PROPOSED 2019-20 SCHOOL SITE BUDGET

School: Lionel Wilson Prep

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$0.00	$0.00	$0.00	**Measure N**	$139,125.00	$139,125.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Measure G	$0.00	$0.00	$0.00
General Purpose Discretionary	$0.00	$0.00	$0.00	Measure G1	$0.00	$0.00	$0.00
LCFF Supplemental	$0.00	$0.00	$0.00	Perkins	$0.00	$0.00	$0.00
LCFF Concentration	$0.00	$0.00	$0.00	Atlantic Philanthropies	$0.00	$0.00	$0.00
Title I: Basic	$0.00	$0.00	$0.00	California Partnership Academy	$0.00	$0.00	$0.00
Title I: Parent Participation	$0.00	$0.00	$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
		Adjust master schedule to ensure collaborative planning time for grade levels core teachers and PLTW teacher w/ emphasis on use of graduate profile and aligned rubrics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.					Building the Conditions	Lionel Wilson Prep-1
		Craft all schoolwide goals using our pathway as the foundation.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.					Building the Conditions	Lionel Wilson Prep-2
		Create design team consisting of PLTW teachers, principal, culture leaders, and representatives from Advisory Board	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.					Building the Conditions	Lionel Wilson Prep-3
		Engage all staff in book study of Deeper Learning by Dennis McGrath and Monica Martinez	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.					Building the Conditions	Lionel Wilson Prep-4
		Engage all teachers in design hacks using school retool materials out of the Stanford D School	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.					Building the Conditions	Lionel Wilson Prep-5
		Take grade level teams on school visits at linked learning school in Oakland	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.					Building the Conditions	Lionel Wilson Prep-6
		Provide PD in Q4 of 18-19 for grade level teams to engage with grade level focus question for 19-20 (to inform project and curriculum planning	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.					Building the Conditions	Lionel Wilson Prep-7

		Provide PD in Q4 of 18-19 for teachers to identify/create rubrics aligned to the graduate profile	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.				Building the Conditions	Lionel Wilson Prep-8
		Design 19-20 teacher inservice to priortize project design and industry partner collaboration.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.				Building the Conditions	Lionel Wilson Prep-9
		Develop a professional development sequence (for teachers, counselors, and support staff) that with an emphasis on project based learning and infusing the graduate profile compentencies/rubrics and aligned CTE standards into core classes.	Rigorous Academics	Goal 1: Graduates are college and career ready.				Career Technical Education	Lionel Wilson Prep-10
		Design senior capstone project to replace current portfolio project (each student will engage in a year-long design for social change project culminating in a community and industry presentation.	Rigorous Academics	Goal 1: Graduates are college and career ready.				Career Technical Education	Lionel Wilson Prep-11
		Create WBL continuum in collaboration with Advisory Board and consultant, 19-20 focus would be on industry professionals engaging in a variety of ways throughouts school year (advisory board would identify partners to collaborate with) as well as more consistent job site visits for each grade level.	Work-Based Learning	Goal 1: Graduates are college and career ready.				Work-Based Learning	Lionel Wilson Prep-12
		Leadership team aligns pathway outcomes and goals to school wide action plan for 19-20 (grounded in linked learning gold certifcation and/or Meassure N implementation rubric)	Work-Based Learning	Goal 1: Graduates are college and career ready.				Work-Based Learning	Lionel Wilson Prep-13
		Identify industry partner (that aligns with grade level themes) for grade level teams to visit during 19-20 induction training to plan alignment to industry and pathway outcomes for the school year as well as to inform design of end-of-year exhibition projects.	Work-Based Learning	Goal 1: Graduates are college and career ready.				Work-Based Learning	Lionel Wilson Prep-14
		Develop professional skills training sequence and curriculum to prep students for success at internships	Work-Based Learning	Goal 1: Graduates are college and career ready.				Work-Based Learning	Lionel Wilson Prep-15

		Plan career awareness and development sequence for 9th - 12th, emphasis on 10th/11th with a focus on alignment through 12th grade.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.					Comprehensive Student Supports	Lionel Wilson Prep-16
		Develop process for student career plans to be started in 9th grade and continued through college applications in 12th grade.	Comprehensive Student Supports	Goal 3: Students are reading at or above grade level.					Comprehensive Student Supports	Lionel Wilson Prep-17
		Develop EL support strategies and adjust master schedule to support additional mentorship and learning opportunities	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.					Comprehensive Student Supports	Lionel Wilson Prep-18
		Develop training sequence for SST process as well as dedicated time for SST teams to meet with clear follow-up plans.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.					Comprehensive Student Supports	Lionel Wilson Prep-19
		Coach core content teachers to use socio-emotional tools in core content class	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.					Comprehensive Student Supports	Lionel Wilson Prep-20
		Create job site visit group for at-risk students (academic and behavioral). Monthly visits coordianted by counseling team and advisory board.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.					Comprehensive Student Supports	Lionel Wilson Prep-21
$85,000.00	Measure N	Fund 1 PLTW teacher -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW coureses we are offering -Our PLTW courses need to become the foundation of our Design for Social Change Pathway	Career Technical Education	Goal 1: Graduates are college and career ready.	1110	Salary + benefits	Teacher, Engineering (6-12)	1.00	Career Technical Education	Lionel Wilson Prep-22
$36,437.67	Measure N	Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidellity -PLTW provides materials packages aligned to each course that schools are able to purchase directly	Career Technical Education	Goal 1: Graduates are college and career ready.	4301	Materials			Career Technical Education	Lionel Wilson Prep-23

$7,687.33	Measure N	Fee for participation in Project Lead the Way core training -We have identified PLTW engineering courses as the core pathway courses we will offer in our Design for Social Change pathway -Teachers must participate in the core training PLTW offers to ensure curriculum implementation fidelity and to access professional learning community of other teachers teaching the same content, core trainiing is offered in online and blended formats	Career Technical Education	Goal 1: Graduates are college and career ready.	5201	Conference			Career Technical Education	Lionel Wilson Prep-24
$10,000.00	Measure N	Hire linked learning consultant to support the following: -developing design team scope and sequence -designing PD sequence using "hacks" concept from School Re-Tool (for teachers to get used to the design thinking approach) -developing family communication and engagement plan -developing year-long exhbition/PBL project design scope and sequence to be implemented by grade levels -developing WBL sequence for LWP -designing year-long, senior capstone project where students complete a design for social change project -A consultant is necessary given are inconsistent and often misaligned implementation of our pathways plan, we need someone to help create a meaningful sequence of development and community engagement	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5802	Educational Consultant			Building the Conditions	Lionel Wilson Prep-25

Action Research

Action Research	ASPIRE Lionel Wilson College Preparatory Academy
School:	Aspire Lionel Wilson College Preparatory Academy
Pathway/s:	Design for Social Change - An Engineer Pathway
Outcome Data	Link to slide deck that needs data on slides
Top 5 Measure N Funding Commitments	Project Lead The Way Training and Course Materials Teacher for Project Lead the Way Classes
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How can we, as the Linked Learning Design Team, build teacher efficacy in implementing various real-world and work-based learning strategies and skills in their classroms using a PBL approach (project-, problem-, performance- based learniing) to support student mastery of our graduate profile competicies as measured by our graduate profile mastery rubrics in respective content areas?
What did you discover in the past year? *(Please use data to support.)*	Concurrent with relentless self-critique of LWP academic programs, and reflection upon how we have typically served our students at LWP, we are aware that though 100% of our graduates are accepted to a four-year university, approximately 25% of our graduates persist through college to a four year degree. Additionally, alumni report they felt inadequately prepared to make a successful transition to college and career after LWP. To this end, currently, our school is planning to move toward project-, and ultimately work-based, learning. We realize that we MUST change the teaching and learning modality at our site.
What are you going to *do differently* or *change* moving forward?	We have reached consensus that Project Lead the Way (PLTW) engineering modules are the best fit to provide the anchor, site-based, project-based curriculum for the LWP design pathway. All of our pathway teachers enthusiastically welcome the opportunity to implement an effective curriculum and have expressed the desire and commitment to implementing PLTW courses and participating in the requisite instructor training. Their consensus is that their current, self-created curriculum is, though collaboratively derived with the best of intentions, rife with inequity and is likely not an adequate approach to prepare our students with transferable skills that assures that students are, authentically and consistently, career AND/OR college ready.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	PLTW will provide effective teaching and learning resources for project-based pathway courses, as well as valuable prerequisite skills that that will support student's successful articulation with related Peralta College DIstrict Courses courses in which they can be concurrently enrolled after they complete their first PLTW course in grade 9, 10 or 11. Offering PLTW courses as part of our highschool curriculum will give students exposure to relevant and rigorous projects, authentic engineer skills and problem solving stratgies, and expand students' perceptions about who can be an engineer. Our long term goal is to increase the number of our students who graduate (from the high school) with internship experiences and/or college level course experiences in engineering; having the PLTW Engineering pathway as our pathway anchor curriculum will greatly accelerate our progress toward that goal.

2019-20 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions
Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the 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 text directly.

School: ASPIRE Lionel Wilson College Preparatory Academy

School Description

Lionel Wilson College Preparatory Academy is a 6th -12th grade charter school serving 467 students in East Oakland. It is located at 400 105th Ave and is part of the Aspire Public Schools charter network. As a College for Certain school, all students are required to meet A-G requirements and be accepted to a four-year university in order to graduate. Having consistently gotten all graduating seniors admitted to four-year universities for over five years, Wilson Prep is in the midst of shifting focus toward making sure that students are prepared to succeed in college and that they are well positioned for meaningful careers, whether those careers involve four-year university, community college, technical training, or other post-secondary options.

School Mission and Vision

Our school mission statement describes the way we intend to work together and reads: At Wilson Prep, we define our personal paths. We engage deeply in the world around us in a way that is personally meaningful, joyful, and real. We collaborate, communicate, problem solve, and critically think through rigorous learning experiences. We challenge ourselves to realize our full potential so that we can experience all that life has to offer and to become responsible members of our community. We all work tenaciously together to become transformational agents of change in our own lives, our families, and our diverse communities.

The Aspire Bay Area vision statement articulates our ambitious goal: All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

1B: 19-20 NEEDS ASSESSMENT

Instructions: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from 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?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

State Dashboard Indicators	Strengths	Challenges/Barriers

Graduation Rate	Per Aspire internal data, our chronic absentiism rate has dropped from 10.6% in 17-18 to 6.3% in 18-19. This improvement will lead to improved graduation and A-G completion rates as students are in school, receiving academic support more consistently. Our equity team on site has been more strategic and purposeful about reaching out to families and engaging in Aspire systems to track and respond to students who miss school at high rates.	Per the CA schools dashboard, our graduation rate decreased by 6% from 2017 to 2018. Students who left our school before 12th grade are usually credit deficient. These students are often students who are not invested in how our school has traditionally operated and would benefit from more strategic exposure to career and career development skills that our pathway can offer.
On Track to Graduate (11th Grade)	Approximately 60% of our students are currently on track for A-G qualified graduation. This is supported by master schedule and our partnership with the college of Alameda. Our increased counseling capcaity as allowed us to create comprehensive plans for supporting each of our 11th graders for ways that they can still graduate on time, and case managemnet for them is currently being managed by our two counselors, and their two support staff memebers.	Approximately 40% of our 11th graders are currently off-track to graduate with A-G requirements. Our counseling team has worked with these students and families to identify plans to get back on track. Actions include collaborating on a summer school recovery program with Aspire Golden State prep and identifying duel enrollment courses that will qualify for both college class and A-G requirements.
A-G Completion	Our graduates consistently meet A-G requirements as this is an Aspire graduation requirement. It has been over 95% for the last several years. We continue to prioritze students having access to a rich A-G experience even as we expand their opportunities for work-based learning and CTE.	A-G completion will continue to be a graduation requirement for Aspire schools. As we continue to define what the pathway courses will be, we will need to balance A-G needs during the process of creating our master schedule and course sequence. For example, in choosing the Project Lead the Way Engineering courses, we selected PLTW Environmental Engineering because it qualifies as a science D course.
SBAC ELA	Per Aspire internal data, there was a 25% increase from 16-17 to 17-18 in 11th grade ELs who Met/Exceeded on ELA SBAC. While the overall Met/Exceed rate dropped from 71% to 64%, our DFS at -27.6 is still close to standard. Continued focus on standards aligned instruction and student work analysis will improve or Met/Exceed rate.	0% of students with IEPs were Met/Exceeded standard on 11th Grade ELA SBAC. This year, we have dedicated ELA SPED support which will hopefully have an impact on this year's test.
SBAC Math	Per Aspire internal data, there was a 25% increase from 16-17 to 17-18 in 11th grade ELs who Met/Exceeded on Math SBAC. Overall, 55% of our students Met/Exceed standard which was a 1% increase from the previous year. A focus on standards aligned instruction and student work analysis made it possible for this pass rate to be maintained.	0% of students with IEPs were Met/Exceeded standard on 11th Grade Math SBAC. This year, we have dedicated Math SPED support which will hopefully have an impact on this year's test.

AP Pass Rate/Dual Enrollment Pass Rate	There was a 94% pass rate on the AP Spanish Language test in 17-18. We have had an vertically aligned AP Spanish language program that allows for continued success our this exam. We had 1 student pass the Spanish Language and Literature test in our first year offering the course. In 17-18 our students had an approximate passing rate of 88% on dual enrollment courses through College of Alameda. We continue to have close relationships with on-site professors and can tailor supports and classes as needed to meet both student and COA needs.	We did not have success on the AP Biology or Calculus AB tests. Given that we are prioritizing pathway courses in all grade levels, we have lost some time that used to be used for AP classes. Moving forward, we may choose not to offer these AP classes as we are continuing to prioritize 100% of students taking a pathway class (PLTW Engineering courses).
Pathway Participation/CTE Enrollment*	This year, 100% of 9th, 10th, and 11th graders participated in our design courses. This was made possible by adjusting our master schedule as needed.	While we were able to embed a pathway class for all students, the experience within the class varied by teacher. Going into next year we will be more strategic in identifying common prep and PD opporunities so teachers can engage in a professional learning community while teaching our project lead the way engineering courses.
English Learner Progress	Per the CA schools dashboard, 30.2% of our ELs are Level 4 and 28.6% are level 3. Per Aspire internal data, there was a 25% increase from 16-17 to 17-18 in 11th grade ELs who Met/Exceeded on ELA SBAC. Per Aspire internal data, there was a 25% increase from 16-17 to 17-18 in 11th grade ELs who Met/Exceeded on Math SBAC. Our high school students have been receiving dedicated language support this year which, over time, should lead to continued improvement.	Per the CA schools dashboard, our current ELs are still 114.6 points below standard. Aspire, as an organization, has identified the need for an organization wide focus on English Language Development. As a schoo, we will align to that plan for the 19-20 school year.
Suspension Rate	Per the CA schools dashboard, our rate of suspension for student's with disabilities remained at the same percentage. The rate is still too high, however, and work needs to be done to review academic and career counseling systems for with student's with disabilities to ensure they are recieving the supports and guidance they need to be successful.	Per Aspire internal Data, our high school suspension rate increased from 7.4% in 17-18 to 9.7% in in 18-19. In our 19-20 plan, we have identified the need to engage our culture team in the work of the pathway more purposefuly. Clearer alignment in academic and culture systems should lead to more engaged students who see themselves as a successful member of the community and on track toward a career.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Support each scholar to graduate from high school meeting rigorous graduation requirements and moving on to the post-secondary college or career of choice with 95% or more graduation rate	All Students		Maintain 95% or higher	Maintain 95% or higher	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness
Dropout Rate	Support each scholar to graduate from high school meeting rigorous graduation requirements and moving on to the post-secondary college or career of choice with a Dropout rate of less than 2%	All Students		Maintain 2% or less	Maintain 2% or less	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness

A-G Completion Rate	Support each scholar to graduate from high school meeting rigorous graduation requirements and moving on to the post-secondary college or career of choice with 95% or more graduates ahving completed A-G requirements	All Students		Maintain 95% or higher	Maintain 95% or higher	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness
FAFSA Completion Rate	Support each scholar to graduate from high school meeting rigorous graduation requirements and moving on to the post-secondary college or career of choice with 95% or more graduation rate	All Students				Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness
College Enrollment	Support each scholar to graduate from high school meeting rigorous graduation requirements and moving on to the post-secondary college or career of choice with 92% or more of dual-enrollement students passing their college courses.	All Students	85% pass rate	88% pass rate	92.00%	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness

Grade 10 Pathway Participation	100% of 9th - 12th graders participate in the pathway and grade level CTE class, 50% of 11th graders complete aligned internship				100% of 9th and 10th graders	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness
		All Students	100% OF 9 th Graders	100% of 9th and 10th graders		

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, sage school conditions.	All Students				Increase staff awareness and ability to address equity issues within adult and student culture
Suspensions	Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, sage school conditions.	African-American Students	14.80%	10.00%	8.00%	Increase staff awareness and ability to address equity issues within adult and student culture
Suspensions	Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, sage school conditions.	Students with Disabilities	20.50%	17.00%	14.00%	Increase staff awareness and ability to address equity issues within adult and student culture

		Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	
Chronic Absence	Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, sage school conditions.	African-American Students	10.70%	8.00%	6.00%	Increase staff awareness and ability to address equity issues within adult and student culture

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.	All Students	42% of students Meeting/Exceeding	46% of students Meeting/Exceeding	51% of students Meeting/Exceeding	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP
ELA SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.	Students with Disabilities	3.7% of students Meeting/Exceeding	8% of students Meeting/Exceeding	11% of students Meeting/Exceeding	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP
ELA SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.	English Learners	16% of students Meeting/Exceeding	18% of students Meeting/Exceeding	22% of students Meeting/Exceeding	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.	All Students	31.8% of students Meeting/Exceeding	34% of students Meeting/Exceeding	38% of students Meeting/Exceeding	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP
Math SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.	Students with Disabilities	0% of students Meeting/Exceeding	4% of students Meeting/Exceeding	7% of students Meeting/Exceeding	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP
Math SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.	English Learners	8.7% of students Meeting/Exceeding	11% of students Meeting/Exceeding	14% of students Meeting/Exceeding	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Implement progress monitoring systems at the school, classroom, and student leel to drive improvements with a focus on English Learners and students recieving special eduation services.	English Learners	15%	22%	29%	Design a system of supports targeting ELL, retention candidates and transition students
LTEL Reclassification	*Aspire does not currently track data for Long-Term English Learners as a seperate subgroup*	Long-Term English Learners	n/a	n/a	n/a	Design a system of supports targeting ELL, retention candidates and transition students

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)						
Measure	**School Goal**	**Target Student Group**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**	**Related WASC Goal**
Scholars Meeting/Exceeding Grade Level Lexile Band	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.	All Students	29%	34%	40%	Increase students' independent reading skill and stamina
SRI Multiple Years Below Grade Level	*Aspire does not currently track data for number of years below grade-level in reading for our scholars*	All Students	n/a	n/a	n/a	Increase students' independent reading skill and stamina

School:	ASPIRE Lionel Wilson College Preparatory Academy		

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

Click here for the full Measure N rubric.

KEY:

1: Not at all　　　　*3: Mostly*

2: Somewhat　　　　*4: Completely*

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	We have a vision/mission that was co-developed with a diverse group of stakeholders. We also have a graduate profile that is currently the foundation of our end-of-year exhibition work and is a tool we use regularly with our industry advisory board.	We want to develop LWP rubrics to measure progress towards the graduate profile and enbed the graduate profile within non-pathway classes.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	2: Somewhat	We started conversations with key school site leaders this year (academic and career counselors, administrators, grade level leads, instructional leads). However, the bulk of the work is still happening between two people (pathway lead and administrator). We have teachers dedicated to specific pathway courses but there still is a disconnect between their work and how it connects larger systems and structures in service of the vision/mission.	We need to distribute pathway development and responsibilities across a broader group of leaders at the school site.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	We inconsistenly talk about how our pathway development is a core driver that has the opportunity to greatly improve student outcomes. These conversations only happen in some circles (admin, pathway team, instructional lead team) but need to be expanded to all teams.	Craft all schoolwide goals using our pathway as the foundation.
School Leadership & Vision Goal for 2019-20:	We want to develop rubrics that measure progress towards the gradute profile. We also want to ensure multiple stakeholders (teachers, students, parents, advisory council) take repsonsibility for the necessary conditions to hold true. (repeat from 18-19)		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	We have added the following roles per our 18-19 plan. -an additional academic and career counselor -an additional science and engineering teacher As stated above, not all of our teams are having conversations about how our pathway could be the foundation of the work they do.	We need to develop professional development sequence and meeting schedule sequence that allows for both engagement and development of all stakeholders as well as opportunities to talk about and highlight intersections.

Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	1: Not at All	As stated above, our conversations this year have limited to a few key teams of teachers and administrators. We need to expand our converations to get input from families (PAC, SSC). We have provided an overview of this work to families but have not yet included asked for input on design or learning experiences for their own benefit. Our culture and climate teams also need to understand how our pathway should inform the ways they support and set goals with students.	We need to develop professional development sequence and meeting schedule sequence that allows for both engagement and development of all stakeholders as well as opportunities to talk about and highlight intersections.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	We identified in our 18-19 plan that this was a major growth area for us. We have distributed some of this work to teacher leaders and our industry advisory board members. However, we need to engage even more staff members (including non-teachers) and determine opportuntiies for students and families to be part of the decision making process.	We need to develop professional development sequence and meeting schedule sequence that allows for both engagement and development of all stakeholders as well as opportunities to talk about and highlight intersections.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	Our master schedule includes a core engineering class in all grades levels, dedicated career and academic counseling time for 9th and 12th graders, and grade level collaboration time.	We need to work on the rigor and alignment of our design classes. We learned that we could not internally develop strong enough courses and will be working with project lead the way moving forward.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	School leaders are invested in the pathway as the foundation of how we design the academic and cultural systems and procedures for our school. As stated last year, we all believe the pathway can be a tool to re-think how we are supporting all of our students and specifically provide more aligned supports for marginalized groups within our school.	Craft all schoolwide goals using our pathway as the foundation.
Systems & Structures Goal for 2019-20:	We need to develop professional development sequence and meeting schedule sequence that allows for both engagement and development of all stakeholders	

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Adjust master schedule to ensure collaborative planning time for grade levels core teachers and PLTW teacher w/ emphasis on use of graduate profile and aligned rubrics							Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.
Craft all schoolwide goals using our pathway as the foundation.							Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.

Hire linked learning consultant to support the following: -developing design team scope and sequence -designing PD sequence using "hacks" concept from School Re-Tool (for teachers to get used to the design thinking approach) -developing family communication and engagement plan -developing year-long exhbition/PBL project design scope and sequence to be implemented by grade levels -developing WBL sequence for LWP -designing year-long, senior capstone project where students complete a design for social change project -A consultant is necessary given are inconsistent and often misaligned implementation of our pathways plan, we need someone to help create a meaningful sequence of development and community engagement	Measure N	$10,000.00	5802	Educational Consultant			Building the Conditions	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.
Create design team consisting of PLTW teachers, principal, culture leaders, and representatives from Advisory Board							Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Engage all staff in book study of Deeper Learning by Dennis McGrath and Monica Martinez							Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Engage all teachers in design hacks using school retool materials out of the Stanford D School							Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Take grade level teams on school visits at linked learning school in Oakland							Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Provide PD in Q4 of 18-19 for grade level teams to engage with grade level focus question for 19-20 (to inform project and curriculum planning							Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Provide PD in Q4 of 18-19 for teachers to identify/create rubrics aligned to the graduate profile							Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.

						Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Design 19-20 teacher inservice to priortize project design and industry partner collaboration.								

RIGOROUS ACADEMICS & CTE		School:	ASPIRE Lionel Wilson College Preparatory Academy	Link to 2018-19 SPSA	

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2+	2+	3-	Our pathway theme: Design for Social Change - An Engineering Pathway has been vetted and supported by multiple stakeholders.
Integrated Core	3-	1	2+	We have implemented cte aligned design courses in 9th, 10th, and 11th grades. While an improvement many of our next steps for 19-20 involve bolstering our CTE courses with Project Lead The Way curricular materials.
Cohort Scheduling	2+	2+	3	All of our 9th - 11th grade students are part of a cohort that completed a CTE design class and all will complete a cross curricular exhibition project grounded in our graduate profile at the end-of-the-year.

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2+	2+	2+	Our end-of-year exhbitions now include alignment to pathway theme as well as some CTE elements. This is not happening in all classes/projects however. As we continue to work with our industry advisory board, I believe the rigor and relevance of our classroom experiences will increase.
Collaborative Learning	3	2+	2+	Our students are working with partners almost daily in most classes. However, we still have not completely rolled out the graduate profile nor identified rubrics to assess these competencies.

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	3	3	3	We have developed more structures for instructional collaboration including data anlysis days, collaborative lesson planning, and planning partners.
Collaboration Time	3	3+	3	We have developed more structures for instructional collaboration including data anlysis days, collaborative lesson planning, and planning partners. Some of these structures can be leveraged to focus more on pathway development in 19-20.
Professional Learning	2+	2	1+	We have struggled to meaningully implement pathways development this year. Time that had been set aside was reallocated for other needs. Re-imagining our PD sequence for 19-20 will be a top priority.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year? **IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**			
Summary of 18-19 Strategic Actions	**Fully Implemented?**	**Evidence of Effectiveness?**	**Evidence of Impact and Analysis**
Finalize grade level themes and CTE courses while considering: alignment to other grade level classes, advisory board recomendations, bay area job/career opportunities	Fully Implemented	Somewhat Effective	9th - 11th have grade level themes that are implemented in design classes and exhibitions but are not showing in other core classes.
Begin content and grade level vertical alignment process based on graduate profile by May 2018 (focus on academic routines, level/rigor of work, reading and writing expectations)	Partially Implemented	Somewhat Effective	We are using the graduate profile to inform the design of projects but not yet soft skills.
Design summer PBL immersion bootcamp, teaching planning, industry partner visit, and student/family project preview for 18-19 teacher induction. (0.12 FTE of pathways coordiantor roles and responsibilities)	Not Implemented	No Impact/Not Effective	This did not happen. With the principal transition the planning for this structure did not happen.
Create 18-19 PD calendar and grade level/department meeting schedule to support PBL implementation in 100% of 9th and 10th grade classes. PD to include additional PBL work and consulting/co-planning with indistury experts.	Partially Implemented	Not Yet Known	We developed a PD calendar that allowed for PBL developement and planning during the second semester. We are in the process of engaging industry professional during 4th quarter exhibition development so that impact of this is not yet known.
Hire new CTE teacher to teach science and grade level aligned CTE courses (0.65 FTE of CTE teacher paid from Measure N funds)	Fully Implemented	Somewhat Effective	We have an engineer teaching some of our design core classes and electives. His experience is useful to help us think about the content of our courses.
Teach CTE course in 9th and 10th grade for 18-19 school year	Fully Implemented	Somewhat Effective	We have design classes in 9th, 10th, and 11th. However, there are multiple teachers teaching these classes and we have had a hard time maintaining quality.
Update senior portfolio culminating project to better align to goals and outcomes of pathway and grade level CTE courses.	Not Implemented	No Impact/Not Effective	This did not happen. We were not able to prioritize this as a focus area for our 12th grade team.

IMPLEMENTATION GOALS							
Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.							
Measure	**School Goal**	**Target Student Group**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**	**Related WASC Goal**	
Math SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.		31.8% of students Meeting/Exceeding	34% of students Meeting/Exceeding	38% of students Meeting/Exceeding		

Math SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.		0% of students Meeting/Exceeding	4% of students Meeting/Exceeding	7% of students Meeting/Exceeding	
Math SBAC	Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned curriculum so that all scholars are prepared for post-secondary success.		8.7% of students Meeting/Exceeding	11% of students Meeting/Exceeding	14% of students Meeting/Exceeding	
Standards Based Instruction/ Project-Based Learning	9th, 10th, and 11th grade students will engage with a PBL task in core content classes during semester 1.	All Students	100% of 9th graders	100% of 9th and 10th graders	100% of 9th, 10th, and 11th graders	Increase opportunities for students to demonstrate ownership of their academic path
Career Technical Education Sequence	9th, 10th, and 11th grade students will engage in an engineering course with Project Lead The Way.	All Students	n/a	n/a	100% of 9th, 10th, and 11th graders	Increase opportunities for students to demonstrate ownership of their academic path
Graduate Capstone/ Culminating Experience	9th, 10th, and 11th grade students will complete a pathway aligned PBL project to culminate the the 18-19 school year.	All Students	100% of 9th graders	100% of 9th and 10th graders	100% of 9th, 10th, and 11th graders	Increase opportunities for students to demonstrate ownership of their academic path
Course Passage Rates	Increase proficient on Math and ELA SBAC in 11th grade for our ELLs		65% ELA 45% Math	70% ELA 50% Math		Design a system of supports targeting ELL, retention candidates and transition students

THEORY OF ACTION

Theory of Action	By partnering with Project Lead the Way, we will be offering more rigorous learning experience directly aligned the CA engineering/CTE standards.
How are you supporting English Language Learners?	Aspire, as an organization, will be implementing integrated ELD as part of the academic program moving forward.
How are you building conditions for students and adult learning?	We will partner with Project Lead the Way to ensure our teachers are properly trained on implementing the engineering courses with fidelity.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal

Fee for participation in Project Lead the Way core training -We have identified PLTW engineering courses as the core pathway courses we will offer in our Design for Social Change pathway -Teachers must participate in the core training PLTW offers to ensure curriculum implementation fidelity and to access professional learning community of other teachers teaching the same content, core trainiing is offered in online and blended formats	Measure N	$7,687.33	5201	Conference			Career Technical Education	Career Technical Education	Goal 1: Graduates are college and career ready.
Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidellity -PLTW provides materials packages aligned to each course that schools are able to purchase directly	Measure N	$36,437.67	4301	Materials			Career Technical Education	Career Technical Education	Goal 1: Graduates are college and career ready.
Fund 1 PLTW teacher -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW coureses we are offering -Our PLTW courses need to become the foundation of our Design for Social Change Pathway	Measure N	$85,000.00	1110	Salary + benefits	Teacher, Engineering (6-12)	1.00	Career Technical Education	Career Technical Education	Goal 1: Graduates are college and career ready.
Develop a professional development sequence (for teachers, counselors, and support staff) that with an emphasis on project based learning and infusing the graduate profile compentencies/rubrics and aligned CTE standards into core classes.							Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Design senior capstone project to replace current portfolio project (each student will engage in a year-long design for social change project culminating in a community and industry presentation.							Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

WORK-BASED LEARNING

WORK-BASED LEARNING		School:	**ASPIRE Lionel Wilson College Preparatory Academy**		**Link to 2018-19 SPSA**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	3-	1+	1+	We are still in the process of determining what kinds of work based learning experience we would like to offer. There are ad hoc experiences provided as they come up.
Pathway Outcomes	1+	2	1+	We are creating a plan for implementing work based learning experiences across grade levels in collaboration with our advisoyr board.
Pathway Evaluation	1	1	2	We are working with industry partners and draft rubrics (aligned to graduate profile) to evaluate exhibition projects.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Create WBL continuum for 18-19 school year by May 2018	Not Implemented	No Impact/Not Effective	This action was put on hold and will be prioritized for 19-20. We did not identify WBL as part of priority work areas this year and thus opportunities for students were ad hoc and not strategically planned. We will engage a consultant to help us develop the continuum and our advisory board to identify opportunities for job site visits and industry partner collaboration/speaking opportunities at the school site.
Create incentives for teachers to participate in summer externships or professional development opportunities on-going.	Not Implemented	No Impact/Not Effective	We were not able to implement this with a principal transition and an already short summer.
Leadership team aligns pathway outcomes and goals to school wide action plan for 18-19.	Partially Implemented	No Impact/Not Effective	We identified outcomes aligned to our PD plan but founds ourselves reallocating time at various points through the school year.
Identify opportunities for adviosry council to meet parents/students and join department planning meetings to support pathways outcomes at each grade level and in each content area.	Partially Implemented	No Impact/Not Effective	We are currently identifying industry partners who will join grade level teams during Q4.
Identify industry partner (that aligns with grade level themes) for grade level teams to visit during 18-19 induction training to plan alignement to industry and pathway outcomes for the school year.	Not Implemented	No Impact/Not Effective	We did not implement a pathways aligned teacher induction program.

Collaborate with our partner, iMentor, to better align the mentorship experience and college counseling work to our pathway rollout	Fully Implemented	Effective	Our 11th and 12th graders have participated in 2 industry work site visits this year.
Create WBL structure for internships during 11th grade including reporting, assessment, and evaluation tools	Not Implemented	No Impact/Not Effective	Conversations have started but we do not have a work based learning work plan.
Develop professional skills training sequence and curriculum to prep students for success at internships	Not Implemented	No Impact/Not Effective	WIthout a work based learning plan this action was not needed.
Lodging, travel, and food for Work Based Learning experiences (job visits, field trips, field explorations, etc.) for 9th and 10th graders	Partially Implemented	Somewhat Effective	These funds were used for industry visits for some staff members.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	All teachers plan one PBL unit that has an aligned engineering career pathway as part of the theme	All Students	20%	50%	50%	Increase opportunities for students to demonstrate ownership of their academic path
Career Exploration	All teachers host one industry guest speaker or industry project evalautor	All Students	20%	50%	50%	Increase opportunities for students to demonstrate ownership of their academic path
Career Preparation	Industry Partners co-plan end-of-year projects for 9th and 10th grade to include relevent CTE/real world skills and assessment tools	All Students	0%	50%	50%	Support teachers and staff with the time and resources to do their jobs well and increase long term sustainability.

THEORY OF ACTION

Theory of Action	By developing a Lionel Wilson specifc work based learning continuum we will be able to identify industry partners and support teachers in how/when to infuse work based learning into their core curriculum.
How are you supporting English Language Learners?	A professional skills sequence will include authentic practice and feedback in verbal communication.
How are you building conditions for students and adult learning?	We need to base our school goals on our pathway, specifically work-based learning, and develop a professional learning trajectory that starts with teachers exploring thei year-long guiding question for their grade level and planning end-of-year exhibitions during teacher induction.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Create WBL continuum in collaboration with Advisory Board and consultant, 19-20 focus would be on industry professionals engaging in a variety of ways throughouts school year (advisory board would identify partners to collaborate with) as well as more consistent job site visits for each grade level.							Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Leadership team aligns pathway outcomes and goals to school wide action plan for 19-20 (grounded in linked learning gold certifcation and/or Meassure N implementation rubric)							Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Identify industry partner (that aligns with grade level themes) for grade level teams to visit during 19-20 induction training to plan alignment to industry and pathway outcomes for the school year as well as to inform design of end-of-year exhibition projects.							Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Develop professional skills training sequence and curriculum to prep students for success at internships							Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS

School: ASPIRE Lionel Wilson College Preparatory Academy **Link to 2018-19 SPSA**

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	3+	3+	3+	This continues to be a strength for our school. This year our counseling team created individual graduation plans for all high school students. We also bolstered our programs to support cusp students including stronger SST, COST, and a larger SPED support team.
College & Career Plan	3	3	3	We integrated a colleage readiness class in 9th grade that had a heavy emphasis on career options and different programs you could participate "in college to acccces these careers. Our counseling team also spent a lot of 1:1 time with seniors connecting with resources to access during their search.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Hire 2nd academic counselor to provide career exploration and mentoring for all 9th - 12th graders. (.75 FTE paid by Measure N funds)	Fully Implemented	Highly Effective	All 9th - 12th graders have academic plan to graduate A-G elgible.
Plan college and college application counseling sequence for 11th and 12th graders in collaboration with iMentor	Fully Implemented	Effective	Our imentor partners and mentors have collaborated to continue conversations around career options. They have also provided more career visit opportunities for both grade levels.
Plan career awareness and development sequence for 9th - 12th	Partially Implemented	Somewhat Effective	Our career awareness work has happened mostly in 9th and 12th. We have not figured out how to meaningfully integrate this work into 10th and 11th.
Refine SST process and provide more development for ILT and grade level teams on successful implementation	Fully Implemented	Somewhat Effective	We have refined our SST process. However, implementation is inconsistent. We need to dedicate time for training and follow through.
Develop EL support strategies and adjust master schedule to support additional mentorship and learning opportunities	Partially Implemented	No Impact/Not Effective	We have added some pullout intervention opportunities but the ability for the group has been inconsistent.
Hire EL Support Coordinator who will provide differentiated EL language support and teacher coaching to ensure our EL students and second language learners can access the rigors of the CTE courses.	Not Implemented	No Impact/Not Effective	This action was deemed not aligned by the commision and was removed from our plan.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Provide social-emotional tools and structures advisors can implement during homeroom advisory. Create sequence of learning.	All Students	20% of advisories	50% of advisories	65% of advisories	Increase staff awareness and ability to address equity issues within adult and student culture
College Access	Develop a career and college counseling sequence faciliated by the counseling department.	All Students	0%	100% of 9th and 10 graders	100% of 9th, 10th, 11th graders	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness
Differentiated Interventions	Provide development for grade level teams on how to successfully implement the SST process to identify and provide better supports for at-risk students.	Low-Performing Students	50% of grade level teams	100% of grade level teams	100% of grade level teams	Reduce the number of students "off track" each grading period

THEORY OF ACTION

Theory of Action	A career plan for all students starting in 9th grade will invest them in academic classes and help them identify other experiences necessary to be ready for career of choice.
How are you supporting English Language Learners?	Our counseling team will use ELPAC data to identify which students need additional support and connection with outside resources to partner to career awareness.
How are you building conditions for students and adult learning?	Our counseling team will develop a series of learning experiences to help students explore career options. This will inform their college application process as well as provide core teachers with information that should inform daily teaching.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Plan career awareness and development sequence for 9th - 12th, emphasis on 10th/11th with a focus on alignment through 12th grade.							Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Develop process for student career plans to be started in 9th grade and continued through college applications in 12th grade.							Comprehensive Student Supports	Comprehensive Student Supports	Goal 3: Students are reading at or above grade level.
Develop EL support strategies and adjust master schedule to support additional mentorship and learning opportunities							Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Develop training sequence for SST process as well as dedicated time for SST teams to meet with clear follow-up plans.						Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Coach core content teachers to use socio-emotional tools in core content class						Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Create job site visit group for at-risk students (academic and behavioral). Monthly visits coordianted by counseling team and advisory board.						Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Engagment Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
Needs Analysis	*Principal*	*Combined Lead Team*	*All staff*	*All stakeholders*	*Lead Retreat*	*6/18/18*
Setting Goals for School	*Principal*	*Combined Lead Team*	*All staff*	*All stakeholders*	*Lead Retreat*	*6/19/18*
Enabling Conditions and Administration Plan	*Linked Learning Pathway Coordinator*	*Principal, AP of Instruction*	*Linked Learning Pathway Team*	*Combined Lead Team*	*Linked Learning Admin Meeting*	*2/6/19*
Measure N Self Assessment	*Linked Learning Pathway Coordinator*	*Principal, AP of Instruction*	*Linked Learning Pathway Team*	*Combined Lead Team*	*Linked Learning Admin Meeting*	*3/6/19*
Language and Literacy Plan					*N/A*	
Rigorous Academic and CTE Plan	*AP of Instruction*	*Linked Learning Pathway Coordinator*	*Combined Lead Team*	*Admin Team + Linked Learning Pathway Team*	*Combined Lead Team Meeting(s)*	*Aug-Dec 2018*
Work Based Learning Plan	*AP of Instruction*	*Linked Learning Pathway Coordinator*			*Linked Learning Curriculum Advisory Board Meeting*	*2/15/19*
Comprehensive students Supports and Counseling	Principal	Head Counselor, College/ Career Counselor, AP of Instruction, Linked Learning Pathway Coordinator	AP of Equity		Linked Learning Roles Meeting	12/18/18
Pathway Planning	Principal	Head Counselor, College/ Career Counselor, AP of Instruction, Linked Learning Pathway Coordinator	AP of Equity	Admin Team + LL Pathway Team	Master Schedule Meeting	2/13/19
SSC Approval	Principal	AP of Equity	SSC	Admin Team + LL Pathway Team	School Site Council Meeting	May 2019

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	*SSC & SELLS combined*	*Shared rationale and overview of site plan.*
12/12/2017	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/19/2017	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
1/15/2018	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.*
2/6/2018	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

Date	Stakeholder Group	Engagement Description
6/18/2018	Combined Lead Team (teachers and admin)	Met at a Lead Team Retreat to reflect on challenges and successes of the 17-18 school year to determine school needs, community resources, and high-impact strategies for building on successes. On the second day, turned those strategies into school-wide goals based on data and community feedback.
10/4/2018	Combined Lead Team (teachers and admin)	Draft and get feedback on change management plan, including introducing Linked Learning work to the broader teacher team.
10/18/2018	Combined Lead Team (teachers and admin)	Re-align leaders on the Tier-1 expectations necessary for rolling out wall to wall Linked Learning experiences across classrooms. Engage stakeholders in setting shared expectations for the Rigorous Academics pillar of our linked learaning pathway.
11/30/2018	All teachers and staff	Linked Learning PD on the pillars of Linked Learning, the design process, the history of LWPs pathway, and developing empathy for our students' experiences.
12/5/2018	All families	Family meeting to discuss the updates in the Pathway Program based on data from the previos school year and to solicit parent/family input on possible impacts of the changes.
12/7/2018	Admin Team	Admin team retreat to align on and recommit to a school vision grounded in our Engineering Pathway Work.
12/18/2018	Linked Learning Support Team	Met with counselors, Pathway Director, and administrators to determine roles and responsiblities for the comprehensive student supports pillar of our linked learning pathway.

2/6/2019	Linked Learning Admin Team	Reflect on progress for enabling conditions of the school and set goals and distribute work for augmenting the conditions for linked learning.
2/13/2019	Linked Learning Support Team	Met with counselors, Pathway Director, and administrators to lay out the 3 year vision for Pathway course scope and sequences aligned to Project Lead the Way: Engineering, while ensuring that students have multiple opportunities for work based learning and increased supports as appropriate.
2/15/2019	Linked Learning Curriculum Advisory Board	Met with our industry partners to get feedback on our Work Based Learning Plan and build in increased opportunities for student engagement with industry partners and other authentic WBL experiences.
2/22/2019	All teachers and staff	Roll out expectations and timeline for end-of-year exhibition projects aligned to our work-based learning plan for all students in grade 9-11.
3/6/2019	Linked Learning Admin Team	Review quarterly plan updates and measure progress towards implementation, as well as possible obstacles and strategies for overcoming obstacles.
5/29/19 (planned)	SSC	Review and approval of the 2019-2020 plan and goals by the School Site Council