Measure N Narrative

The Measure N Commission would like to track the overall process that schools used to develop their plans so that the Commission can understand how different communities engaged in the process in order to lean 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 school's overall design process. In the cells below, please describe your school's process. To the right are the design criteria that will be used to assess your process.

Complete this by: March 1, 2017

Process Narrative	In the space below, please describe your schools and pathway's overall design process. This should be a narrative that describes your school communities overall process.
Design Criteria Design Teams have included a wide range of activities that allow the school community to engage in the design process. Evidence exists in the form of site visits, literature review, and design meetings that document best practices and areas of growth. Research process includes feedback from and involvement of key stakeholders including students, families, industry partners, etc. The resulting Design articulates how it was developed based on the research, deeper learning, and strategies developed by the team.	East Bay Innovation Academy's design process for the Measure N grant included a system that worked to engage all stakeholders in the design and development of our high school model, as well as opportunities for feedback and revision throughout the development process. One aspect was the inclusion of site visits. EBIA's intersession program provided opportunities for high school staff and administration to attend site visits at other high schools throughout the Bay Area. These high schools were selected based on their alignment to aspects of our design and model, and were followed by professional development sessions wherein teachers and administrators were able to debrief their experience, connect it to aspects of school design and planning, and consider revisions to our own design. Further, we were able to send teachers to two training events to support design and program development - the National Equity Project Leading for Equity Conference and the High Tech High Deepte Learning Conference. The goal of these experiences was to immerse teachers and administrators in two main aspects of our site plan, equitable outcomes for all students and project based learning, to inform continued design and development for our implementation year. In addition to these targeted experiences, EBIA established a series of feedback and review activities across the school year to guide the design team. The first was via monthly administrative team meetings. These meetings provided an opportunity for members to review feedback and performance data (surveys, student achievement, etc.) and develop ment sessions, school structures, etc.). The second method was tri-annual staff surveys and an annual student and family/school community survey. These sessions provided changes to our bell schedule, student activities and more. In addition, the school held monthly parent/guardian feedback and listening sessions, referred to as "EBIA Cafelito." These seessions such as intersession, curriculum and more. With regards to external stakeholder
Research Question	
Design Criteria: The design team has developed clear research questions that lead the inquiry process for the design team. The research questions should drive the root-cause analysis for targeted sub-groups that are not achieving in key outcome indicators. Research questions should determine area of focus and identify key areas for root cause analysis	 -How can we create an academic and social-emotional program for students that supports their readiness for STEAM college and career experiences? -How can we support a rigorous academic experience for all students, while also supporting the needs of those students who enter below and far below grade level? -How can we provide personalized learning experiences for students in a small school setting? -How can we eliminate the academic performance gap that exists between sub-groups of students? -How can we leverage our project-based learning model to support multiple entry points and engagement for all sub-groups of students?
Deeper Learning	
Design Criteria: Evidence of root-cause analysis into specific areas of focus outlined by Measure N and Linked Learning as driven by research analysis above. Evidence of at least 2 additional site visits and further exploration into best practices, literature review, and survey, as driven by results of root cause analysis. Clear commitment to sharing information with the broader community.	EBIA's Upper School opened in the fall of 2016 with 60 students in 9th grade. Our initial program design for the 9th grade focused on a commitment to core components of our instructional design and school mission and vision. The first part of this plan was access to rigorous coursework. Beginning in the 9th grade students had access to AP human geography, AP environmental science, computer science II and geometry. It also included the rollout of our STEAM based intersession program, with a focus on providing self-directed internships and independent study for students. Lastly, plans for school culture and climate were rooted in an assumption of continued practice and understanding from our middle school program - an expectation of school safety, college going mindset and positive peer-to-peer interactions. This inaugural class of students represented a shift from our middle school population. Roughly 50% of 9th graders had attended our middle school, with the other half coming from a wide variety of other Oakland and East Bay schools. Further, this class included an increase in demographic diversity, percentage of students with IEPs, English Language Learners and a decrease in the percentage of girls enrolled. Having completed baseline ACT Aspire testing in September and in analyzing first trimester academic progress, we quickly understood that the majority of our students were performing below grade level and in need of greater intervention supports. This was coupled by the fact that we experience greater school culture and climate challenges, with an increase in our suspension rate and decrease in positive peer to peer interactions and behavioral expectations and responses as tracked by our triannual staff survey. As we began to identify these root causes impacting student success in our original design model, we have taken on additional research to inform our revisions. As described in our process narrative, we used site visits, conferences, surveys, collaborative planning time, data analysis and community a

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 h description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose edit the description.	ere. If you would like to edit this description, click on the school "Paste special," and select "Paste values only." You can now			
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: East Bay Innovation Academy	School ID:			
1A. School Description				

With a mission "to prepare a diverse group of students, who reflect the Oakland community, to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world" EBIA is a rigorous college preparatory STEAM (Science, Technology, Engineering,Art and Math) school with a unique focus on the social and emotional skills students need to be leaders. Students learn to be problem solvers and strong advocates who work together and take responsibility for their own learning. To do so, EBIA has reconsidered how schools are run and structured so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the "best" ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

As an open enrollment school, we accept students who come to us with academic skills and readiness across the K-12 spectrum. Our students have been at district, charter and private schools, been homeschooled, had interrupted schooling, unidentified special education needs, zero access to technology and more. Founded on the mission that we are supporting a diverse group of Oakland students to be ready to compete in a 21st century global world, we have worked to design a rigorous program that provides students with the academic structures and college and career readiness opportunities to meet this mission. The problem we are seeking to address is how to ensure that the diverse needs of our students are met and supported and that they graduate our program in 12th grade with the skills necessary to experience the success that we have promised them. We believe that an instructional model built on the principles of personalized learning has the ability to solve this problem and met our students' myriad needs.

EBIA's learning model is based around the key pillars of project-based learning, blended learning, innovation and design thinking and social-emotional learning. In the classroom, students work together on long-term, real-world, standards-aligned projects that combine many different subjects, and learn to present those projects using technology and to the broader school community. Each year the culminating project is the student's Capstone, a month-long, student designed multi-disciplinary project that students ultimately present to the EBIA and Oakland community. This Capstone Project experience lays the groundwork for student participation in the AP Capstone Program. Understanding of core content and skills is embedded in all projects, and amplified through the integration of blended, personalized learning. EBIA's one-to-one Chromebook to student ratio and use of adaptive, diverse instructional platforms such as Achieve 3000, Accelerated Math, Khan Academy, and Newsela have been built into EBIA's instructional model. In order to measure progress and ensure gains for all students, EBIA utilizes a multi-tiered model rooted in data-driven goal setting. Students take the NWEA MAP assessment three times a year in order to determine instructional levels and track growth. Teachers use this data to personalize learning in the classroom, and advisors use this data alongside classroom performance data to work with students and families develop a personalized learning plan (PLP). PLPs are developed at the start of the year to set academic and SEL goals and revised multiple times across the year in order to track goal achievement and skills development. The EBIA program as a whole utilizes Google Classroom, Google's Productivity Suite, and Illuminate's SIS system.

Our instructional model and tools ensure that students have access to technology that personalizes learning, providing them with practice, modeling and instruction in those concepts they are most in need of support on, meeting them at various points across the K-12 instructional spectrum. Woven throughout classroom instruction and independent blended learning study are the principles of innovation and design thinking. Projects are designed and blended learning platforms are selected in order to support students in making and doing. EBIA seeks to create educational experiences wherein students explore their interests and learn life lessons taught through practice and experimentation. We further support student engagement in rigorous instruction by prioritizing social-emotional learning with an advisory program and an emphasis on collaboration and communication as key tenants of the learning process.

Additionally EBIA's model is designed to leverage personalized learning to improve instructional practices and develop teachers. The instructional model that the school was founded upon is based in the understanding that in order to develop understanding, demonstrate academic growth and meet the challenges of a 21st century global world, students must be hands-on and collaborative. However, across most schools the professional develop that supports teachers in delivering upon the promise of this model is often rooted in traditional instructional models. In these settings, teachers gather for lecture-based instructional strategies which teachers are being asked to implement. This disconnect, often leads to the stagnation of instructional development. Teachers rarely are provided the opportunity to observe practice in the "lab" of an actual classroom, to receive real time feedback and "try again" with students or to sit down with colleagues after a lesson to analyze student work and plan for the next day. In order to develop a Next Generation school year with a Next Generation professional development model, leveraging personalized learning and collaboration to cross-pollinate ideas and best practices. At the start of the school year, teachers are asked to reflect on their instructional practice, analyzing qualitative and quantitative data, and set goals for themselves – and the ways in which their practice will develop over the course of the year. These goals are revisited through bimonthly observations and an evaluation process, wherein teachers receive feedback on their growth and strengths and regiven suggestions for methods of improvement. This process exists alongside over 20 full professional development days a year and daily team (department, grade level, etc.) meetings for teachers. EBIA believes that if we are truly going to ensure 21st century readiness for all students, and a personalized instructional model, then we must provide our teachers with the support, feedback and coaching needed to be next g

1B. School Mission and Vision

Mission: To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

Vision: EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the "best" ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

1C. School Multi-Year WASC Goals							
Length of WASC Accreditation:	3 years	Last WASC Self-Study: N/A Next Self-Study:	2019-20				
SCHOOL WASC GOALS			LCAP Goal Category				
Was granted initial WASC accreditation in February of	of 2017, have n	ot yet participated in the self-study process.					

1D. School Demographics

	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Special Populations	59.0%	41.0%	82.0%	20.0%	6.0%	N/A	13%	9.0%	4.0%
	African- American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
Student Population by Race/Ethnicity	18%	N/A	5.0%	31.0%	N/A	N/A	30.0%	16.0%	N/A

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)	N/A	N/A	N/A	N/A	53.3%	41.8%	
Linked Learning Pathways (Grade 10)	N/A	N/A	N/A	N/A	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)	N/A	N/A	N/A	N/A	TBD	TBD	
Four-Year Cohort Dropout (All Students)	N/A	N/A	N/A	N/A	TBD	TBD	
Four-Year Cohort Dropout (English Learners)	N/A	N/A	N/A	N/A	TBD	TBD	
Four-Year Cohort Dropout (SPED)	N/A	N/A	N/A	N/A	TBD	TBD	
Percent of Students Leaving	N/A	N/A	N/A	N/A	TBD	TBD	
On Track to Graduate (Grade 9)	N/A	N/A	N/A	N/A	46.7%	TBD	
On Track to Graduate (Grade 10)	N/A	N/A	N/A	N/A	33.6%	TBD	
On Track to Graduate (Grade 11)	N/A	N/A	N/A	N/A	35.4%	TBD	

			-	-	-	
On Track to Graduate (Grade 12)	N/A	N/A	N/A	N/A	44.8%	TBD
A-G Completion (Grade C or Better)	N/A	N/A	N/A	N/A	51.2%	TBD
A-G Completion (African American Students)	N/A	N/A	N/A	N/A	33.6%	TBD
A-G Completion (Special Education Students)	N/A	N/A	N/A	N/A	15.6%	TBD
A-G Completion (English Learners)	N/A	N/A	N/A	N/A	33.9%	TBD
A-G Completion (Foster Youth)	N/A	N/A	N/A	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)	N/A	N/A	N/A	50.0%	25.7%	TBD
AP Course Access (African American Students)	N/A	N/A	N/A	33.0%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	N/A	N/A	N/A	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	N/A	N/A	N/A	N/A	TBD	TBD
Average SRI Reading Level, Grade 11	N/A	N/A	N/A	N/A	TBD	TBD
Average SRI Reading Level, Grade 12	N/A	N/A	N/A	N/A	TBD	TBD
Dual Enrollment with Community College	N/A	N/A	N/A	N/A	TBD	TBD
Dual Enrollment (Grade C or Better)	N/A	N/A	N/A	N/A	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	N/A	N/A	N/A	N/A	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	N/A	N/A	N/A	N/A	TBD	TBD
					15-16 District	15-16 State
Climate and Culture	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Climate and Culture Chronic Absence (All Students)	13-14 School N/A	14-15 School 0.0%	15-16 School 1.0%	16-17 School 1.0%	15-16 District Average 11.2%	15-16 State Average TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students)	13-14 School N/A N/A	14-15 School 0.0% 0.0%	15-16 School 1.0% 0.0%	16-17 School 1.0% 3.0%	15-16 District Average 11.2% 18.7%	15-16 State Average TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth)	13-14 School N/A N/A N/A	14-15 School 0.0% 0.0% 0.0%	15-16 School 1.0% 0.0% 0.0%	16-17 School 1.0% 3.0% 0.0%	15-16 District Average 11.2% 18.7% 19.2%	15-16 State Average TBD TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate	13-14 School N/A N/A N/A N/A	14-15 School 0.0% 0.0% 0.0% Less than 1%	15-16 School 1.0% 0.0% 0.0% Less than 1%	16-17 School 1.0% 3.0% 0.0% 2.0%	15-16 District Average 11.2% 18.7% 19.2% TBD	15-16 State Average TBD TBD TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males)	13-14 School N/A N/A N/A N/A N/A	14-15 School 0.0% 0.0% 0.0% Less than 1% No suspensions for African-American males	15-16 School 1.0% 0.0% 0.0% Less than 1% No suspensions for African-American males	16-17 School 1.0% 3.0% 0.0% 2.0% 86% of African-American males have not been suspended	15-16 District Average 11.2% 18.7% 19.2% TBD 91.2%	15-16 State Average TBD TBD TBD TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males) No Suspensions (Foster Youth)	13-14 School N/A N/A N/A N/A N/A N/A	14-15 School 0.0% 0.0% 0.0% Less than 1% No suspensions for African-American males No suspensions for Foster Youth	15-16 School1.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster Youth	16-17 School 1.0% 3.0% 0.0% 2.0% 86% of African-American males have not been suspended No suspensions for Foster Youth	15-16 District Average 11.2% 18.7% 19.2% TBD 91.2% 86.6%	15-16 State Average TBD TBD TBD TBD TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males) No Suspensions (Foster Youth) California Healthy Kids Survey Parent Participation Rate	13-14 School N/A N/A N/A N/A N/A N/A N/A N/A	14-15 School 0.0% 0.0% 0.0% Less than 1% No suspensions for African-American males No suspensions for Foster Youth N/A	15-16 School 1.0% 0.0% 0.0% Less than 1% No suspensions for African-American males No suspensions for Foster Youth N/A	16-17 School 1.0% 3.0% 0.0% 2.0% 86% of African- American males have not been suspended No suspensions for Foster Youth TBD	15-16 District Average 11.2% 18.7% 19.2% TBD 91.2% 86.6% TBD	15-16 State Average TBD TBD TBD TBD TBD TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males) No Suspensions (Foster Youth) California Healthy Kids Survey Parent Participation Rate Rigorous Academics	13-14 School N/A N/A N/A N/A N/A N/A N/A 13-14 School	14-15 School0.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A14-15 School	15-16 School1.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A15-16 School	16-17 School1.0%3.0%0.0%2.0%86% of African- American males have not been suspendedNo suspensions for Foster YouthTBD16-17 School	15-16 District Average 11.2% 18.7% 19.2% 7BD 91.2% 86.6% TBD 15-16 District Average	15-16 State Average TBD TBD TBD TBD TBD TBD TBD TBD 15-16 State Average
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males) No Suspensions (Foster Youth) California Healthy Kids Survey Parent Participation Rate Rigorous Academics English Learner Reclassification Rate	13-14 School N/A	14-15 School0.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A14-15 School80.0%	15-16 School1.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A15-16 School75.0%	16-17 School1.0%3.0%0.0%2.0%86% of African- American males have not been suspendedNo suspensions for Foster YouthTBD16-17 SchoolTBD	15-16 District Average 11.2% 18.7% 19.2% 7BD 91.2% 86.6% TBD 15-16 District Average 13.2%	15-16 State Average TBD TBD TBD TBD TBD TBD TBD 15-16 State Average TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males) No Suspensions (Foster Youth) California Healthy Kids Survey Parent Participation Rate Rigorous Academics English Learner Reclassification Rate Long Term English Learner Reclassification Rate	13-14 School N/A	14-15 School0.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthNo suspensions for Foster YouthN/A14-15 School 80.0%N/A	15-16 School1.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A15-16 School75.0%N/A	16-17 School1.0%3.0%0.0%2.0%86% of African- American males have not been suspendedNo suspensions for Foster YouthTBD16-17 SchoolTBDTBDTBDTBDTBDTBD	15-16 District Average 11.2% 18.7% 19.2% TBD 91.2% 86.6% TBD 15-16 District Average 13.2% 17.1%	15-16 State Average TBD TBD TBD TBD TBD TBD TBD 15-16 State Average TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males) No Suspensions (Foster Youth) California Healthy Kids Survey Parent Participation Rate Rigorous Academics English Learner Reclassification Rate Long Term English Learner Reclassification Rate SBAC Proficiency (ELA)	13-14 School N/A	14-15 School0.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A14-15 School80.0%N/A59.0%	15-16 School1.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A15-16 School75.0%N/A64.0%	16-17 School 1.0% 3.0% 0.0% 2.0% 86% of African-American males have not been suspended No suspensions for Foster Youth TBD 16-17 School TBD	15-16 District Average 11.2% 18.7% 19.2% TBD 91.2% 86.6% TBD 15-16 District Average 13.2% 17.1% 19.5%	15-16 State Average TBD TBD TBD TBD TBD TBD TBD 15-16 State Average TBD TBD TBD TBD
Climate and Culture Chronic Absence (All Students) Chronic Absence (Special Education Students) Chronic Absence (Foster Youth) Suspension Rate No Suspensions (African American Males) No Suspensions (Foster Youth) California Healthy Kids Survey Parent Participation Rate Rigorous Academics English Learner Reclassification Rate Long Term English Learner Reclassification Rate SBAC Proficiency (ELA) SBAC Proficiency (Math)	13-14 School N/A N/A	14-15 School 0.0% 0.0% 0.0% 0.0% Less than 1% No suspensions for African-American males No suspensions for Foster Youth N/A 14-15 School 80.0% N/A 59.0% 52.0%	15-16 School1.0%0.0%0.0%Less than 1%No suspensions for African-American malesNo suspensions for Foster YouthN/A15-16 School75.0%N/A64.0%51.0%	16-17 School 1.0% 3.0% 0.0% 2.0% 86% of African- American males have not been suspended No suspensions for Foster Youth TBD 16-17 School TBD TBD	15-16 District Average 11.2% 18.7% 19.2% BD 91.2% 86.6% TBD 15-16 District Average 13.2% 17.1% 19.5% 14.7%	15-16 State Average TBD TBD TBD TBD TBD TBD 15-16 State Average TBD TBD TBD TBD TBD TBD

2. NEEDS ASSESSMENT (three-year cycle)

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? 						
Instructions:	IMPORTANT: Be sure to discuss strengths and challe students with disabilities, African-American students, Tip: To enter a space between strengths or challenge	enges related to the performance of your low-inc Latino students, and other subgroups. es. click "Ctrl + Enter."	come students, English learners, foster youth,				
Focal Area	The inter a space between strengths or challenges, click "Ctrl + Enter." Challenges (List all challenges impacting each Strengths						
Graduate Outcomes	N/A - Have not yet graduated a high school class	N/A - Have not yet graduated a high school class	N/A - Have not yet graduated a high school class				
Post-Secondary Readiness	Access to STEAM-centered college and career readiness activities (e.g. intersession programming, computer science courses)	Student SEL and academic readiness for program participation, equitable access for all sub-groups, providing range of programming for small school size	Equitable access for all sub-groups - currently course academic performance varies across subgroups (Of our current 9th grade cohort - 92% of white students passing courses, 100% of Asian students passing courses, 73% of Latino students passing courses, 85% of Black students passing courses, and 71% of multi- racial students passing courses)				
Climate and Culture	High ADA rate, strong student participation in school events, advisory program to support social- emotional development	Positive peer-to-peer interactions, student demonstration of school innovator norms, student leadership, appropriate facilities for student and programmatic need	Positive peer-to-peer interactions - 40% survey rate of students "not feeling a part of the EBIA community."				
Rigorous Academics	Inclusion of advanced courses beginning in 9th grade	Equitable course performance across sub- groups, equitable course enrollment across sub-groups, support and intervention for students entering below grade level, eliminating performance gap across sub- groups	Support and intervention for students entering below grade level - 55% of students reading below grade level entering 9th grade, 65% of students below grade level in math entering 9th grade.				
Pathway Development	Understand Understand						
2B. Schoolwide Root Caus	2B. Schoolwide Root Cause Analysis from Measure N Design						

		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. 					
	Instructions:	revise this analysis to align it to the highest leverage	challenge you've identified. <u>Root Cause An</u>	alysis Primer.			
	Focal Area	Highest Leverage Challenge (from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria			
	Graduate Outcomes	N/A - Have not yet graduated a high school class	N/A - Have not yet graduated a high school class	Equity/Access/ Achievement			
	Post-Secondary Readiness	Equitable access for all sub-groups	Students entering in 9th grade have a diverse range of readiness and experience in non-traditional learning environments (e.g. internships, project-based learning, intersession programming, etc.). This range of readiness and experience results in students either not selecting into pathway programming and/or struggling to find success in these types of programs. Therefore, the 17-18 site plan needs to include further means of "readying" students for these experiences (e.g. advisory programming, scaffolded activities, etc.).	Equity/Access/ Achievement			
	Climate and Culture	Postive peer-to-peer interactions	In our inaugural 9th grade class, 50% of students were returning students from our middle school program. This balance of new and returning students meant that our 9th grade class required a culture reset regarding expectations for peer-to-peer interactions, we well as classroom and whole school behavioral expectations. While we were able to norm teacher driven behavioral expectations across classrooms, we have struggled to establish a school culture and climate wherein students upload these expectations in interactions with one another, maintaining a positive and supportive culture amongst peers. In analyzing the root cause of this challenge, we have identified a number of possibilities, including a wide variety of previous school expectations that students must renorm from, a lack of balance in some of our sub-group populations sizes (small number of enrolled girls), and a need for stronger social-emotional curriculum and advisory planning. In surveying staff, 40% indicated that they did not believe there were consistent expectations for and responses to student behavior, and 40% indicated that they believe that students did not feel "part of the EBIA community." Further, experience on a shared campus has meant that we will need to establish more concrete climate and culture practices that include active monitoring of the space.	School Leadership & School Vision			
-	Rigorous Academics	Support and intervention for students entering below grade level	As we did baseline testing at the start of the school year and gained a clearer picture of new and returning student need, we came to understand that a large percentage of students were performing below grade level, particularly across reading and math (with proficiency rates noted above). While we were able to provide rigorous academic options for students (i.e. access to advanced courses), we found ourselves underprepared to provide adequate support and intervention to below grade level students as surveyed staff indicated that they believed only 65% of students were prepared for A-G coursework. Therefore, the 17-18 site plan needs to include more strategic opportunities to provide intervention and bring students up to grade level, while also continuing to provide them with access to more rigourous and advanced coursework.	Program of Study & Master Scheduling			

d	Providing leveled activities for range of levelopmental readiness	The launching of our high school intersession program, providing students with STEAM pathway activities, started pre-programmed activities (e.g. app development), but included an emphasis on student designed internships and independent study. While many students were excited for these more autonomous options, students struggled to design self-directed programs. In surveying students and families, we have come to realize that our 17-18 site plan must include more scaffolded/leveled	Work-Based
Pathway Development		pathway opportunities to support student engagement.	Learning

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?
	All of our annual school goal targets will be met -
Ensuring that students from underrepresented demographic	100% of seniors apply to college
groups have access to STEAM-based college and career	75% of students reporting feeling connected to at least one adult at school
readiness experiences in order to ensure adequate preparation	80% of students complete at least one AP course
for college majors and careers in those fields.	100% of students complete at least one independent study/internship across their 9-12 intersession experience

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
Graduate Outcomes	90% of students graduate on time	Graduation Rate	All Students	N/A	N/A	N/A	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Post-Secondary Readiness	100% of seniors apply to college	Graduation Rate	All Students	N/A	N/A	N/A	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Climate and Culture	75% of students reporting feeling connected to at least one adult at school	Culture/Climate: Student	All Students	N/A	50%	60%	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Rigorous Academics	80% of students complete at least one AP course	AP Course Performance	All Students	N/A	33%	40%	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.
Pathway Development	100% of students complete at least one independent study/internship across their 9-12 intersession experience	Pathway Participation	All Students	N/A	33%	40%	Was granted initial WASC accreditation in February of 2017, have not yet participated in the self-study process.

5. STRATEGIES		Complete this by:	February 1, 2017
	Focused Annual Plan (FAP) Major Improvement Strategi	es	
Identify four major improvement and allow you to meet your goa	nt strategies that will guide your programs and professional development for the year als.	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy: are performing below grade level.		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Developing our 9-12 advisory and social-emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Work-Based Learning	School Leadership & School Vision
	Measure N Design Features		On del index del compiner
Identify up to three Measure N	design features that support your goals.	Implementation Criteria	Implementation Criteria
Measure N Design Feature #1:	Intersession Program	Work-Based Learning	School Leadership & School Vision
Measure N Design Feature #2:	Integration of AP courses	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3	STEAM Pathway Development	Program of Study & Master Scheduling	Equity/Access/ Achievement
	Signature Elements (Established Practices)		
Identify up to three established	I signature elements that support your goals.	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Project based learning	Work-Based Learning	School Leadership & School Vision
Signature Element #2 (Established):	Blended learning	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Signature Element #3 (Established):	Equitable course access for all students	Personalized Student Support	Equity/Access/ Achievement
6. STRATEGIC ACTIONS TO		Complete this by:	February 1, 2017
	Task: Document strategic actions to support the school's major improvement strategic	es design features signature el	ements and other planned

0. UNATEOR ACTIONO TO		Complete this by. Tebruary 1, 2017
	Task: Document strategic actions to support the school's major improvement strategie activities.	es, design features, signature elements, and other planned
	Target Student Group: For each action, choose a primary student group that you expe	ect to benefit.
	Title I Requirements: If this action addresses a Title I requirement, choose that require your plan for compliance. This drop-down shows OAP where to look to ensure that yo have selected a requirement from this list that the language in your practice reflects the this line must describe PD for teachers).	ement from the drop-down menu to help guide OAP's review of u have met all requirements. Please make sure that if you iis (e.g., if you say this is Teacher PD, one of your practices in
Instructions:	REQUIRED: Every school must have at least one practice that addresses each of the column on the right.	Title I Schoolwide Program (SWP) requirements listed in the
Schoolwide Language & Li	teracy Improvement Strategy:	

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)
Implementation of literacy intervention blended learning tools across ELA and history courses to support below grade level literacy development.	A3.2: Reading Intervention	Other	Measure N	\$20,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Differentiation for Low- Performing Students
Implementation of A-G aligned course and credit recovery blended learning tool throughout intersession, summer school and independent study courses.	A1.3: A-G Completion	Other	Measure N	\$5,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time
Use of the personalized learning plan process in advisories as a means of tracking student growth on blended learning tools to ensure movement towards grade level mastery.	A2.8: Data & Assessment	All Students	Measure N	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time

Develop a language and literacy intervention track that accompanies blended learning tool implementation and is targeted at language acquisition for ELL students.	A4.1: English Learner Reclassification	English Learners	Measure N	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Targeted Support for ELLs
Implementation of literacy extension blended learning tools across ELA and history courses to support above grade level literacy development.	A3.1: Blended Learning	Other	Measure N	\$20,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Differentiation for GATE
Create and implement pre-service and intersession professional development plan for teachers that focuses on ways in which use of blended learning tools can be integrated into classroom instruction and paired with classroom based literacy development techniques.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	N/A	Professional Development	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Teacher PD

Hold parent education and feedback events that review the use of blended learning tools to support literacy instruction and connect literacy develop to college and career readiness.	A3.3: Family Engagement focused on Literacy Development	All Students	Measure N	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Family Engagement

Schoolwide Mathematics 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)		
					- duration d	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing	Differentiation for Low-		
Implementation of math intervention blended learning tool across math courses.	A2.1: Implementation of CCSS & NGSS	Other	Measure N	\$5,000.00	Educational Software	below grade level.	Performing Students		

Implementation of A-G aligned course and credit recovery blended learning tool throughout intersession, summer school and independent study courses.	A1.3: A-G Completion	Other	Measure N	\$5,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time
Use of the personalized learning plan process in advisories as a means of tracking student growth on blended learning tools to ensure movement towards grade level mastery.	A2.8: Data & Assessment	All Students	Measure N	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Extended Learning Time
Develop a math intervention track that accompanies blended learning tool implementation and is targeted at language acquisition for ELL students.	A4.1: English Learner Reclassification	English Learners	Other	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Targeted Support for ELLs

Implementation of math extension blended learning tools across math courses to support above grade level literacy development.	A3.1: Blended Learning	Other	Measure N	\$20,000.00	Educational Software	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Differentiation for GATE
Create and implement pre-service and intersession professional development plan for teachers that focuses on ways in which use of blended learning tools can be integrated into classroom instruction	A2.5: Teacher Professional Development for CCSS	All Studente	Other	N/A	Professional	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade	Toosbor BD
Hold parent education and feedback events that review the use of blended learning tools to support math instruction and connect math skills develop to college and career readiness.	A3.3: Family Engagement focused on Literacy Development	All Students	Other	N/A	N/A	Inclusion of blended learning tools as a support for core academic instruction, and in order to further personalize learning and provide targeted instructional intervention to students who are performing below grade level.	Family Engagement

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)
Create a 9-12 social-emotional skills rubric that includes grade level targets for core social-emotional skills (e.g. collaboration,	A2.2: Social Emotional	All Studente	N/A	NI/A	N/A	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic	Togebor PD
communication, etc.).	Learning	All Students	N/A	N/A	N/A	counseling.	Teacher PD
Have students complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Extended Learning Time
Have families complete a school culture and climate survey to determine major areas in need of advisory and social-emotional curriculum focus.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Family Engagement

Complete a literary review of model schools' social-emotional learning curriculum.	A2.2: Social Emotional Learning	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Teacher PD
Use survey data and skills rubric to determine grade level benchmarks and mastery topics for the advisory and social- emotional learning scope and sequence.	A2.2: Social Emotional Learning	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Differentiation for Low- Performing Students
Determine grade level advisory leads to guide planning and counseling work along with program development.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure N	.25 FTE	Staffing	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Teacher PD
Design and implement professional development pre-service and intersession training for advisors on social-emotional learning and academic counseling.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	\$7,000.00	Professional Development	Advisory program	Teacher PD
Design and implement yearlong arc of family education and feedback session to guide college planning preparation and academic counseling.	A6.1: Parent / Guardian Leadership Development	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Family Engagement

Design four year social-emotional learning and academic counseling staffing plan to support college planning and academic counseling support for high needs and low performing students.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	Other	Measure N	1 FTE	Staffing	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Differentiation for Low- Performing Students
Design four year social-emotional learning and academic counseling activities plan (e.g. college visits, student portfolio development, etc.) to support college planning and academic counseling.	A1.3: A-G Completion	All Students	N/A	N/A	N/A	Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course academic counseling.	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for Latino students.	A2.2: Social Emotional Learning	Latino Students	N/A	N/A	N/A	Advisory program	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for African-American students.	A2.2: Social Emotional Learning	African- American Students	N/A	N/A	N/A	Advisory program	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for students with disabilities.	A2.2: Social Emotional Learning	Students with Disabilities	N/A	N/A	N/A	Advisory program	Extended Learning Time
Develop extension scope and sequence to advisory curriculum to support targeted counseling, mentorship and leadership development for girls in STEM fields.	A2.2: Social Emotional Learning	Other	N/A	N/A	N/A	Advisory program	Extended Learning Time
						Developing our 9-12 advisory and social- emotional learning scope and sequence to ensure a strong focus on college planning and high school course	
Develop feedback structures and trimester and yearly benchmark targets to track program success.	A2.8: Data & Assessment	All Students	N/A	N/A	N/A	academic counseling.	Teacher PD

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)
Create a 9-12 college and career readiness skills rubric that includes grade level targets for core work based learning skills (e.g.						To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based	Extended
communication, professionalism, etc.).	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	programming	Learning Time
						To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or	
major areas in need of program and training focus.	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	programming	Learning Time

Have families complete a work based learning survey to determine major areas in need of program and training focus.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Family Engagement
Complete a literary review of model schools' work based learning programs, including site visits.	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Teacher PD
Use survey data and skills rubric to determine grade level benchmarks and mastery skills for pathway and work based learning 9-12 program development.	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Differentiation for Low- Performing Students

Design and implement professional development pre-service and intersession training for advisors on preparing students for and coaching them through work based learning and pathway activities.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Teacher PD
Design and implement yearlong arc of family education and feedback session to guide intersession engagement and its connection to college and career readiness.	A6.5: Academic Parent- Teacher Communication & Workshops	All Students	N/A	N/A	N/A	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Family Engagement
Design four year intersession staffing plan that supports STEAM college and career readiness.	A1.1: Pathway Programs	All Students	Measure N	1 FTE	Staffing	To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based programming	Teacher PD

Design four year intersession program plan that provides for						To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or	
increasing levels of student self-direction and design in STEAM fields.	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	school based programming	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for Latino students.	A1.1: Pathway Programs	Latino Students	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for African-American students.	A1.1: Pathway Programs	African- American Students	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for students with disabilities.	A1.1: Pathway Programs	Students with Disabilities	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop extension plan and external partnership team to support targeted activities and program options for girls.	A1.1: Pathway Programs	Other	N/A	N/A	N/A	Intersession Program	Extended Learning Time
Develop feedback structures and trimester and yearly benchmark	A2.8: Data &					To design and run a thrice yearly intersession program that supports students in having access to work based learning projects in STEAM field either via independent study, internships or school based	
targets to track program success.	Assessment	All Students	N/A	N/A	N/A	programming	Teacher PD

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)								
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)	
Design course sequence that aligns to STEAM pathway						STEAM Pathway		
development	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	Development		

· · · · · ·				1	1	1	-
Create submission timeline of course syllabi for A-G and AP accredidation as aligned to STEAM pathway development	A1.3: A-G Completion	All Students	N/A	N/A	N/A	Integration of AP courses	
Develop longitudinal staffing planning for hiring of courses associated with school growth alongside pathway course development	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	N/A	N/A	N/A	STEAM Pathway Development	Teacher PD
Schedule and hold industry and model school partner review of course sequence for feedback and revisions	A6.3: Professional Learning for School Site Council Teams	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Schedule and hold family and student review of course sequence for feedback and revisions	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students	N/A	N/A	N/A	STEAM Pathway Development	Family Engagement
Create areas of focus within STEAM focus for targeted course support (e.g. computer science, visual arts)	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Establish STEAM focused course catalogue for the 2017-2018 schoolyear.	A2.9: Targeted School Improvement Support	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Begin pathway specific, as well as general, hiring for schoolyear 2017-2018 courses	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure N	2 FTE	Staffing	STEAM Pathway Development	Teacher PD
Establish pathway and advanced course registration targets for Low-income students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Low-Income Students	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for Latino students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Latino Students	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for African-American students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	African- American Students	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for English Language Learner students for schoolyear 2017-2018 courses	A2.8: Data & Assessment	English Learners	N/A	N/A	N/A	Equitable course access for all students	Targeted Support for ELLs
Establish pathway and advanced course registration targets for students with disabilities for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Students with Disabilities	N/A	N/A	N/A	Equitable course access for all students	
Establish pathway and advanced course registration targets for girls for schoolyear 2017-2018 courses	A2.8: Data & Assessment	Other	N/A	N/A	N/A	Equitable course access for all students	
Hold course registration information session for 2017-2018 families.	A6.5: Academic Parent- Teacher Communication & Workshops	All Students	N/A	N/A	N/A	STEAM Pathway Development	Family Engagement
Hold course registration for schoolyear 2017-2018 students	A1.1: Pathway Programs	All Students	N/A	N/A	N/A	STEAM Pathway Development	
Review course registration for alignment to subgroup targets.	A2.8: Data & Assessment	All Students	N/A	N/A	N/A	STEAM Pathway Development	

Provide students and families with targeted coaching to support enrollment in advanced and STEAM pathway courses.	A6.5: Academic Parent- Teacher Communication & Workshops	All Students	N/A	N/A	N/A	STEAM Pathway Development	Family Engagement
	1						

SCHOOL SELF-ASSESSMENT C	OF LINKED LEAR	NING IMPLEMEN	NTATION		
Instructions:			KEY:		
Please complete this self-assessm school. The 2015-16 Score refers gave yourself in the original Plann application.	se complete this self-assessment for your ol. The 2015-16 Score refers to the score you yourself in the original Planning Grant cation. 1: Beginning & Designing 3: Meeting and Advancing				
Click here for <u>Measure N rubric.</u> the full			2. Developing & Approaching 4. Excelling and Sustaining		
				5	
1. SCHOOL LEADERSHIP AND VISION	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges Root Cause(s)	
Mission and Vision	4	4	intersession coordinator, etc.	Strengths - aligned mission and vision to pathway,	Difficulty connecting to district
Leadership Configuration	4	4	Leadership developed course listing, bell schedule,	Year 1 staffing to support pathway	policies that ensure program
Distributive Leadership	3	3	linked learning.	program effectiveness.	with other STEAM/STEM
·				IF	
2. EQUITY, ACCESS AND ACHIEVEMENT	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable			Black, 16% white, 3% Asian, 47% Latino, 12%	Strenths - Open access to advanced placement	Current 9th grade class entered
Opportunities	4	4	multi-racial). While subgroups are integrated into	and pathway courses and activities for all student	with a large gap in academic
Diverse Student Representation	3	3	trimester, performance gaps exist amonast	Subgroups. Challenges - Eliminating academic gap amongst	performance across subgroups. While all students have had
Closing the Opportunity Gap	4	3	subgroups.	student subgroups.	access to advanced placement
3. PROGRAM OF STUDY AND MASTER SCHEDULING	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	4	4	core is built into academic calendar through	programming.	Current 9th grade class entered
Integrated Core	3	3.5	designated intersession time period in order to	Challenges - Providing an increase in needed	with a large gap in academic
Cohort Scheduling	4	4	coursework.	from pathway opportunities.	As we recognize the need for
g					
4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and			a year. mese programs nave an end or	Chanenges - while students have an opportunity to	Our original student reflection
Integrated Learning	4	4	Intersession public presentation component, and change in format and experience during each	doing so and sharing with their community peeds	structure was based off of our
Collaborative Learning	4	4	intersession.	to be established.	middle school model, which did
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5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	3	3.5	teacher demonstrate a growth mindset and have	improvement.	size to support high school level
Collaboration Time	3	3.5	actively participated in pathway and whole school	Challenges - Observing one another's teaching and	department planning time that
Professional Learning	3	4	a design and revision across the year, including bell schedule redesign	giving and receiving reedback on instructional	mignt provide turtner pathway
		T		P. 40400.	ooppoit.
	2015-16 500-0	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challonges	Poot Causo(s)
	2013-10 Score	ourient Score	Feedback has been gathered from students staff	roll out of grades 10-12 Development of a	learning models for students in
	3	3	and families on program effectiveness, and we are	formalized process to gather input from industry	grades 10-12 such that we may
Pathway Outcomes	3	3	currently using this feedback to evaluate and	and postsecondary partners on work based	begin program design and
Pathway Evaluation	3	3	revision of 9-12 program plans.	learning experiences and opportunities.	development.
7. PERSONALIZED STUDENT					
SUPPORT	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
SUPPORT Support of Student Needs	2015-16 Score	Current Score	Current Status Data to Support Scores academic rocus and interest, though have not yet	Analysis of Strengths and Challenges Challenges - Establishing systems that scarloid	Root Cause(s)

Measure N 2017-18 Action Plan							
Complete this by: March 1, 2017							
he Measure N Commission requires that each team complete an Action Plan that highlights key objectives and milestones to be reached each year. This Work Plan will be updated yearly to reflect the school's focus to meet the 3 year argets. These Milestones will be key topics of discussion during site visitations during the 2017-18 school year.							
Key Actions and Objectives: What are the key implementation actions and objective that will happen during this phase. This should be the key actions that must happen in order to support the outcomes of your plan.	Major Implementation Milestones/Deliverables What are some key milestones/deliverables of your plan that will be accomplished during this phase of implementation?						
 Hire a Computer Science Teacher for Computer Science Pathway. Hold Summer Transition Program for 9th Graders PBL Workshop for 10th and 1 th grade team to design intergrated units that integrate Common Core EL standards into all projects. PBL Workshop for 10th and 1 th grade team to design intergrated units that integrate Common Core EL standards into all projects. Develop a new teacher support system including calendar, teacher manual, and hire instructional coaches to help support and retain new teachers. 	Program for Summer Transition Program (July 30th, 2017) Creation of Teacher Support Handbook (August 15, 2017) 2 New Integrated Projects Created Using Buck Institute Template (August 1, 2017)						
1. Hire additional computer science, visual arts and science teacher for STEAM programming 2. Finalize all onboarding and pre-service materials for new and returning staff members 3. Finalize intersession program for the upcoming schoolyear 4. Program students for courses as aligned to enrollment targets 5. Hold onboarding professional development for new staff members Summer 6. Hold pre-service professional development for attrimentary staff members. 2017-18 7. Complete purchasing and implementation of all blended learning materials.	Program of activities for schoolyear 2017-2018 intersession. (August 14, 2017) Action Plan for the schoolyear 2017-2018 Measure N implementation team. (July 31st, 2017) Course syllabi for computer science 3 and visual arts and design courses. (August 11th, 2017)						
 Design and hold fall intersession program Design and hold professional development related to analysis of trimester 1 and baseline NWEA MAP performance data. Fall 2017 3. Complete student, family and staff fall survey of academics, school culture and climate and pathway development. 	Course catalogue for fall 2017 intersession program for student selection (October 1st, 2017) Finalized trimester 1 and NWEA MAP performance data as organized by subgroup (November 1, 2017) Staff, student and family survey analysis report (November 15th, 2017)						
 Design and hold winter intersession program Design and hold professional development related to analysis of trimester 2 and midyear MAP NWEA performance data. Winter 2018 Complete student, family and staff winter survey of academics, school culture and climate and pathway development. 	Course catalogue for winter 2018 intersession program for student selection (February 1st, 2017) Finalized trimester 2 and NWEA MAP performance data as organized by subgroup (March 1, 2017) Staff, student and family survey analysis report (March 15th, 2017)						
 Design and hold spring intersession program Complete student, family and staff spring survey of academics, school culture and climate and pathway development. Spring 2018 Hold schoolyear 2018-2019 partner review of course sequencing and intersession programming 	Finalized course catalogue for the 2018-2019 schoolyear (April 1st, 2018) Finalized intersession scope and sequence for the 2018-2019 schoolyear (May 1st, 2018) Submission of 2018-2019 course syllabi for A-G and AP accreditation (March 1st, 2018)						
Summer of 2018 1. Analysis of student progress data to inform pathway development What signature 2. Systems for industry partner engagement in pathway development and work based learning. practices do you think you will be sharing at the Measure N Summit?	Finalized 9-12 pathway course listings (July 1st, 2018) Finalized 9-12 work based learning scope and sequence (July 15th, 2018) Final report on subgroup academic progress, course enrollment and pathway participation (July 15th, 201						