualities is encouraging teacher leaders to make their own decisions and initiate their own changes, but the areas or directions in which they make these decisions are not always the areas originally intended. Allowing a teacher freedom to grow towards his or her own goals can mean that other areas of need will not be fulfilled by that teacher. Forcing a teacher to fulfill a leadership role he or she is not passionate about is often counterproductive, and therefore not a viable solution to fulfilling the roles needed at the school. Lastly, we have come to the limit of the capabilities of our facilities. Without additional space, we cannot promote additional changes to the master schedule. Although there are more features we would like to implement, we cannot without a place to house them.</p>

<p><i>How are you revising your strategies and pathway development work going forward based on what you learned?</i></p>	<p>We believe using Advisory to leverage the implementation of the Internship Program will ensure that students build a meaningful internship experience that is threaded through all four years of their Unity attendance. Through our Advisory Arc, students are supported by the same teacher mentor all four years. This represents substantial leverage for implementing systemic visioning for combining work-based learning experience with the core academic values of the Unity community. As such, a core feature of growing our internship program will be developing and implementing an Advisory pathway framework beginning in the 9th and 10th grades during the 2017-18 school year that will then naturally continue into the 11th grade Advisory curriculum and ultimately the 12th grade internship. Furthermore, further developing teacher leadership at the Advisory level has the greatest potential for maintaining the momentum of progress. The Advisor is continuous for each student during his or her time at Unity, and therefore, the Advisor is uniquely capable of guiding and monitoring the progress of the student during those 4 years.</p> <p>As our facilities challenges are unlikely to be alleviated next year, Advisory is also uniquely capable of providing the physical space needed to implement a better built internship program. Providing additional classes in the master schedule would necessitate eliminating courses necessary for A-G requirements, a change that does not service the student long-term. Rather, by framing the Internship Program pathway within the Advisory framework, we can bypass the need for additional facilities.</p> <p>However, requiring additional commitment from Advisors in the form of executing these changes could lead to teacher burnout. It will be necessary to find a balance between increasing the responsibilities of Advisors in order to provide an uniform experience while still allowing autonomy for responding to the unique challenges that arise within individual Advisories.</p> <p>We also believe in assisting students in reflecting on their growth through the 21st Century Pathway through an Exhibition of their capstone internship. This structure provides accountability for the program as well as an opportunity for students to self-assess their strengths and growth edges in a constructive forum. By publicly sharing their capstone experience, students can inspire younger generations to be thoughtful about their planning as underclassmen and women. It will also be an accountability measure for the staff as students will be evaluated by members of the community for their readiness to exit high school. A well-developed pathway will create young men and women who can present meaningful data about their experience that potential employers can use for making decisions.</p>
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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.

School:	Oakland Unity High School		School ID:
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1A. School Description

Unity was founded in 2003 as an independent charter high school open to all students in Oakland. The mission of Unity is to prepare its students for admission to and success in college.

Unity is a school with high expectations and a safe and nurturing environment for teaching and learning. The school currently has an enrollment of 320 students: 91% Latino, 6% African American, and 3% other. Over 80% of Unity students qualify for free or reduced price lunch on the basis of family income level and over 75% come from immigrant families whose home language is not English. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.

1B. School Mission and Vision

Our Mission
It is the mission of Oakland Unity High School ("Unity") to prepare its students for admission to and success in college. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

As part of our charter renewal process, we have been discussing the addition and integration of "career readiness" as part of our mission.

Our Vision
Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing life long professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	6 years with midterm visit	Last WASC Self-Study:	2012-13	Next Self-Study:	2018-19
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SCHOOL WASC GOALS	LCAP Goal Category
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<p>1. We will increase access to and success in advanced coursework in preparation for college for Unity Students. Staff will reflect upon our early college/concurrent enrollment initiative and revise as needed. We will use this strategy and others to help our students to access advanced, college credit coursework.</p>	<p>1: Graduates are college and career ready.</p>
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2. We will pilot and implement a support and evaluation system for teachers. Instructional leaders will collaborate with staff, administrators and teachers, to create and begin the use of a Unity Teacher Effectiveness Rubric.	2: Students are proficient in state academic standards.
3. We will incorporate instructional norms across the curriculum to directly increase student learning and formalize the academic skills required for mastery of the California Common Core State Standards for Literacy and college and career readiness.	2: Students are proficient in state academic standards.
4. Staff will reflect upon e-learning strategies used at Unity and articulate best practices.	5: Students are engaged in school everyday.
5. Increase the English proficiency of the growing Long Term English language learner population at Unity in a way that supports their academic achievement and college and career readiness.	4: English learners are reaching English fluency.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	48%	52.0%	96.4%	71.0%	17.2%	17.2%	NA	8.0%	NA
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	6.0%	NA	0.2%	93.0%	0.2%	NA	NA	0.5%	0.00%

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)	NA	NA	NA	16.0%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	NA	NA	NA		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)	83.0%	78.0%	89.1%	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	4.7%	7.30%	3.1%	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	6.1%	11.50%	4.20%	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	0.0%	12.50%	0%	TBD	TBD	TBD
Percent of Students Leaving	6.0%	10.0%	6.2%	TBD	TBD	TBD
On Track to Graduate (Grade 9)		93.6%	93.1%	97.1%	46.7%	TBD
On Track to Graduate (Grade 10)		89.7%	84.6%	91.8%	33.6%	TBD
On Track to Graduate (Grade 11)		96.0%	87.5%	85.9%	35.4%	TBD
On Track to Graduate (Grade 12)		80.0%	65.2%	45.8%	44.8%	TBD
A-G Completion (Grade C or Better)	68.9%	89.0%	90.8%	N.A.	51.2%	TBD
A-G Completion (African American Students)	100.0%	60.0%	0.0%	N.A.	33.6%	TBD
A-G Completion (Special Education Students)	74.0%	74.0%	57.1%	N.A.	15.6%	TBD
A-G Completion (English Learners)	64.0%	75.0%	81.3%	N.A.	33.9%	TBD

A-G Completion (Foster Youth)	N.A.	N.A.	NA	N.A.	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)	21.0%	19.0%	18.40%	22.3%	25.7%	TBD
AP Course Access (African American Students)	0.0%	25.0%	0.00%	22.7%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	64.0%	75.0%	39.09%	N.A.	7.9%	TBD
% of Seniors with GPA > 3.5	16.0%	18.0%	22.95%	13.8%	TBD	TBD
Average SRI Reading Level, Grade 11 (Using Lexile Scores)	N.A.	1025.29	1060.84		TBD	TBD
Average SRI Reading Level, Grade 12 (Using Lexile Scores)	N.A.	1010.4	N.A.		TBD	TBD
Dual Enrollment with Community College	35.0%	11.0%	26.7%	8.0%	TBD	TBD
Dual Enrollment (Grade C or Better)	28.0%	9.0%	79.2%	75.32%	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	41.0%	52.0%	40%		TBD	TBD
Number of Students Enrolling in Two-Year Colleges	12.0%	11.0%	41%		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)	16.0%	10.9%	4.11%	TBD	11.2%	TBD
Chronic Absence (Special Education Students)	N.A.	N.A.	0.0%	TBD	18.7%	TBD
Chronic Absence (Foster Youth)	N.A.	N.A.	N.A.	N.A.	19.2%	TBD
Suspension Rate	3.4%	3.8%	6.2%	TBD	TBD	TBD
No Suspensions (African American Males)	N.A.	88.0%	88.00%	TBD	91.2%	TBD
No Suspensions (Foster Youth)	N.A.	N.A.	NA	NA	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	NA	NA	NA	NA	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	26.0%	12.0%	37%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	25.0%	12.0%	35%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	NA	72.0%	65.0%	TBD	19.5%	TBD
SBAC Proficiency (Math)	NA	44.0%	38.0%	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)		64.8%	65.3%	55.4%	23.9%	TBD

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

2A. Schoolwide Strengths and Challenges

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

- What strengths and challenges do you see in your current data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

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

Instructions:

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

Focal Area	Strengths	Challenges (List all challenges impacting each focal area.)	Highest Leverage Challenge (List one challenge.)
Graduate Outcomes	College Acceptance Rate Core Academic Skills as assessed by SBAC	College Completion Rate LTEL academic performance and reclassification	LTEL academic performance and reclassification
Post-Secondary Readiness	A-G completion by the majority of student population (including low-income, Latino, and African-American students) Core Academic Skills as assessed by SBAC College Acceptance Rate	College Completion Rate Alumni Support Dual Enrollment Support	Dual Enrollment Support
Climate and Culture	Safe, Calm, and community campus Advisory program	Attrition of disengaged and vulnerable students Lack of 12th grade programming Fostering students' academic identities	Developing and fostering our students' academic identities and resilience, while also providing extensive support for our high need students and maintaining a warm positive student climate.
Rigorous Academics	A-G coursework and curriculum A-G completion by the majority of student population (including low-income, Latino, and African-American students) Core Academic Skills as assessed by SBAC	Lack of consistent rigor across disciplines and grade levels Effective remediation strategies	Lack of consistent rigor across disciplines and grade levels.
Pathway Development	Individual grassroots teacher-leadership and program implementation	Inconsistent program implementation by non-leadership staff Lack of space at facility Transitioning from pilot programs to full school implementation	Transitioning from isolated pilot programs to full school implementation integrated with our already established A-G core curriculum and Advisory program.

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.		
	<ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. 		
	Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified. Root Cause Analysis Primer.		
Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	
			Linked Learning Criteria

<p>Graduate Outcomes</p>	<p>LTEL academic performance and reclassification</p>	<p>School wide, we continue to want to increase our college persistence and graduation rate. The most urgent issue we have identified is reducing our numbers of students who are not on track to graduate and who we lose through attrition to continuation schools. We have identified that 23% of our current students grades 10-12 are currently not on track to graduate and have been entered into the credit recovery system. Our LTELs make up 31% of those who are not on track to graduate and 71% of our LTEL population are not on track to graduate students. While LTEL supports have been put in place sparingly across classrooms and teachers, vertical progression of these supports and best practices are not structured and/or uniformed from grade level to grade level and across discipline; therefore, we continue to have high LTEL student attrition and too many of them are not on-track to graduate by grade 11.</p>	<p>Equity/Access/ Achievement</p>
<p>Post-Secondary Readiness</p>	<p>Dual Enrollment Support</p>	<p>Dual-Enrollment is a requirement for graduation at our school; however, there are little to no supports in place to ensure that our students are successful in their community college classes. Students enroll in community colleges at school, but there are no accountability structures in place to ensure students' attendance and success. A secondary problem identified with our current school structure is a gradual slowdown in academic intensity, especially in senior year. The senior year schedule has half-days, four days a week. Insufficient meaningful course offerings for seniors led school leadership to promote the concurrent enrollment requirement and modified half-day schedule as a way of encouraging students to take advantage of concurrent enrollment to engage in meaningful coursework during the school day of their senior year. However, an unintended consequence of the successful growth of our concurrent enrollment program has been that the majority of our students complete their concurrent enrollment requirement prior to their senior year. Of 58 seniors in the Class of 2017, only 5 enrolled in community college classes during the school years, as the rest had completed their concurrent enrollment requirement prior to senior year. This leaves a substantially reduced academic courseload and programming during senior year coupled with the corresponding loss of academic intensity. Additionally, many seniors either choose to work to earn money or have family situations where there is strong need for them to work to contribute to household finances or to save money to support their continuing education plans. Therefore, many seniors end up in the position of being more engaged in employment than academics during their senior year. Very often, the employment they find is of the entry-level and unskilled variety, which can create a disconnect between their perception of the importance of academic and 21st century skills for more rewarding and highly-compensated employment. These cumulative effects lead to a reduced academic intensity during senior year and an effective peak of academic intensity during junior year. This can have the negative effect of creating a dip in academic intensity before the much greater academic intensity of college. In addition to expanding the senior schedule, we plan to obtain more precise data on the percentage of our seniors who engage in part to full-time work.</p>	<p>Personalized Student Support</p>

<p style="text-align: center;">Climate and Culture</p>	<p>Developing and fostering our students' academic identities and resilience, while also providing extensive support for our high need students and maintaining a warm positive student climate.</p>	<p>We often talk amongst our staff that those students who "buy in" to the Unity model are more successful than those who do not. This instructional model requires of the students to complete all A-G coursework, follow the high classroom and behavior expectations, and be a positive addition to his/her community. Currently, certain programs and features of our school are aimed at developing our students' Unity identities. These programs and features include: small class sizes, a calm school climate, a Summer Success Program and orientation for all incoming 9th graders, an advisory program in which students are placed with an advisor and cohort for all four years of their high school experience, and a school-wide commitment to professional behavior and dress code. Anecdotally, because of these programs and established Unity culture, we have had many success stories of students who entered our school ill-prepared for the high expectations, but as is evidenced by our 89% cohort graduation rate during the 2015-16 school year, they are able to graduate and many of them (63%) enroll in some college the following year. Additionally, as learned through school-wide survey data, the large majority of our students reflect that Unity is a "strict" school and that they feel "safe" and "cared for." However, in our efforts to provide a warm and supportive environment where the majority of our students can find success in their academics, we have found that there is a way in which we unintentionally underserve the development of their academic identities. We do not adequately provide opportunities for them to struggle with and to fail at high-stakes academic challenges while they are with us at our school. We have found it to be very difficult to balance challenging our students by increasing the rigor of our classes, while also building in opportunities for our students to fail and develop their academic resilience. Currently, when our students are unsuccessful in classes, we have many protocols and supports in place to help the student pass the class. However, many of our alums return to school and reflect that they had received so much support and counseling at Unity that they were not prepared to face the challenges of college on their own. While individual teachers experiment with mastery-based grading and a flipped classroom style, our general teaching model is best characterized as direct instruction. A direct instruction model does not lend itself to developing self-regulated learners nor does it serve the unique needs of our LTEL population. In order to develop our students' academic identities and resilience, we need to create a culture where students take more ownership of their learning, successes, and failures. This culture starts with creating time and opportunities during PD for teachers to experiment with different instructional models, which has not been a priority in the past.</p>	<p style="text-align: center;">Program of Study & Master Scheduling</p>
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<p style="text-align: center;">Rigorous Academics</p>	<p>Lack of consistent rigor across disciplines and grade levels.</p>	<p>There is a strong history of vertical alignment and progression in the math department, but the model is not uniformly replicated in other departments. In the math department, we've had high teacher retention and the team has effectively implemented a flipped classroom through Khan Academy and mastery based grading system across the board. While content and skills vary from grade level to grade level, the systems in which students are assessed are very similar and there is strong vertical alignment amongst the teachers. Compared to the District Average where only 14.7% of students are considered proficient by the SBAC math assessment, 38% of our students are considered conditionally college ready. There is always room for improvement, but these scores indicate that that math department model has had success over the years. The problem is that this commitment to vertical alignment and progression across grade-levels is not consistent from year to year in other departments. This is because in the recent years certain departments (primarily English and Social Studies) have had higher teacher attrition and less consistent teacher leadership. Without teacher leadership and a strong department culture, the expectations, common assessments, and overall rigor of the humanities departments have fluctuated from year to year and are highly dependent on the individual teachers. Additionally, with the advent of Common Core and NGSS, both novice and veteran teachers are still adapting to the new standards and often rely on outdated models of teaching due to lack of time, resources, and training. The challenge here is to build on certain aspects of the successes of the math department, without sacrificing teacher autonomy in the other departments.</p>	<p style="text-align: center;">Building a Rigorous Academic Core: Student Conditions</p>
<p style="text-align: center;">Pathway Development</p>	<p>Transitioning from isolated pilot programs to full school implementation integrated with our already established A-G core curriculum and Advisory program.</p>	<p>Our desired pathway is organized around the 21st Century Learning Framework, where we aim prepare students for college, career and life by embedding critical 21st century competencies into the learning environment. Currently, we have a strong and stable school tradition of having all teachers take individual responsibility for students through our Advisory program. As we move from isolated pilot programs to a cohesive pathway model, the challenge will be integrating the Advisory program into our 21st Century Learning pathway. The responsibility of being an Advisor is shared broadly among our core content area teachers, who often view their primary teaching responsibility as focusing on their core academic class. Advisors take ownership for the well-being of their students and for advocating for them. However, while our advisory is core to our program, historically, it has been a challenge to have all Advisors consistently implement high-quality and coherent curriculum from year to year. In order to integrate the 21st Century Learning pathway, we must first build alignment and consistency in a school-wide Advisory curriculum and have Advisors, who already have a full course load, buy in to the Pathway model.</p>	<p style="text-align: center;">Work-Based Learning</p>
<p>2C. Current Strategy Analysis</p>			
<p>Instructions:</p>	<p>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.</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>		
<p style="text-align: center;">Current 16-17 Strategies</p>	<p style="text-align: center;">Fully Implemented?</p>	<p style="text-align: center;">Evidence of Effectiveness?</p>	<p style="text-align: center;">Analysis of Strategy Implementation and Effectiveness</p>

<p>Schoolwide Instructional Improvement Strategy:</p>	<p>All teachers engaged in cycles of inquiry around LTEL engagement and Academic Mindset</p>	<p>Yes</p>	<p>Yes</p>	<p>Full grade-level inquiry cycles have been effective at building teacher awareness of issues. Teachers observed that LTELs were more than twice as likely (41%) to struggle academically than non-LTEL students (13%). After conducting student surveys and reflecting on research, each grade level independently elected to develop strategies focused on growing academic mindset and identity. After completing their inquiries into essential skills (such as graphing or writing with correct capitalization), the 9th grade team found that over 30% showed proficiency in these skills. The 10th grade team found that 30% of students changed to more effective strategies for getting feedback when they documented their success in each strategy. Junior and senior teachers tried explicitly teaching growth mindset, but did not find any positive impact on student outcomes as a result.</p>
<p>Culture & Climate Improvement Strategy:</p>	<p>Positive Student Culture and Recognition</p>	<p>Yes</p>	<p>Yes</p>	<p>This year, we held positive student recognitions (Student of the Month) assemblies linked to new ESLRs in order to positively reinforce the behaviors desired among 21st century citizens. Consequently, our suspension rate has decreased. We have also held a series of workshops targeted toward social and civic awareness during our Solidarity Day activities. Student surveys showed that students were overwhelmingly positive about the experience; 72.4% rated their individual workshop as "5-Amazing" on a 1-to-5 scale. With the assistance of the Parent Advisory Committee, Unity also brought back the tradition of a Spring Festival which was attended by over 200 students, faculty and alumni and their families.</p>
<p>Pathway Development Strategy:</p>	<p>Measure N Steering Committee</p>	<p>Yes</p>	<p>Yes</p>	<p>We gathered a teacher-leadership group around Measure N challenges and implementation to develop a plan for next year. The Measure N Steering Committee focused on improving the internship program by conducting site visits to MetWest, CCPA, Ralph Bunch, Life Academy, and Oakland International High School, discussing the strengths and challenges of the different models of programs, and using the observation data to develop a plan for implementation at Unity. Teachers were provided with release time for site visits, discussion and planning as well as consultations with Big Picture Learning to create a plan for a Linked Learning Model. While a major motivation was to expand senior year programming, the committee believed the best way to address apathy during senior year was to build engagement throughout a student's high school experience at Unity. Therefore, the committee also strategized how to build up to a senior-year internship during all four high school years. From these discussions, a set of action items was produced that involved developing an expanded senior schedule, a job description for next year's Internship Coordinator, a 4-year Advisory curriculum that included benchmark experiences to support a senior year internship, and the final Exhibition criteria.</p>
<p>Design Feature #1 (New/Emerging):</p>	<p>Internship Program</p>	<p>Yes</p>	<p>Yes</p>	<p>A pilot internship program was launched this year with 10 fully placed students. The internship program consisted of 5+ hours per week of internship experience and enrollment in an internship class. Students are scheduled to present an exhibition of their internship experience on May 17 & 24 both at the school and on-site. Next year, the internship program will be expanded for 20-30 students, and those students will enroll in a 1-year internship course as part of an expanded senior schedule. Finally, the 9th and 10th grade Advisory curriculum will incorporate lessons for the internship arc.</p>

<p>Design Feature #2 (New/Emerging):</p>	<p>PBL Initiative</p>	<p>Yes</p>	<p>Yes</p>	<p>This year was the launch of a PBL Initiative in 9th grade Biology and 10th grade Chemistry. Teachers were provided with PBL consultation, support, planning time and budget. The PBL Initiative was immensely popular in engaging students of all demographics. 95% of students enrolled in these courses are completing work towards a final project. Exhibitions are planned for May/June. The biology exhibition will be on site to parent/teacher audience. Chemistry will be off-site at Oakland Grand Lake Theater. In addition to increased participation, the PBL initiative has also increased student success rate in biology and chemistry. The passage rate for biology increased 5% and the passage rate for chemistry increased 15%. Finally, the PBL initiative in science has inspired teachers from other disciplines to begin planning projects and laid seeds for cross-curricular collaborations. Members of the social science department have also begun consulting and planning PBL units for the 2017-18 school year.</p>
<p>Design Feature #3 (New/Emerging):</p>	<p>Literacy Support</p>	<p>Yes</p>	<p>Yes</p>	<p>A program for 9th grade literacy Intervention to target LTEL English literacy was conducted by a literacy specialist for 34 students in the 2016-17 school year. Students were placed in an academic literacy course based on their incoming literacy level as measured on the NWEA MAP reading assessment. Students have gained an average of 400 lexile points since the beginning of the year. Students enrolled in the course also took the MAZE test for reading comprehension. While 28 students were "At-risk" at the beginning of the year, only 9 are "At-risk currently." Initially, 0 students in the academic literacy course were "Low risk," but currently 7 are designated "Low risk" and performing at grade level. Consequently, the academic literacy program will be implemented as part of a Summer Academy program, and we will be hiring a second literacy specialist in the fall of 2017-18 to grow our program to include a 10th grade academic literacy course.</p>
<p>Signature Element #1 (Established):</p>	<p>Socio-emotional support</p>	<p>Yes</p>	<p>Yes</p>	<p>The Director of Wellness Services, a position begun this year, has established a multi-tiered system of support for Unity students. These supports include crisis intervention, individual counseling, family counseling, group counseling, teacher/admin consultation, in-class behavioral support, peer mediation, advocacy, home visits, parental support and resource coordination. These services are conducted by the Director of Wellness, intern counselors and external programs. Currently, 117 students at Unity High School have received at least one support of which 46 receive ongoing weekly individual counseling by intern counselors, and 25 receive ongoing group counseling. The services provided by the Wellness department address trauma, depression, anxiety, emotional and behavioral self-regulation, peer relationships, bullying and aggression, family dynamics, and relationships with staff and other adults.</p>

Signature Element #2 (Established):	Alumni support	Yes	Yes	We have had no prior alumni support program at site which has resulted in a lack of robust alumni contact data. Without a network of alumni communication, we have been unable to identify and quantify the strengths and needs of our alumni. In turn, we were not able to provide effective support when our graduates struggled in their college programs. Therefore, an Alumni Advocate position was piloted this year. One of his first activities was to gather and maintain contact information for the Class of 2016 graduates. He is also building a Summer Bridge program for Class of 2017 college-bound graduates that will explain how to self-advocate for needed supports and services on a college campus. A Beyond12 program will be piloted in the 2017-18 school year that will continue building our alumni database and provide Unity graduates a support network of peers at the colleges and universities they attend as well as ongoing communication and advice for meeting the unique challenges of post-secondary education.
Signature Element #3 (Established):	Summer Academy	Yes	Not Yet	An expanded summer remediation program was piloted for math last year. This was an intensive, skills-focused remediation planned for and piloted in summer of 2016-17 school year for students off-track to graduate in grades 9 and 10 and for students scheduled for grade level retention in grades 9 and 10. Rather than making up credits in math that students missed during the 2015-16 school year, the Summer Academy preemptively focused on the necessary foundational skills for the students' math courses in the upcoming academic year. In practice, the Summer Academy focused on credit recovery and skill acceleration for our vulnerable students as well as panel and one-on-one dialogue about their experience and ways to improve it.

3. EQUITY IMPERATIVE FOR YOUR SITE		Complete this by: February 1, 2017		
<i>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.)</i>				
Equity Imperative	What will be true in three years if you continue to focus on this imperative?			
Equitable outcomes for students not successfully engaged by current program of study	Lower attrition, more equitable sub-group outcomes, improved graduate outcomes. Bottom-up, top-down school improvement.			

4. ANNUAL SCHOOL GOALS				Complete this by: February 1, 2017			
<i>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.</i>							
FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal

Graduate Outcomes	95% cohort graduation rate	Graduation Rate	All Students	89.1%	85%	90%	5. Increase the English proficiency of the growing Long Term English language learner population at Unity in a way that supports their academic achievement and college and career readiness.
Post-Secondary Readiness	90% Dual enrollment with C or higher	Concurrent Enrollment	All Students	79.2%	85%	87%	1. We will increase access to and success in advanced coursework in preparation for college for Unity Students. Staff will reflect upon our early college/concurrent enrollment initiative and revise as needed. We will use this strategy and others to help our students to access advanced, college credit coursework.
Climate and Culture	Under 3% suspension rate each year	Suspensions	All Students	6.2%	5%	3%	2. We will pilot and implement a support and evaluation system for teachers. Instructional leaders will collaborate with staff, administrators and teachers, to create and begin the use of a Unity Teacher Effectiveness Rubric.

Rigorous Academics	Increase college readiness designation as assessed by SBAC: 48%- Math; 75%- English	SBAC	All Students	38%- Math 65%- English	40%- Math 68%- English	43%- Math 70%- English	3. We will incorporate instructional norms across the curriculum to directly increase student learning and formalize the academic skills required for mastery of the California Common Core State Standards for Literacy and college and career readiness.
Pathway Development	Fully implemented and assimilated internship program supported by 21st Century Learning Pathway with 90% participation of the 12th graders	Pathway Participation	All Students	NA	15%	30%	4. Staff will reflect upon e-learning strategies used at Unity and articulate best practices.

5. STRATEGIES		Complete this by: February 1, 2017	
Focused Annual Plan (FAP) Major Improvement Strategies			
Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	<ul style="list-style-type: none"> -This year we provided a structured Academic Literacy class for the 9th grade students most in need of intervention. -This year, staff-wide PD inquiry arc on identifying needs and support for LTEL students -Next year provide grade 10 Academic Literacy -This summer pilot Summer Academy program to offer intensive small group remediation for 20% of rising 9th and 10th graders who are most at risk of falling off track to graduate. -Last summer, Summer Success Program, four week transitional program for 8th grade students entering 9th grade 	Equity/Access/ Achievement	Program of Study & Master Scheduling
Schoolwide Mathematics Improvement Strategy:	<ul style="list-style-type: none"> -Current, Learning Lab support for all 9th graders for math acceleration and remediation -Next year, double student cohort size for upper track mathematics program. -Next year, Creation of 10th grade Math Fundamentals support class to give. -This summer, expanded Summer Bridge program of upper track in Math. -Last summer, expanded math remediation program -This summer, Intensive Summer Academy program for math remediation. -Last summer, Summer Success Program, four week transitional program for 8th grade students entering 9th grade 	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Culture & Climate/SEL Improvement Strategy:	<ul style="list-style-type: none"> -This year, positive student recognition initiative for students (Student of the Month, Spring Festival) -This year, attempt to further reduce suspension and punitive discipline practices while maintaining very high behavioral expectations 	School Leadership & School Vision	Personalized Student Support

<p>Pathway Development/ Implementation Strategy:</p>	<p>Our desired pathway is organized around the 21st Century Learning Framework, where we aim prepare students for college, career and life by embedding critical 21st century competencies into the learning environment. To succeed in college and career, students must be supported in mastering both content and skills; therefore, our pathway model will build on the already established A-G core curriculum. Students who can think critically and communicate effectively must have a base of core academic subject knowledge. Additionally, we will design professional development and dedicate ample supports to curriculum development in order to integrate the 21st century themes into our established core curriculum.</p> <p>Modifying Advisory curriculum across grade levels to support Work-based Learning arc across four years. Inquiry and curriculum development at all grade levels and across disciplines on Academic Mindset and aligned with our 21st Century Learning Pathway.</p> <p>-This year, professional development workshops centered around Project Based Learning and multidisciplinary curriculum development in order to increase student choice and engagement in academics.</p> <p>-This year, piloted Internship program for Senior year.</p> <p>-Next year, internship expanded to 30% of senior class for 2017-18 school year.</p> <p>-This year, Entrepreneurship class in Senior year.</p> <p>-This year, in Biology and Chemistry, PBL Pathway Initiative. Student experiences emphasize interdependent group work, roles that model careers and applying skills in authentic settings. Students are supported in adopting a Design-Thinking model: ideate, design, prototype, test, refine</p> <p>-Our pathway skeleton focuses on developing 21st Century Learning Skills through 21st Century Themes that create a coherent and deliberate arc of experience from 9th to 12th grade:</p> <p>9th grade: Biology - Environmental Awareness - Aquaponics Project with Sustainability Focus ELA - Health Literacy - Healthy diet and global sustainability</p> <p>10th grade: Social Studies - Civic Literacy - Facing History and Learning from History ELA - Civic Literacy - Immigration Chemistry - Environmental Awareness - Lead Poisoning in Oakland</p> <p>11th grade: ELA -Civic Literacy and Advocacy - Social Inequality</p> <p>12th grade: Economics: NFTE Entrepreneurship Program Senior Internship Program and Internship Class</p>	<p>Work-Based Learning</p>	<p>School Leadership & School Vision</p>
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Measure N Design Features

<i>Identify up to three Measure N design features that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Measure N Teacher Initiatives (Expanded Math, Learning Fundamentals, Expanded Academic Literacy)	School Leadership & School Vision	Personalized Student Support
Measure N Design Feature #2:	Authentic Remediation (Summer Academy, Dual Enrollment, Expanded Senior Schedule)	Equity/Access/ Achievement	Personalized Student Support
Measure N Design Feature #3	Work-based Learning Initiative (Internship, PBL, 21st Century Learning Pathway)	Work-Based Learning	Personalized Student Support

Signature Elements (Established Practices)

<i>Identify up to three established signature elements that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	High academic expectation classroom culture (REVISE)	Program of Study & Master Scheduling	Equity/Access/ Achievement
Signature Element #2 (Established):	Grass-roots Teacher Leadership Culture	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision

Staff Math Department to provide 3 additional sections to double cohort size for upper track math classes (1 Geometry, 1 Algebra 2, 1 Precalculus)	A2.9: Targeted School Improvement Support	All Students	General Purpose: Unrestricted BASE	.5 FTE \$40,000		Measure N Teac	Differentiation for GATE
Staff Math Teacher to teach Math Fundamentals course to be added to 10th grade master schedule.	A2.9: Targeted School Improvement Support	All Students	General Purpose: Unrestricted BASE	1 FTE \$70,000		Measure N Teac	Differentiation for Low-Performing Students
Summer Academy: Summer FTE work for 4 weeks by Math Specialist to run Summer Academy program for students off-track to graduate in grades 9 and 10 and for students scheduled for grade level retention in grades 9 and 10	A1.5: Summer Learning	All Students	Measure N	1 Summer FTE \$10,000		Authentic Remed	Differentiation for Low-Performing Students
Summer Bridge: Summer work by Math Specialist to run Summer Bridge to provide acceleration work for 9th grade cohort of students to be moved into upper math track	A1.5: Summer Learning	All Students	Measure N	Included in above		Authentic Remed	Differentiation for GATE
Summer Success: hourly staffing for 4 weeks for 2 Summer Success Math teachers	A1.5: Summer Learning	All Students	Measure N	2 Summer hourly certified teacher		Authentic Remed	

Culture & Climate/SEL Improvement Strategy:

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)
Staff Wellness Director Position to provide SEL Support for Students	A5.2: Health and Wellness (Mental & Physical Health)	All Students	Measure N	1 FTE \$80,000		Positive commun	
Positive Student Climate Initiative: Student of the Month (ceremonies, T-shirts, classroom signs), Spring Festival (staffing for planning), and Oakland Solidarity Day (workshops)	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Measure N	\$10,000.00		Positive commun	

Pathway Development/Implementation Strategy:

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)
Staff Internship Coordinator Position	A1.1: Pathway Programs	All Students	Measure N	1 FTE \$70,000		Work-based Lea	
Staff Internship Teacher Position and Case Manager Position	A1.1: Pathway Programs	All Students	Measure N	1 FTE		Work-based Lea	
Staff Dean of Student Achievement Position to lead 21st Century Learning initiative and PBL for teacher leadership groups	A1.1: Pathway Programs	All Students	Measure N	.5 FTE		Work-based Lea	
Develop Measure N leadership committee to develop work-based learning vision (teacher leader coverage for planning days, site-visits, and professional development)	A1.1: Pathway Programs	All Students	Measure N	\$5,000.00		Work-based Lea	

							thoughtfully and deliberately with buy in and commitment from all groups.
Collaborative Learning	3	1	1				
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	3	1	3	-Collaborative teacher culture of peer-coaching, sharing best practices, and feedback based on survey data -Weekly protected collaborative time as part of teacher and school schedule -Some but not all teachers engage in professional development with industry partners	-Strength: We have a strong and stable culture of teacher collaboration, mutual accountability, and leadership. -Strength: Our teacher-collaboration culture is supported through stable school-wide structures and traditions. -Challenge: We have sporadic and emerging teacher engagement in professional development and collaboration with industry partners	identity as a college prep high school. The pathway model is a departure. We have high teacher autonomy and leadership, but sometimes low retention. We are in the early period of building this program and it is timestaking to build and implement structures thoughtfully and deliberately with buy in and commitment from all groups.	
Collaboration Time	2	1	3				
Professional Learning	3	1	2				
6. WORK-BASED LEARNING							
	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)	
Types of Student Experiences	1	2	2	-Launched pilot internship program with 9 seniors -Still creating plan and timetable for pathway outcomes across grade levels -Still developing strategy for assessing effectiveness of pathway and work-based learning	-Strength: We have deliberately chosen to do a measured rollout of our internship program, focusing on high-quality authentic experiences for all students involved. We are also focusing on building high-quality relationships with our partner mentor-sites. -Challenge: It is timestaking to build a high-quality network of mentor partnerships to support internship experiences for all of our students. This delays full rollout of our internship program to all seniors. -Challenge: We are at an emerging stage in creating WBL opportunities for students at grade 9 through 11 that will build to a culminating experience during senior year.	Root Cause for Challenge: Our school has had a long-standing identity as a college prep high school. The pathway model is a departure. We have high teacher autonomy and leadership, but sometimes low retention. We are in the early period of building this program and it is timestaking to build and implement structures thoughtfully and deliberately with buy in and commitment from all groups.	
Pathway Outcomes	1	1	1				
Pathway Evaluation	1	1	1				
7. PERSONALIZED STUDENT SUPPORT							
	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)	
Support of Student Needs	2	1	1	-Individual teachers and advisors take responsibility to address student needs, but pathway team does not yet collectively take responsibility -Individual teachers and advisors collaborate with counselors, but the full pathway team does not yet collectively collaborate in a structured and protected space and time.	-Strength: We have a strong and stable school tradition of having all teachers take individual responsibility for students through our Advisory program. -Challenge: We are working to integrate Advisory program into our 21st Century Learning pathway. The responsibility of being an Advisor is shared broadly among our core content area teachers, who often view their primary teaching responsibility as focusing on their core academic class. Advisors take ownership for the well-being of their students and for advocating for them. However, it has been a challenge to have all Advisors consistently implement high-quality and coherent curriculum in Advisory. We view integrating the 21st Century Learning pathway into Advisory as an opportunity to build alignment and consistency in school-wide Advisory curriculum.	Root Cause for Challenge: Our school has had a long-standing identity as a college prep high school. The pathway model is a departure. We have high teacher autonomy and leadership, but sometimes low retention. We are in the early period of building this program and it is timestaking to build and implement structures thoughtfully and deliberately with buy in and commitment from all groups.	
College & Career Plan	2	1	1				