

Leadership Public Schools (LPS) San Jose
Local Educational Agency Plan (LEAP) and Single Plan for Student Achievement
(SPSA) and School wide Plan
2010-2013

Section 1: School Community Description

Leadership Public Schools – San Jose (LPS – San Jose) is a public charter school authorized in 2004 by the Santa Clara County Office of Education. It is one of four schools developed by Leadership Public Schools, Inc, a not-for-profit school development organization founded in 2001.

Leadership’s highest priority is improving the academic achievement of traditionally underserved students and closing the achievement gap within a small school environment. Leadership’s educational program is based on the educational needs of the following student profile:

- Students who are underachieving in core academic subjects and whose performance does not match their potential;
- Students whose academic needs call for a small school environment with personalized attention;
- Students whose academic needs are not being met in a traditional large school environment; and
- Students whose diversity reflects the community.

LPS - San Jose is located within the boundaries of the East Side Union High School District. While East San Jose is suburban by geography, it is urban by ethnicity, socio-economics and the numerous challenges that its population faces. East San Jose is largely Latino and the demographic breakdown of LPS - San Jose accurately reflects the demographics of the community it serves. LPS - San Jose opened in the fall of 2004 in a facility offered by the East Side Union High School District on the campus of Mt. Pleasant High School. Soon thereafter, the school was moved to a facility on the campus of Piedmont Hills High School. During the spring and summer of 2006, the East Side Union High School District constructed a brand new, \$1.5 million facility for LPS on a separate campus adjacent to Overfelt High School. LPS signed a ten-year lease agreement with the District and in August of 2006, LPS - San Jose moved in. It should also be noted that in November 2006, the Santa Clara County Board of Directors voted unanimously to renew LPS – San Jose’s Charter for the maximum term of five years and we continue to pass ongoing county reviews with flying colors.

LPS–San Jose has worked over the last seven years to build its reputation as a springboard to college for motivated students. We have expanded our course offerings to include Honors and AP classes, hired additional college counselors and administrators to support struggling students and strengthened our early academic intervention programming so that students are fully supported as they progress towards graduation. 58 seniors graduated in the class of 2010 with 100% going on to higher education. Because of the difficult economy, many students have not chosen to attend college directly with 34% of this group went on to 4-year colleges and universities. As the WASC initial visiting committee noted: “The school is dedicated to helping all students succeed in a rigorous academic program that meets or exceeds state and local standards.”

Since our initial WASC visit in 2006, LPS – San Jose has added one grade level, approximately 100 students and 4 teachers. We are now a school of roughly 320 students across grades 9 to 12. In this time period, we have also invested heavily in science and technology on our campus. Since 2006, we have installed a state-of-the-art computer lab for our computer science, built two science labs in our Chemistry and Biology classrooms and created a “Freshman Academy” to support all incoming 9th grade students.

Student Demographics

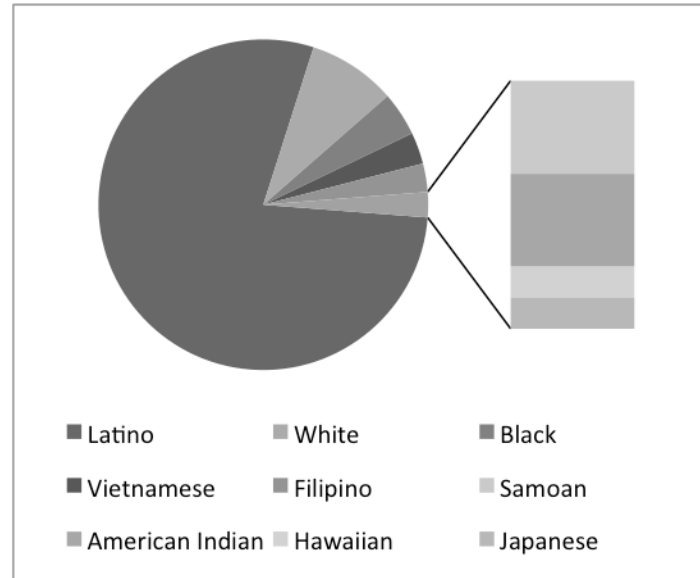
LPS – San Jose has seen a steady growth in its student population over the last seven years. We opened our doors to a pioneering class of 84 students in the Fall of 2004. Today, we have approximately 320 students.

Enrollment by Grade/Gender 2010-2011

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Total	M/F	Total	M/F	Total	M/F	Total	M/F
111	53/58	79	33/46	61	29/32	75	41/34

2010-2011 Student Population by Ethnicity

Ethnicity	#
Latino	255
White	28
Black	14
Vietnamese	10
Filipino	9
Samoan	3
American Indian	3
Hawaiian	1
Japanese	1



Section 2. Assessment of Achievement

Student Achievement Data

The Academic Performance Index (API) is a measurement in California of academic performance and the progress of individual schools toward proficiency. It is one of the main components of the Public Schools Accountability Act passed by the California legislature in 1999 and sets the statewide API target at 800 out of a possible 1000. Schools are expected to improve their performance each year by 5% of the difference between their API and the stateside target of 800. LPS – San Jose has an annual growth target of approximately 10 points and has met its growth targets in four of the last five years.

LPS – San Jose has two student subgroups that are deemed numerically significant by the state of California. These groups – Latino students and Socioeconomically Disadvantaged students – make up the largest percentage of the LPS – San Jose population and perform significantly below the statewide performance target of 800.

Annual Measurable Objectives (AMOs): AYP Subgroup Performance and Participation

Year	% Proficient and Above		% Participation		Met Schoolwide* AYP Growth Indicator Target
	ELA	Math	ELA	Math	
2006 – 07	15.90%	13.10%	93%	93%	No
2007 – 08	27.10%	27.30%	98%	94%	Yes
2008 – 09	25.30%	29.70%	95%	95%	No
2009 – 10	37.50%	37.00%	95%	95%	No

However, since settling in to our new site, our Proficiency rates in both ELA and Math have significantly increase to 37%.

Due to the number of students taking the STAR test in grades 9 – 11, the State of California does not disaggregate AYP growth indicators for non-numerically significant subgroups. Instead, the state assigns school wide Annual Measurable Objectives (AMOs) and measures school wide AYP growth indicator targets.

California Standards Test (CST)

CST SUBJECT	# Tested 2010	# Tested 2009	% Adv/Prof 2010	% Adv/Prof 2009	% Basic 2010	% Basic 2009	% FBB/BB 2010	% FBB/BB 2009
ELA	216	222	31.48%	21.62%	28.71%	27.48%	39.81%	50.90%
History	127	155	29.92%	15.48%	29.92%	25.81%	40.16%	58.71%
Math	188	216	14.89%	5.09%	21.28%	18.06%	63.83%	76.85%
Science	190	227	34.21%	13.66%	32.11%	48.89%	33.68%	55.51%

Section 2.1 Student Achievement Critical Areas of Need

Critical Academic Need #1: Freshman Support

Given the large number of feeder schools from which our students come, it is clear that one of our great challenges is to create a strong school culture - both academic and social - for our freshman class. Over the last seven years, we have seen hundreds of freshmen enroll at our school from over sixty feeder schools ranging from Morgan Hill to Campbell. These students come from across Santa Clara County and have a number of characteristics in common. In general, our incoming students need targeted support in math, English and science.

To meet these needs, we created the Freshman Academy. This program offers students an Academic Numeracy class to support their work in Algebra 1 and an Academic Leadership class that supports their work in English 1. In addition to this, we offer students a supplemental science class – Environmental Science – to prepare them for lab science during their sophomore and junior years in biology, chemistry and physics.

Evidence to support Critical Academic Need #1

1. 69% of students are below or far below basic in math *
 - a. Average grade level for incoming 9th grade: 6.84
2. 62% of students are below or far below basic in English *
 - a. Average grade level for incoming 9th grade student: 6.07
3. 40% of our students are non-native English speakers
4. Wide variation in the rigor of middle school curriculum

** Based on incoming 9th grade test scores from MAP Testing.*

Critical Academic Need #2: Increased Support for Special Education Students

Since our founding in 2004, we have seen a dramatic increase in the number of Special Education students at our school. This number has grown from 4 students in 2004 to 46 in 2010. To meet this need, we have hired two full time Resource Specialists as well as a full time Special Education Instructional Assistant. We are now trying to find the best ways to support our Special Education students in the least restrictive environment possible.

Evidence to support Critical Academic Need #2

1. Dramatic increase in the SPED population
2. IEP meeting notes on student progress

Critical Academic Need #3: More Robust ELD Support

LPS – San Jose’s student population is 33% English learners. These students often arrive at our school three or four grade levels behind their peers. To help this subgroup of students succeed, we see the need to develop a more robust ELD program. Currently, some students are mainstreamed into grade level college preparatory English classes and receive additional instruction during our supplemental instructional period. Based on MAP Testing data as well as CELDT scores, students are also placed into one of two programs: Read 180 and a specialized English course that heavily scaffolds for English Language Learners.

Evidence to support Critical Academic Need #3

1. 33% of school is English Language Learners
2. CELDT Test Results
3. MAP Testing Data

Critical Academic Need #4: Improve CAHSEE Passing Rates

Despite our best efforts, over a third of our students are unable to pass the CAHSEE on their first attempt. One of our highest priorities is to further support these students so they can meet this requirement.

Evidence to support Critical Academic Need #4

1. CAHSEE Passing Rates (March 2010):
 - a. Math: 63%
 - b. English Language Arts: 59%
2. CAHSEE Diagnostic Exams (December 2010 and February 2011)

Critical Academic Need #5: Orientation and Diagnostic Process for Transfer Students

As a public charter high school, we are legally and morally bound to accept any student that seeks enrollment at our school, if they are eligible. Consequently, we have a high number of students that transfer to us from other high schools with a track record of failure and frustration. It is often the case that our transfer students have failed one or more classes in the past. In some cases, students transfer in to LPS – San Jose with severe credit deficits. To help these students get on track to graduate, we have created a Credit Recovery program through which students attend Saturday School and “Academic Bootcamp” sessions during school vacation. They can complete assignments as well as regain credits through the completion of class modules. In addition to this, we have created a homework support center sponsored by the California Scholarship Federation (CSF). This service run by students provides free drop in homework and tutoring services Monday and Thursday from 2:30PM – 5:30PM. In order to get the most out of these programs, we see the need for a comprehensive orientation and diagnostic process for all transfer students before they enter class.

Evidence to support Critical Academic Need #5

1. Student transcripts
2. Retention rates for transfer students
3. Teacher survey data

Section 2.3 Summary of Findings: Programs and Operations Analysis

- **Organization**

Since its founding in 2004, LPS – San Jose has had one clear purpose: to serve a diverse student population that is underrepresented in the university system by preparing them to excel in college and beyond. To stay focused on this goal, LPS – San Jose has embraced the vision and Expected Schoolwide Learning Results developed by our charter network and our school leaders. Each year, we come together as a network of schools and refocus our efforts over a three-day network-wide collaboration.

Using teacher and student survey data, CST and CAHSEE data, benchmark data and grade level / subject area formative assessments, we analyze the performance of our students and make plans for the coming school year. A number of measurable results have come from these efforts. Teachers on all four LPS campuses have aligned their course materials and pacing guides with a specific focus on areas for growth over the coming school year. Administrators have planned and developed new course offerings including the development of a “Freshman Academy” that supports all incoming students in Math, Science and English Language Arts. District level personal have also met to develop support systems for our Network. On the LPS – San Jose campus, these support systems include funding for a study hall program that runs after school three days per week, a credit recovery program and an infusion of funds for additional college counselors and deans.

As a small charter high school, LPS – San Jose has developed a highly successful professional learning community (PLC). Teachers, staff and administrators view themselves as valued members of the PLC that play an important role in the decision-making processes at our school. We have developed a culture of shared norms, reflective dialogue and collaboration that make LPS – San Jose a dynamic and exciting place to work. Each week, teachers, staff and administrators gather for a two-hour professional development meeting after school. In this space, we celebrate our successes, discuss our challenges and learn from each other. Virtually all of our schoolwide initiatives have been shaped and fine tuned in this space. In addition to this, our Parent Guardian Association (PGA) and Student Government (SG) play an important role in defining and clarifying our shared Vision and ESLRs for LPS –San Jose.

Some of the new programs that resulted from our various collaborations include: a new Advisory program, a robust Tutorial / Enrichment / Sports program, the Read 180 program, The Freshman Academy, and a diverse offering of student dances and lunchtime activities.

While there are a number of initiatives in place, perhaps our most exciting is our work with CK-12. CK-12 is an online resource where teachers can dynamically create, edit, and view open source textbooks for use in their classrooms. This saves the costs of printing as well as repurchasing textbooks. These “Flexbooks” gives teachers the ability to adapt their curriculum for the needs of their students

and gives them ownership in the curriculum development process. From the results we have begun to see, particularly in Algebra 1 and Biology, they show marked improvement in student achievement. The 2010 CST's showed a 20 percentage point increase of students in Proficient and Advanced and a 32% percentage point decrease in Below Basic and Far Below Basic in Algebra 1. In Biology the score were even more impressive with a 27% point increase in Proficient and Advanced and a 31% percentage point decrease in Below Basic and Far Below Basic. At LPS Hayward which implemented the program the year before us, they've had a 32% percentage point gain into Proficient and Advanced and 32% percentage point decrease in Below Basic and Far Below Basic. Our partnership with CK-12 makes all of this available as free open-sourced material disseminated on their websites. As a network, we share our best practices at all four schools.

Areas of Strength:

- Clear Vision and Purpose for LPS – San Jose: to support students as they prepare for college and beyond.
- ESLRs are revisited at the start of each school year with a focus on improvement
- Strong collaborative culture at the network, site and department level.
- A strong and deeply committed staff with a deep understanding of the school's mission and purpose.
- Use of CK-12 "Flexbooks" in classrooms, specifically Math and Science

Areas for Growth:

- An improved process for linking ESLRs to site-specific initiatives.

- **Curriculum**

Leadership Public Schools – San Jose offers all students, regardless of skill level, a challenging curriculum that aims to engage them in a rigorous learning environment and makes all graduates eligible to apply to the California State University System.

This is met with mixed results.

At every grade level, our curriculum is aligned to California state standards and tied to life beyond high school, higher education and workplace requirements. We believe that a top quality high school curriculum must be relevant to the student's lives and tied to 21st century skills. In this sense, we believe that students must be multi-lingual, possess technological skills and have the capacity for leadership. These skills go beyond the CA standards and do not show up on standardized tests.

Another major goal of LPS is to prepare students to be lifelong learners that are able to acquire new academic and vocational skills beyond high school. While all LPS – San Jose graduates will meet the A – G requirement and be eligible for the CSU admissions, we recognize that not all of our students will reach a 4-year university directly after graduation. Some students will take alternative routes to college or vocational school and others may delay higher education after graduation. To prepare for this, we focus on developing student skills that will translate into vocational viability and expanded career choice.

An excellent example of this can be seen in our Freshman Academy. Through a combination of skill based support classes – Environmental Science, READ 180, Academic Numeracy, and Academic Leadership – students are given additional instructional time, curricular support, and literacy skills in the major content areas. In addition to this, our students are supported in their academic classes through a robust counseling program that has been enhanced with the addition of two college counselors, a dean of intervention and the creation of a comprehensive study hall program after school.

At times we experience a disconnect between schoolwide expectations and student motivation. LPS – San Jose expects all students to complete the minimum eligibility requirements of the CSU systems. 100% of our graduating seniors have achieved this goal. However, the disparity between the school’s high expectations and our students’ basic skill levels is a major challenge in the delivery of rigorous curriculum. Many teachers find it extremely difficult to differentiate between the needs of highly motivated and skilled students and unmotivated and unskilled students in the same classroom. One way we address this challenge is through our AP and Honors program in the humanities. Another way we address the differentiation challenge is through professional development for teachers and collaboration time built into the weekly schedule. Most importantly, we address these challenges with a system of interventions in place to support any student that experiences challenges on their path towards graduation.

In addition to these specialized support programs, teachers are constantly striving to provide increased access to all students through differentiation of instruction and personalized learning plans. Teachers provide this support as needed as a response to the challenges of serving a diverse, transient student population. Further, teachers push students to develop visions of their personal and academic goals while designing curriculum to lead students toward clarifying their direction and future. Additionally, the Special Education program offers one-to-one intervention in content areas so students can get the support they need while staying on track to graduate.

This effort is crystallized by our commitment to providing every student with one-on-one guidance and support, both through our Leadership Advisory program and our committed counseling department. The Leadership Advisory program involves students in goal setting and allows for consistent teacher-student relationships that help develop personal learning plans. The program ideally pairs students, at a ratio of 20:1, with an advisor that guides the students through all four years of the academic program and prepares them for their future endeavors, including but not limited to higher education, careers, and personal identity development.

In addition to our Leadership Advisory program, our low counselor-to-student ratio allows counselors to personalize students' educations. This allows for a dynamic where teachers and counselors can support each others' objectives. With the personalized counseling attention that students receive, the counseling department strives to arm each student with the understanding that individualized support and a concrete roadmap to personal and collective success requires little more than will, thoughtful action, and a utilization of the resources offered in our Student Services office. Additionally, our array of three Deans provides yet another safety net for student who struggle.

Because of our college-prep focus, school-to-career goals primarily center on students going on to higher education.

As a school, we define higher education as any post-high school training and consider all of these options valuable. Senior advisories are differentiated for students who want to go on to four-year college versus alternative higher education, such as vocational education institutions and the bridge of community colleges. This allows us to personalize goal setting and encourage students to understand that their academic career is an endeavor that extends beyond high school.

In spite of our best efforts, however, our ability to provide all students with access to the curriculum is inhibited by several factors. The area in which we need to ensure the most growth is in our support of English Learners. While teachers work to provide curriculum that is accessible and challenging for students at all levels of English language development, we are ill-equipped to help CELDT 1 students who have limited education in English prior to coming to our school. While we currently work to pair these students with bilingual native speakers and adjust our curriculum as much as possible to fit their needs, we need to provide more structured support for students who are just starting to learn English. We are in the initial stages of developing a program of support for these students.

Another potential area of growth and development is our work with Special Education. Our Special Education population has grown considerably and we have struggled to keep up with that growth. Our two Resource Specialists share a caseload of 46 students and a full time instructional assistant has been hired to provide additional support.

Areas of Strength:

- All students participate in a rigorous standards-based curriculum that meets and exceeds the CSU admission requirements.
- Numerous academic supports are in place and designed to make sure that all students can be successful.
- A strong intervention team to support students who struggle.
- A – G curriculum ensure college access to all graduates.
- Supplemental funding allows for substantial intervention programming and greater access to curriculum by all students.
- A clearly articulated intervention process understood by all stakeholders.

Areas for Growth:

- ELD program is needed to support CELDT 1 & 2 students.

In order to graduate from LPS – San Jose, students must meet all graduation requirements for the state of California. Additionally, all students participate in a program that is aligned with the A-G entrance requirements for the University of California.

Leadership Public Schools Graduation Requirements

- 4 years of English**
- 3 years of Math**
- 2 years of History**
- 2 years of Laboratory Science (Biological and Physical)**
- 2 years of Foreign Language**
- 1 year of Visual/Performing Art**
- 1 year of College Preparatory Electives**

CSU Admission Requirements

- 4 years of English**
- 3 years of Math**
- 2 years of History**
- 2 years of Laboratory Science**
- 2 years of Foreign Language**
- 1 year of Visual/Performing Art**
- 1 years of College Preparatory Electives**

In addition to requiring A-G alignment for graduation, LPS also supports students in preparing to pass the California High School Exit Exam (CAHSEE) so that upon completion of the high school program, they can receive state-approved diplomas. CAHSEE support is provided through the tutorial program and the Freshman Academy.

Areas of Strength:

- Strong emphasis on college preparation
- Meets / exceeds CSU requirements

Areas for Growth:

- Credit Recovery program will be key to catching up transfer students.

- **Instruction**

Weekly professional development addresses our instructional needs. We have spent significant time during our weekly professional development sessions to learning more about the following student-centered instructional methods/strategies: project-based instruction, problem-based instruction, differentiated instruction, technology-based curriculum/instruction and building literacy skills in the classroom.

Starting in the 2009-10 year, the focus on instruction for teachers has been our Cycle of Inquiry and using data to drive instruction. Our Cycle of Inquiry process allows our teachers to examine classroom data, reflect and adapt their instruction to meet the needs of the students. Teachers collect data from their classrooms and create questions that address specific issues that they see. By examining their data, teachers make refinements in their instruction and share these insights to the staff during Cycle of Inquiry presentations. Using a “data-driven” instruction, teachers can make informed decisions, have evidence for improvement, and have replicable practices that carry over from year to year.

Teachers have one hour of scheduled time each week after school to collaborate. Typically, teachers meet in departments and discuss ways to improve curriculum and instruction. Departments collaborate on issues such as preparation for standardized tests (e.g. SAT, CAHSEE, STAR Test, Benchmarks, CSU’s Early Assessment Program, etc.), Special Education, and English Language Learner. Teachers also meet across grade levels to identify and development plans to help struggling students.

Areas of Strength:

- Teachers agree on areas to focus professional development efforts and are open to improving their practice.
- Standing professional development committee comprised of teachers, administrators, and staff that guides professional development activities on campus
- Using technology and data analysis tools to receive snap shots of student performance data
- Collaborations across grade and department levels to identify struggling students
- Cycle of Inquiry process where teachers self-evaluate and reflect on practices

Each department is working to ensure a consistent instructional model, classroom expectations and assessments models, so that all students experience similar challenging learning experiences. The LPS instructional model consists of a launch, presentation, practice, closure, and/or exit tickets. All students are expected to come to class prepared with their class materials and assignments each day. To assess our students, each department gives three benchmark exams throughout the school year (October, January, April). The results are disaggregated and analyzed to help inform teachers of student weaknesses and re-teaching strategies. Additional our Math and

English department administer MAP Tests to assess student mathematics and reading/language levels three time a year (August, January, and May).

In each classroom there is a consistent white board configuration. Students will see an Aim (Objective), Launch, Agenda, Homework in every class. This informs students what is expected and what they will be learning during the class session. Also, all teachers use the LPS Instruction Model for presenting lessons (Launch, Presentation, Practice, Closure, Exit Ticket (check for understanding)) which are based off the Madeline Hunter lesson plan template.

Our English program is well scaffolded. Our freshmen English program includes a Read 180 program for English Language Learners that can extend into their sophomore year if necessary, a specialized English 9 course to bridge Read 180 students to mainstream English, and an Academic Leadership course that builds foundational English skills and study habits for student success. Our English 10 program targets CAHSEE preparation for students on both the multiple choice and essay portions while our English 11 writing program is developed around the Early Assessment Program (EAP) by the California State Universities that if passed, can pass incoming college students out of remedial classes. For 12th grade students, English 12 focuses on research and writing larger reports. The Senior Research Project is a required project that demands students to research, analyze, and present a topic of their choice. The final product includes an 8-12 page research paper, including an annotated bibliography, and ten minute presentation.

In History, the benchmark exam essay sections are based around Advanced Placement Document-Based Questions (DBQ). Different topics are addressed for World History and U.S. History but they all have the goal of analysis, critical thinking, and organization. The DBQ has student critical analyze documents in a given time period, determine its context and relevancy, and then use them to construct an argument around specific questions. Teachers take students step-by-step through the process, assisting them in their analysis and organization.

Our Math and Science Departments utilize the Flexbooks developed in part with the CK-12 Foundation. These dynamic textbooks are teacher oriented and can be adapted to meet the immediate needs of students. The Math Department has an online tool known as Flexmath that students can access at home and at school. Flexmath is a series of Algebra and Geometry presentations, quizzes, homework assignments, and demonstrations that assist students in learning new material and teachers in planning and obtaining immediate data on student achievement. The Academic Numeracy course uses the program almost daily and students apply their knowledge in Algebra. In Science, teachers utilize online Flexbooks which can also include pictures, diagrams, and video, making textbooks more accessible and vibrant for students.

Areas of Strength:

- The instructional model at LPS is based on sound research practices.

- A variety of instructional techniques are use to make course skills and content knowledge accessible to all students.
- Increased use of data collection through benchmark exams and analysis through Cycle of Inquiry presentations.
- Developing tools to adapt to student need – CK12 (Flexmath and Flexbook)

- **Assessment and Accountability**

The LPS Network has instituted a number of professionally acceptable assessments to collect, disaggregate and analyze student performance data. These take the form of benchmark assessments and are administered according to the teaching standards and pacing guides created by LPS teachers at our annual LPS Network Retreat each August. Teachers in the LPS Network have developed a number of additional assessment instruments including Curriculum Embedded Assessments in the history department (DBQs), CAHSEE and EAP essay prompts in the English department, science lab assessments in the sciences and standards-based math tests in the math department. These assessments collect raw data at the site and network level.

To disaggregate and analyze student performance, the LPS – Network has partnered with Achieve! Data Solutions, LLC. Achieve! Data Solutions, is a data management system that is robust, customizable and web-based thus creating one central hub through which a wide array of data analysis and reporting is possible. Disaggregated student performance data are tracked by grade level, ethnicity, SED status, SPED status and EL subgroups. These data are made available to teachers, staff and administrators on a quarterly basis.

After each benchmark exam, considerable time is spent analyzing and unpacking test results. This is done as a staff at our weekly PD session(s) after a benchmark and as a department during weekly collaboration. The LPS Network has also developed an assessment analysis protocol to guide these investigations, thus ensuring that teachers and departments look for trends in student performance.

The LPS Home Office and LPS – San Jose regularly monitor disaggregated student data from a variety of sources: California Standardized Tests (CST), California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), quarterly benchmark assessments, Academic Performance Index (API), Grade Point Averages (GPA) by grade level, Measures of Academic Performance (MAP) and attendance / truancy data.

Most teachers use multiple assessment measures, converted into percentage scores, letter grades or point systems to assess student learning. Individual student scores are entered into Power Grade, an online grade book program, and made available to students and their families in real time. At the end of each quarter, a progress report is sent home to families with a “snapshot” of their student’s current grades and instructions for how to login and review individual class assignments and test scores.

Areas of Strength:

- Clear process in place for collecting, disaggregating and analyzing student performance data.
- Established schedule for distributing performance data to teachers.
- Cycle of Inquiry stresses use of assessment and benchmark data to determine instructional improvements

Areas for Growth:

- Refine and collaborate schoolwide grading procedures.

Variety of Assessment Strategies

All teachers at LPS – San Jose use multiple assessments to evaluate student learning and monitor student mastery of core skills, content knowledge, and understanding tied to California teaching standards.

Assessments seem to fall into a number of broad categories. Class work and homework are the two most common assessment categories. These assessments regularly check for student’s mastery of lesson specific skills and content knowledge. It is also common for teachers to require an “exit ticket” from class particularly in Math and Science courses. Exit tickets allow teachers to get instant feedback on the day’s lesson and modify their teaching – either through reteaching or an alternative approach – to ensure student learning.

In some classes students submit their notebooks or class notes for review by the teacher. This gives the teacher feedback on the key concepts and ideas that students focused on in the textbook or lecture. Individual and group projects are another common form of assessment because they provide the opportunity for students to engage course materials in a way that is meaningful and relevant to their lives. As mentioned in previous sections of this self-study, unit tests and benchmark assessment provide summative data for teachers to measure student learning.

Areas of Strength:

- Teachers use a variety of formative as well as summative assessment strategies to evaluate student learning.

Areas for Growth:

- Creating a diagnostic process for collecting baseline data on incoming transfer students.
- **School Culture, Support Students’ Personal and Academic Growth**

As one of our philosophy pillars, LPS – San Jose attempts to work extensively with community-based organizations to provide students with mental health services, social services, scholarship, college information and leadership opportunities.

The following are examples of a multi-faceted approach to working with an array of non-profit community based organizations in our area to strengthen and provide to our families with resources to support them.

LPS – San Jose is in its seventh year of partnering with Girls For a Change (GFC), a non-profit dedicated to empowering girls to create social change. They challenge young women to design, lead, fund, and implement social change projects that tackle issues girls face in their own neighborhoods. GFC provides the tools, outside resources, partnerships and support that girls need to gain the voice, ability, and problem-solving capacity to realize their full potential.

The GLOW Foundation was founded in 2006 to address the financial barriers that high-potential, low-income students face in attending and graduating from college. LPS - San Jose is in its second year in partnering with this organization. GLOW assists students in learning about fiscal responsibility and the potential to receive a \$5,000 scholarship. We also partner with the Princess Project – a non-profit effort to provide prom dresses to students who can not otherwise afford them.

LPS-San Jose also refers students to mental health facilities or clinics in the area, when necessary. The school uses the East Ming Quong Suicide mobile unit in order to assess potential risk students, in addition to referring students to their various counseling programs. The Bill Wilson Center, Alum Rock and Gardner Center are additional mental services also recommended to families and students when they are in need of addiction or mental health services.

Our school also utilizes the Safe Schools Initiative and the City of San Jose’s Gang Task Force when creating support systems with our most at-risk students. We also recommend them to the City of San Jose’s Clean Slate Tattoo Removal Program, which offers free tattoo removal in exchange for community service. The school also extends its support to community organizations who actively organize events in districts 5, 7 and 8 where many of our families reside.

Two years ago, a new position, Enrollment and Outreach Coordinator, was created. This position has allowed us to develop a relationship with the community and inform urban high school and middle schools students about Leadership Public Schools. This position also provides us the opportunity to engage our parents, teachers, and students in outreach activities to make the school a vital center for the community. We are able to build relationships within our community with different organizations. So far this year, we have been speaking and making presentations at local districts, middle schools, youth centers, churches, libraries and attending meetings of community districts. We hope to continue building our relationship with the community by having community events and hosting community meetings. We plan on working with middle schools, youth centers and libraries to start an after school tutoring

program. Our goal is to become a positive role model within our community for parents and students with the intent to create a harmonious environment between school and community.

Parent involvement continues to improve. Students' parents are called when their child has excessive tardies or absences on a daily basis. An increased counseling staff has provided the opportunities to have immediate intervention meetings with parents when students' grades start to slip. Having three dean positions this year has allowed us to have a designated 504 and SST liaison with parents in order to ensure their academic need are being met. Parents have access to grades on Power School, an on-line site that provides updates on grades and absences. The Student Services office provides parents with a place to meet with the Enrollment Coordinator/Registrar, the Dean of Student Life and the counselors in order to seek assistance on a variety of concerns. On a monthly basis, the school holds Parent Guardian Association (PGA) meetings informing parents about updates on safety, school measures, and upcoming events. In the fall, events such as Meet the Principal, Welcome Barbeques and Back-to-School Night allow parents to familiarize themselves with staff and teachers. The school also provides a monthly newsletter to its families. LPS - San Jose also has an active School Site Council.

Because of the nature of our demographic, LPS-San Jose does not have consistent parent involvement or enough opportunities for parents to actively participate with the school on a daily basis. We are currently working on developing a multi-faceted parent program in order to enhance communication and parent involvement. This includes designating a parent section in Student Services for parents who do not have access to email or need help finding community resources, parenting classes as well as providing parents opportunities to talk with staff on a monthly basis.

Areas of Strength:

- Strong ties to community organizations including GFC, EMQ, Glow, Princess Project, Gang Task Force, Clean Slate Program and the University of California.
- Multiple open avenues of communication with all stakeholders.

Areas for Growth:

- Expand community service programming to include tutoring on campus as well as local middle school campuses.
- Continued outreach to the parent community in order to increase and expand parent involvement.

LPS – San Jose has grown into a safe and orderly campus in order to develop and nurture a positive learning environment. LPS - San Jose promotes positive behavior. Students are honored during school wide family meetings, are invited to network wide fundraisers, rewarded with Free Dress passes, and are invited to participate as counselors at the Stanford Leadership Retreat. A three-tier Rising

Phoenix honors program is in place, students with 4.0 G.P.A. are placed on Principal's List, and students with 3.5 GPA are placed on the Dean's List, and students with a 3.0 GPA are placed on the Honor Roll. Incoming 9th graders participate in the Stanford Leadership Retreat, which helps with the transition from middle school to high school, creates relationship with current LPS students and teachers while setting high expectations and standards for all incoming students. Students have a dress code, which addresses professionalism and safety, while their teachers model professional dress. In addition, students must meet CSU and UC A-G requirements, 200 credits, and 140 hours of community service in order to graduate from LPS – San Jose. Discipline issues are dealt with according to a discipline matrix, through a referral system. The referral system consists of three different divisions. Academic and Discipline issues are handled through Student Services, while intervention is dealt with by main office. Our security guard is also a vital part of school community and safety by being a visible presence on campus.

The LPS Freshman Retreat sets the tone of the school year for all incoming 9th grade students by showing them that college is within their reach. For many of our students, this retreat is the first time that they are away from home, but it's also the first time that they set foot on a college campus. The students get to experience first-hand what it is like to live as a college student, while building a community amongst themselves by doing various team-building activities. The administration also lays down the groundwork for academic success by informing students about the school's expectations.

Student Academic Support

The core philosophy of small school is that all students achieve more when they are well known by adults and have positive relationships with teachers and administrators. LPS – San Jose offers a highly personalized approach to each and every student. Our staff knows each of their kids well and their relationships are the primary tool utilized for academic success.

In addition, LPS - San Jose offers students a variety of services to help achieve academic success. These services and opportunities include: a student services center, Advanced Placement and Honors courses, RSP, SST and 504 plans, academic and extracurricular tutorials, college advising and planning as well as one-on-one meetings with a counselor. LPS - San Jose also offers courses in Academic Numeracy, Academic Leadership, and Read 180. These programs and courses are offered in order to provide additional assistance for students who are struggling in the college preparation courses as well as basic literacy skills.

The Student Services Center houses 1.25 academic counselors, one administrator and one Enrollment and Outreach coordinator. It also provides students with the staff and resources to promote academic success. Students meet on a one-on-one basis with a counselor to discuss class schedules, four year academic plans, academic and personal struggles, graduation requirements, extracurricular activities and plans for higher education. Students also meet with counselors and administration to discuss issues with behavior and

attendance. These meetings occur almost immediately after a referral in order to find a solution that will allow the student to return to the learning environment.

In order to ensure academic challenges are provided for students, LPS- San Jose offers students college preparation courses in all the A-G course requirements as well as two Advanced Placement (US History, English Literature) and one English Honors courses. Additionally, students have the opportunity to concurrently enroll in community college courses.

RSP services are provided to students who fall under the special education umbrella. Students under the SPED umbrella receive significant one on one attention to ensure their success in an academic and social environment. Students receive one-on-one academic support with collaboration of school counselor, Individual Educational Plans (IEP) meetings are held with students and parents to discuss achievements, change in plan, drawbacks, or other issues as they might occur. Students also actively participate in the building of their academic and life goals/plans. In order to make certain that SPED students are receiving the attention and resources they need, all teachers are provided with a QuickLook of students' IEP. This summarizes the immediate needs of a student, behavior and best methods/strategies to implement when dealing with that student. These, along with material and testing accommodations and/or modifications, allow students, teachers, and school staff to provide accurate services to students.

Student Success Teams (SST's) are held with students, parents, teachers and counselors to discuss the strength and areas of academic/behavioral concerns. These meetings are held after teachers have implemented and documented a variety of intervention strategies over a two-month period.

Academic and Extracurricular tutorial sessions are provided three days a week for students in order to encourage creativity, provide CAHSEE preparation and help with homework completion. Teachers run these tutorial sessions providing extra time and assistance on assignments and projects. Students are encouraged to work on make-up assignments in order to improve grades or hold conversation with teachers to find ways to improve classroom performance. Extracurricular sessions, such as martial arts, yearbook and digital design, are offered to students who are demonstrating academic success and hold a GPA of 2.0 or higher.

LPS-San Jose offers a variety of services to help promote student academic success but there are a few areas where improvement is needed. These areas include: support for English Language Development (ELD), parent involvement in academic matters, information dissemination and availability to families, and positive student recognition awards.

1. ELD program and support for ESL students
2. Academic "Boot Camps" held during school holidays
3. Parent involvement

- a. Parent-teacher meetings (giving teachers the time to hold these meetings)
- b. Student led- Parent/teachers meetings (having students explain to parents their academic struggles)
- c. Counselor-parent academic meetings (involving parents immediately when a student is in danger of failing one or more classes)
4. Information dissemination
 - a. PowerSchool availability to parents
 - i. Making sure grades and assignments are available and up to date
 - ii. Accessibility to computer (maybe a comp in office where parents can check info)
5. Positive Student Recognition (reward students who are doing well academically)
 - a. Informing parents of student's achievements and successes.

Even with all of these interventions in place, LPS – San Jose continues to struggle with a student population that is transient, historically disadvantaged and often ill-prepared for success at the high school level. We believe that our students bring assets to our campus and school community and we constantly work to engage them in the learning process. As we are located in East San Jose – a community rife with gang tension, low socioeconomic status, limited familial support and cultural disconnect from formal academic learning – this can't help but have an impact on our students and add to our challenges as a school. Our curriculum is relevant to the students who came to LPS – San Jose with a clear focus on going to college as well as those who, with nurturing and care, will begin to focus. Our curriculum is less relevant to students who are uninterested in higher education or who were placed at LPS against their will.

Areas of Strength:

- A strong intervention program for all students.
- A concerted effort to make academic data accessible to all teachers.

Areas for Growth:

- An expanded ELD program for our growing EL population.
- Greater parent involvement in academic intervention / support.

Student Personal Support

Personal support is inherent within a small school and LPS teachers are in constant contact with the students and their parents. One area where students receive a great deal of individual attention and support is through our Advisory program. The Advisory program begins for incoming 9th graders at our annual Freshman retreat. Students meet their advisory teacher and get to know the students they

will share an advisory. Students and their advisory teacher participate in a series of team building activities that invest students in LPS – San Jose and help to prepare students for the coming school year. Once classes begin, students meet with their advisory (Home Room) class each day for 20 minutes and for exactly 40 minutes each Friday. Advisory teachers use a network wide curriculum to focus on student personal and academic success. Advisory teachers act as a primary point of contact for students and families. They monitor student performance, coordinate the distribution of materials (testing info, student lunch forms, field trip permission slips, daily planners, etc.). While the advisory program has taken many forms over the years, one thing remains constant: Advisors provide an extra layer of support to our students and have a positive impact on our school culture as a whole.

Areas of Strength:

- A well-established system of personal support is embedded in the school curriculum and throughout the work of the school.

Areas for Growth:

- A continued refinement of a strong curriculum for the Leadership Advisory class.

Section 3. Goals and Essential Schoolwide Learning Results (ESLRS)

The Expected Schoolwide Learning Results (ESLRs) for LPS – San Jose continue to guide our vision for student learning. The ESLRs are broken into two groups: *Habits of Mind* and *Habits of Heart*

Habits of Mind	Habits of Heart
<ol style="list-style-type: none">1. Exhibit the Intellectual Capacity and Habits of Mind to Succeed in College and Beyond by...<ol style="list-style-type: none">a. Engaging in intellectual exploration and discovery, persevering when confronted with complexity and ambiguity.b. Applying thinking skills critically and creatively to make sound decisions and solve challenging problems.c. Understanding and appreciating the central ideas, methodologies, and conceptual parameters of intellectual and aesthetic disciplines, including the areas represented in the California state standards.d. Communicating clearly and effectively using a variety of techniques and media.	<ol style="list-style-type: none">2. Demonstrate the Leadership Skills and Habits of Heart to Make a Positive Difference in their Community by...<ol style="list-style-type: none">a. Leading with integrity, through service, and by example.b. Honoring the views, values and traditions of all individuals.c. Pursuing self-knowledge, a health sense of identity and humble confidence.d. Utilize their talents and practical leadership skills on focused community efforts, developing both long term goals and guiding daily actions based on their values and principles.e. Live healthy lives.

Habits of Mind frame our pursuit of skills and content knowledge. These ESLRs identify the ways we want students to engage their coursework and approach their work as college bound students. These ESLRs also help guide teachers and administrators as we identify new ways to engage students in school. Habits of Heart, on the other hand, inform the leadership goals we set with our

students. We expect our students to be leaders in their community. Through academic engagement, personal integrity and community service, these ESLRs help students take ownership of their education and to develop leadership skills.

These ESLRs have remained a consistent presence at LPS – San Jose since its founding in 2004. While the ESLRs represent a broad vision for LPS – San Jose, students, teachers and staff feel that more can be done to communicate this vision to all community stakeholders.