

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Measure N Commission

From Matin Abdel-Qawi, High School Network Superintendent

Board Meeting Date _____

Subject 2022-2023 Measure N Education Improvement Plan & Linked Learning 4 Pillars
Services For: Aspire Lionel Wilson College Preparatory Academy

Action Requested and Recommendation Presentation to and discussion by Measure N Commission of Aspire Lionel Wilson College Preparatory Academy’s proposed 2022-2023 Measure N Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$570,425.00.

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2022-2023 Measure N Education Improvement Plan and Linked Learning 4 Pillars

2022-2023 MEASURE N BUDGET

School: ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY

Effective July 1, 2022-June 30, 2023

	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$570,425.00	\$570,425.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Hire a Project Lead the Way Teacher, at 1.0 FTE (Salary) -We want to fund a teacher who is dedicated to teaching our aligned pathway courses and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	\$84,510.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
2	Benefit Costs associated with the Project Lead The Way Teacher position on line 119.	\$29,085.00	3000	Benefit Costs	Teacher		Designing for Social Change: An Engineering Pathway
3	Hire an Engineering Teacher, at 1.0 FTE (Salary) -We want to fund a teacher dedicated to teaching our aligned pathway courses including BUILD Engineering Design and our Engineering Design Capstone	\$71,714.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
4	Benefit Costs associated with the Engineering Teacher position on line 121.	\$26,161.00	3000	Benefit Costs	Teacher		Designing for Social Change: An Engineering Pathway
5	Hire a Pathway Coordinator, at 0.5 FTE (Salary) This is a new, full time position that directly supports the development and integration of our engineering pathway throughout the school by: supporting teachers with project based learning, instructional practices, and authentic assessment; collaborating with College and Career counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; coordinating Pathway Advisory Board and other opportunities with professional and industry partners; managing pathway grants and Linked Learning Certifications; developing pathway marketing materials; and developing MOUs and partnership agreements with partnership organizations. All 275+ high school students will benefit from access to resources to ensure engaging and hands-on cross-curricular projects. The position will be split across two Aspire schools.	\$60,000.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	.50 FTE	Designing for Social Change: An Engineering Pathway

6	Benefit Costs associated with the Pathway Coordinator position on line 123	\$15,000.00	3000	Benefit Costs	Pathway Coordinator		Designing for Social Change: An Engineering Pathway
7	Supplies & Materials for engineering design classes and cross-curricular engineering design projects. Supplies & Materials may include 3D printer filament, wood, plaster, sketch notebooks and drafting materials, etc. These materials align to our 2022-23 plan of developing cross-curricular experiences that align to industry standard projects. The materials will support at least 12 courses in the high school (all part of the pathway program of study); all 275+ high school students will benefit from access to resources to ensure engaging and hands-on cross-curricular projects. For example, student engagement can increase when they use these materials to create physical models of projects they design with computer software such as CAD.	\$10,000.00	4301	Supplies & Materials			Designing for Social Change: An Engineering Pathway
8	Professional Learning Opportunities. These funds will be used for professional learning opportunities for staff inclusion site visits, Linked Learning Alliance conferences, PBL training, etc. As we continue to train teachers on how to embed design thinking and CTE engineering standards into their practice, we will see more aligned and rigorous learning opportunities; all 275+ high school students will benefit from more engineering aligned experiences if their teachers are trained and supported.	\$5,000.00	5201	Conferences			Designing for Social Change: An Engineering Pathway
9	CTE Certification. These funds will be used to support teachers to secure CTE certification that align with our pathway. All 275+ students will benefit from teachers holding CTE certifications aligned to engineering and architecture.	\$500.00	5809	Other Prof. Services			Designing for Social Change: An Engineering Pathway
10	Field Trips - We want to provide students with opportunities to visit job sites, colleges, and museums and other spaces that reinforce that engineering themes and skills we are teaching. These experiences will both help our teachers know how to better implement themes into their teaching and provide real learning opportunities for students. All 275+ high school students will benefit from these opportunities throughout the year.	\$10,000.00	5812	Field Trips			
11	2023-24 Strategic Carryover We plan to spend the extra money from probation during the 2023-24 and 2024-25 school years. This money will help fund the Pathway coordinator for a full three years and will also be used to supplement development of our Work Based Learning Program.	\$258,455.00					

School:	ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY								
Pathway Name:	Designing for Social Change: An Engineering Pathway								
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.									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	52.0%	48.0%	94.0%	89.9%	29.0%	13.30%	n/a	12.5%	0.1%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	4.4% (23)	n/a	(2) 0.04%	93.9% (493)	n/a	0.6% (3)	0.0%	n/a	0.0%
Target Student Population	Which student population will you focus on in order to reduce disparities?					EL Students			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	92.3%	93.20%	95.0%	89.2%	95.0%	Not Yet Available	90%		
Four-Year Cohort Dropout Rate	4.0%	3.40%	3.50%	6.5%	3.5%	Not Yet Available	2.50%		
A-G Completion	91.7%	91.53%	96%	85.5%	90.0%	56.0%	85.0%		
On Track to Graduate- 9th Grade	76%	61%	90%	61.0%	90.0%	66.0%	80.0%		
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	100.0%	100.0%	100.0%	100.0%		
Percentage of students who have passed dual enrollment courses with a C- or better	95%	91.3%	95%	85.0%	92.0%	94.0%	90%		
Percentage of students in Linked Learning pathways	100%	100%	100%	100.0%	100.0%	100.0%	100.0%		
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	90.9%	94.1	95%	84.0%	95.0%	Not Yet Available	90%%		
Four-Year Cohort Dropout Rate	0.90%	0%	1%	0.08%	1.0%	Not Yet Available	3.5%		
A-G Completion	70%	100%	80%	78.0%	85.0%	Not Yet Available	82%%		
On Track to Graduate - 9th Grade	67%	68%	75%	64.0%	75.0%	64.0%	80.0%		
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%	100.0%	100.0%	100.0%	100.0%		

Percentage of students who have passed dual enrollment courses with a C- or better	92%	88%	95%	78.0%	90.0%	21.0%	90.0%
Percentage of students in Linked Learning pathways	100%	100%	100%	100.0%	100.0%	100.0%	100.0%

ROOT CAUSE ANALYSIS

<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	Our graduation rate increased from roughly around 74% to 92% with the redesign of differentiated advising structures centered around student 4 year matriculation plans. 18-19 SY was also the year we were recognized for having so many of our graduating seniors completing all A-G requirements.	The overwhelming majority of our LTELs are achieving GPAs below that of their Reclassified or English only peers and are overrepresented in the number of Ds and Fs given in courses. 55/78 (71 %) of LTELs have at least 1 failing grade, compared with 203/430 (47%) of non-LTEL ELs + non-ELs	The root cause is that we have not prioritized developing a research based approach to supporting these learners and developing our teacher's capacity. Our Tier 1 instruction does not regularly include EL supports and we do not have designated ELD instruction. Our teachers have an incredibly strong will to learn how to support our ELs but teachers and our organization lack the skill
Four-Year Cohort Dropout Rate	The dropout rate has diminished from what it used to be. One of the major factors is the involvement of Cyber High in the school work load. The counseling office also has an open door policy at lunch and many students who are off-track often come to seek services. Our school has also increased the number of engaging and diverse pathway courses which have engaged some of our students who typically were not interested in traditional courses. Our Robotics, Engineering, and Environmental sustainability courses have allowed students to get hands on career based learning opportunities that have made them excited to come to school and engage.	Our dropout rate is low at 4%. However, the students who do drop out have predictable behaviors and experiences that need to better plan for and support. We currently have a 5.4% chronic absenteeism rate. While this is down from 10% two years ago, these students are less likely to graduate on time and more likely not to return to school. Also, there have been 557 incidents of eloping this school year that mostly attributed to a group male LTELs who are not accessing content or supports.	A possible root cause is that our college for certain mantra doesn't resonate with all students. We have been so focused on college as a destination, that we don't help students understand the process or that the end-goal is actually a meaningful career.

<p>A-G Completion</p>	<p>Starting with 9th grade, we have focused on creating a student schedule that prioritizes as many opportunities to complete A-G courses. This is aided in the development of 4 year college and career plans, which allow students to identify their end goal and backwards map their high school path to get there. Students in 9th grade begin thinking about future college and career options in order to make their high school track feel more purposeful. Students also have a chance to engage with counselors in full capacity during senior year in various ways across various mediums. This allows more hands on and 1:1 help in the classroom This a privilege not afforded at many other schools.</p>	<p>There is disproportionate number of ELs not completing A-G when compared against their English only/RFPd peers. 70% of our EL classified students complete A-G as compared to 91.7% of their non EL Peers.</p>	<p>The root cause is that we have not prioritized developing a research based approach to supporting these learners and developing our teacher's capacity. Our Tier 1 instruction does not regularly include EL supports and we do not have designated ELD instruction. Our teachers have an incredibly strong will to learn how to support our ELs but teachers and our organization lack the skill</p>
<p>On Track to Graduate - 9th Grade</p>	<p>Students who or are not in compliance by the end of 9th grade year have a chance to make up necessary course work and get back on track due to the various courses we offer</p>	<p>Our students who are off-track in 9th grade, fall behind without adequate opportunity to both develop skill and make up credit. This prevents students from being on track for A-G completion and from actually developing the skills to be college and career ready.</p>	<p>One possible root cause is that we don't have a cohesive college advising and career exploration program that starts in 9th grade (or earlier). Students in 9th and 10th have limited counselor contact to understand the the implications of A-G, what and how to get back on track, and what is at stake. A better understanding of where a student will go and what they will do after graduation will help them to stay focused and leverage resources along the way.</p>
<p>Percentage of students who participated in at least 1 Work-Based Learning activity</p>	<p>9th graders are automatically enrolled in Design 1 and have the option to progress through this program throughout their high school career. Students are often provided with internship opportunities which have been spiking interest recently. One of our most popular programs this year was the ACE Mentor Program which accepted 6 of our juniors.</p> <p>All of our students have participated in some combination of talking to guest speakers about careers, researching job opportunities, or preparing resumes and interview questions.</p>	<p><u>All</u> students cannot consistently talk about careers they are interested in or the experiences/skills/education they need to pursue those careers.</p>	<p>One root cause is that our tier 1 program has not prioritized the intentional embedding of work-based learning activities in an effort to improve the foundations of the pathway that were not in place. There isn't a clear and predictable structure for experiences happen when and how students should reflect on these experiences ongoing.</p>

<p>Percentage of students who have passed dual enrollment courses with a C- or better</p>	<p>Students who are taking courses on our campus with professors are passing at a rate of 95-100%.</p> <p>The 19/20 SY has seen an increase in the number of students taking courses on and off campus in our concurrent and dual enrollment courses.</p>	<p>Our highest leverage challenge is supporting our students to bridge the difference in expectations and support in college class vs a high school class.</p>	<p>One possible root cause is that we do not have a clear support structure in place that clearly communicates expectations, provides organizational support, offers extra academic help, and supports our students to communicate and advocate with their professors.</p>
<p>Percentage of students in Linked Learning pathways</p>	<p>We have developed a sequence of Project Lead the Way Engineering courses that all students take starting in 9th grade. These courses make-up the core learning experiences in the pathway.</p>	<p>Our highest leverage challenge is developing alignment across all content areas and supporting teachers to integrate the core engineering takeaways into all academic experiences students engage with.</p>	<p>One possible root cause is that the pathway work has been made to fit within our school vision and mission. Our vision and mission have not been centered around this work which has been a significant barrier in improving the quality of our program.</p>

PATHWAY QUALITY ASSESSMENT

<p>Using the Measure N Self Assessment Rubric, assess the following:</p>	<p>Evidence of Strengths</p>	<p>Areas For Growth</p>	<p>Next Steps</p>
<p>Rigorous Academics (pages 3, 4, 5 of rubric)</p>	<p>Communication and Collaboration is competency in our Graduate Profile. Grade level teams worked together to both develop and celebrate this competency in individual classes as well as cross-curricular projects. Teacher teams used vetted rubrics to align feedback and consistently support students with how to develop communication and collaboration skills. All of our 9th graders received a rating for each competency in their Spring Student Led Conferences. 9th grade teachers collaborated to assess student development and provided this feedback to support development and growth. We will be able to track this data over time to look for trends and adjust course as needed.</p>	<p>We need to better align our integrated core classes with the rest of our A-G classes to ensure regular alignment to the pathway theme as well as the production of products and services.</p>	<p>Develop new vision and core value with school community grounded in the graduate profile</p> <p>Embed graduate profile reflection and feedback into all grade levels</p> <p>Embed Design Thinking Process into all content areas</p> <p>Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning</p> <p>Provide stipends for staff to support development</p> <p>Small group intervention and shadow classes for ELA and Math embedded in master schedule.</p>

<p style="text-align: center;">CTE (pages 3,4,5 of rubric)</p>	<p>We have had much success with our Project Lead the Way integrated core engineering classes. Our engineering teachers delivered daily instruction aligned to CTE standards and offered hands-on learning experiences requiring students to consistently apply both the engineering design process and technical skills they were learning to identify solutions to various problems.</p>	<p>We need to provide more opportunities for sharing best practices as it relates to pathway integration. This year, we embedded two 90 minute PD sessions per month to collaboratively plan pathway aligned exhibitions. However, this was not enough time to allow for integration in daily coursework. We received feedback that our staff was more aware that an engineering pathway existed but in general struggled to communicate how that means for their specific content. We need to build in weekly time for content and grade level teams to collaborate on integration and share takeaways from pathway learning opportunities teachers participate in outside of school. We also need to integrate our pathway development work into all development that takes place. This should happen during department meetings, grade level meetings, admin meetings, student council, etc.. Our professional development, team, and family meeting scope and sequence did not reflect pathway work throughout the year and thus was not fully integrated. We also need to regularly leverage industry partners in strategic planning, teacher level planning, and in daily interactions with students.</p>	<p>Adjust master schedule to allow for weekly collaboration time in addition to professional development</p> <p>Schedule school visits for content teams</p> <p>Participate in professional development for PBL and aligning content courses to A-G</p> <p>Develop branding and program marketing, use Silver Certification language and visuals</p> <p>Provide stipends for staff to support development</p>
<p style="text-align: center;">WBL (page 6 of rubric)</p>	<p>We developed a more cohesive work-based learning plan in collaboration with outside partners and our industry advisory board. Our students engaged in:</p> <ul style="list-style-type: none"> -resume development (10th and 12th) -career panels of engineers and other professionals (9th-12th) -career research (9th and 12th) -feedback from industry professionals (9th - 11th) -informational interviews (9th and 12th) -job site visits (11th) <p>Many of these opportunities were designed and implemented in collaboration with these outside partners. For example, our industry advisory board designed the informational interview process.</p>	<p>While we offered significantly more WBL opportunities this year, we received feedback that not enough students could articulate the type of career they wanted to pursue when asked questions during our site visit in the fall. This is because our WBL continuum is not as clear and sequential as it needs to be. We need to reflect on what we have offered, identify what is missing, and create a clear and cohesive continuum that leverages our partners while prioritizing this work at various points throughout the academic trajectory of our students.</p>	<p>Update WBL continuum in collaboration with BUILD and Advisory Board</p> <p>Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning</p> <p>Stipend leads to embed WBL into grade level academic experiences</p> <p>Partner with Engineering companies in the bay area</p> <p>Grade level trips to college engineering programs + aligned business</p>

<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>Our Academic and career counseling team has historically done a great job of developing 4-year completion plans for all high school students while regularly meeting with students and adjusting these plans ongoing. This year, we have started to strategically career plans with our seniors in collaboration with our outside partner, BUILD. We are looking forward to starting career plans in 9th grade and having regular reflections with students to update their career plans based on the WBL experiences they engage with throughout high school.</p> <p>We have started meeting regularly in grade level teams to provide targeted support for students. Teachers review academic, behavior, and anecdotal data to identify next steps and collaborate on best practices to support different students with different needs.</p> <p>We have also embedded some additional math and ELA/Reading support classes for 9th and on 10th graders in the daily schedule. Students were identified for these courses based on grades and test data and we plan to scale these courses out for all grades levels going into next school year.</p>	<p>We need to do a lot of work to support our ELs. Data shows that our ELs have significant academic gaps compared to other student groups. We have not had professional learning opportunities for our staff to learn how to best support ELs. We will do not have programming that targets language development. This will be a focus area for our organization over the next 3-year cycle.</p> <p>We also need to do a better job of engaging families and welcome them into the school community; both to plan to meet the needs of our students but also just to be more present in the day-to-day workings of the school.</p>	<p>Embed ELD into mater schedule</p> <p>Train and coach teachers on Tier 1 EL supports through EL Achieves</p> <p>Develop school wide Academic literacy class to support reading development</p> <p>EL specific job site visits</p>
<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>All of our high school students are enrolled in our pathway and core engineering courses. All students also have access to engineering aligned electives and participate in WBL activities through the 9th - 12th experience.</p>	<p>We need to develop and implement an 8th grade bridge/orientation program that supports students to both transition into high school as well as understand the Engineering Pathway Program.</p> <p>As referenced above, more strategic supports for EL students will support them to be able to access more academic content and be more confident and prepared to engage in WBL experiences outside of school.</p>	<p>Develop 9th grade orientation program that introduces to design thinking process, graduate profile, and engineering core sequence</p>

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
<p>Implement comprehensive Work-Based Learning sequence for all 9-12 students</p>	<ul style="list-style-type: none"> • 100% of 9- 12 students participate in career awareness activities • 100% of 9- 12 students participate in career exploration activities • 100% of 10 - 12 students participate in career preparation activities • 50% of 11, 100% of 12 participate in internships/apprenticeships, paid or unpaid

Lionel Wilson Prep_2022-2023 Measure N Education Improvement Plan

Support teachers to Integrate all academic and technical coursework in all grades levels	<ul style="list-style-type: none"> • 9-12 portfolio of engineering challenges and solutions, collection of artifacts and learnings from engineering experiences • Teacher Unit plans so alignment to engineering, design process, and graduate profile characteristics
Adjust pathway courses in order to provide cross-curricular academic experiences that reflect the processes and products of industry professionals and align to social change	<p>PLTW engineering courses and pathway courses connect around Social Change Problems.</p> <ul style="list-style-type: none"> - 100% of 9th graders explore and identify a social problem they plan on tackling over the course of the pathway and identify initial possible solutions using skills from 9th grade courses. - 100% of 10th graders apply skills and knowledge from courses to adjust and design solution to problem and develop a prototype. - 100% of 11th graders apply skills and knowledge from courses to adjust and modify prototype design - 100% of 12th graders apply skills and knowledge from courses to finalize prototype and complete capstone.

Strategic Actions

Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
Develop 9th grade orientation program that introduces to design thinking process, graduate profile, and engineering core sequence	<ul style="list-style-type: none"> -100% attendance at orientation or make-up, student led from current engineering students -students using the grad profile language -students being able to explain the sequence -parent involvement
Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning	<ul style="list-style-type: none"> -multiple staff members engaging with and supporting planning of WBL experiences, grade level leads infusing this work into grade levels -career portfolios in all grade levels, informed ongoing from career experiences -more professionals visiting our school
Plan and implement grade level trips to college engineering programs + aligned business	<ul style="list-style-type: none"> -all grade levels have a partner firm or organization that specializes in engineering or architecture work -job site visit w/ ongoing visits from members of these organizations to support with teachers and in classrooms -aligned college visit to engineering or architecture school
Participate in professional development for PBL and aligning content courses to A-G	<ul style="list-style-type: none"> -all department leads and and grade level leads participate -weekly team meetings are informed by new learning -end-of-year exhibitions are cross-curricular with engineering theme woven in, engineering aligned products and processes are embedded
Schedule School Visits for Content Teachers	<ul style="list-style-type: none"> -100% teacher participation -teachers able to take learnings from other sites to inform planning, classroom teaching, and team collaboration

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Fund 1 Project Lead the Way Teacher - Salary -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	\$78,000.00	1110		Engineering teacher	1.00	

Fund 1 Project Lead the Way Teacher - Benefits -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	\$22,000.00	3000				
Hire linked learning consultant to support the following: -Our consultant supports us with aligning our program and connecting us to resources as needed -She recommends trainings and resources, connects us with other schools, supports our WBL rollout, and provides guidance to teachers and staff supports who are supporting pathway buildout	\$10,000.00	5802				
Project Lead The Way Training -both Principles of Engineering and Civil Engineering and Architecture -As we build out our pathway, these trainings ensure our teachers are implementing the engineering programs with fidelity -these trainings also allow our teachers to build a network of teachers to collaborate with	\$4,800.00	5201				
Project Lead The Way Program Fee -represents an increase from last year; PLTW increased participation fees across the board for 20-21 -allows access to all online PLTW materials and ongoing teacher support	\$3,200.00	5809				
Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidelity -PLTW provides materials packages aligned to each course that schools are able to purchase directly	\$25,850.00	4301				

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Implement comprehensive Work-Based Learning sequence for all 9-12 students	<p>Actions during the 20-21 school year include:</p> <ul style="list-style-type: none"> -Professional speaker series for all 9-12 students, focus on engineering careers plus other professional opportunities -Career exploration activities in advisory for all 9 - 12 students -Resume workshop and development for all 9 -12 students -Updated senior portfolio that includes multiple college and career components: college search, interview cover letter, resume feedback, mock interview and feedback, career research and reflection -In partnership with Pathway Advisory Board, identified professional partners to support/consult all engineering classes : 9th Grade SWA Design Firm, 10th Grade Electrical Engineer Alex Cowley 11th Grade EBMUD Wastewater Processing, SWA Design Firm, Former Oakland City Planner 12th Grade UC Berkeley College of Environmental Design 	<p>Adjustments for the 21-22 school year:</p> <ul style="list-style-type: none"> -Differentiate WBL experiences for HS students, for example, we found that resume development and career exploration needed to be structured differently for 9th graders than it did for 11th graders -Introduce college and career portfolio to 9th graders to understand scope of work to come and to begin to identify work samples to include -Collaborate with BUILD to identify corporate/industry partners for 9th grade (year 1 of rolling out BUILD collaboration over next several years)

<p>Support teachers to Integrate all academic and technical coursework in all grades levels</p>	<p>Actions during the 20-21 school year include: -Linked Learning professional development series on Deeper Learning with the Linked Learning Alliance -PBL professional development series with Hi-Tech High -Multiple content specific projects grounded in the Design Thinking Process and CTE Engineering Standards with support from industry representatives -Updated senior portfolio that includes engineering capstone project, reflection on graduate profile competencies, and defense of capstone -Hosted multiple family meetings to discuss pathway and graduate profile competencies -Monthly town halls for all students discussing different social change themes that align to pathway</p>	<p>Adjustments for the 21-22 school year: -develop vertical alignment plan to support integration of CTE Engineering Design standards across content areas -develop grade level themes and guiding questions aligned to the vertical alignment plan</p>
<p>Adjust pathway courses in order to provide cross-curricular academic experiences that reflect the processes and products of industry professionals and align to social change</p>	<p>Actions during the 20-21 school year include: -PBL professional development series with Hi-Tech High, representatives from multiple departments are participants, some whole school learning as well -Linked Learning professional development series on Deeper Learning with the Linked Learning Alliance -Cross curricular projects in all grade levels grounded in at least Humanities and Engineering course, planned as grade level during grade level team time</p>	<p>Adjustments for the 21-22 school year: -Develop vertical alignment plan to support integration of CTE Engineering Design standards in a rigorous and meaningful way -Schedule co-planning opportunities for teachers and industry professionals</p>
<p>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</p>		
<p>2021-22 Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</p>	<p>What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</p>	
<p>Develop 9th grade orientation program that introduces Design Thinking Process, graduate profile, and engineering core sequence</p>	<p>While we did offer a program overview at the beginning of the year, we want to provide a more authentic transition experience for rising 9th graders: -Experience will be planned with 9th grade team, BUILD, and industry partners -Experience will include overview of program and sequence of future learning -Experience will be grounded in an engineering design challenge that introduces students to the CTE standards and experiences they will have in the program -Co-planned and co-facilitated by Student Ambassadors</p>	
<p>Plan and implement grade level trips to college engineering programs + engineering related businesses</p>	<p>This year we have been able to leverage virtual platforms to engage industry partners and other professionals who have wanted to support our students and pathway. Going into next year, we would like to: -Continue to engage industry partners virtually and on-site; focus more on opportunities for collaboration rather than simply physical/virtual trips -Work with pathway advisory board and BUILD to identify more partners based on grade level themes and Engineering Design CTE standards, secure mentor feedback, co-planning opportunities, and job site visits (virtual and in-person)</p>	

<p>Deepen partnership with BUILD Bay Area to develop Build Engineering course for 9th graders</p>	<p>We have had a longstanding relationship with BUILD. Moving forward we want to collaborate more closely to align BUILD programming and our pathway. Going into next year, we would like to:</p> <ul style="list-style-type: none"> -Develop a Build Engineering course description that blends the BUILD curriculum and the Engineering Design CTE standards, submit for A-G approval -Collaborate with BUILD on program marketing across Oakland -Collaborate with build to support our embedded Work Based Learning program (corporate/industry partners, professional mentors, internship opportunities, etc.)
<p>Deepen student ambassador program and participation to ensure student voice in pathway strategic planning and implementation</p>	<p>This year we adopted an A-G approved Peer Leadership course. Going into next year, we would like to:</p> <ul style="list-style-type: none"> -Establish advisory component for Peer Leadership students to provide input to pathway development and general school functions -Create mentorship program for Peer Leaders to support younger students with academics and preparation for High School -Develop ambassador program for Peer Leaders to market and advocate for our pathway -Develop ambassador program to support family events and 9th grade/new student orientation
<p>Strive for Gold Certification in Linked Learning</p>	<p>We want to strengthen and further develop our Design for Social Change: Engineering Pathway based on the Linked Learning Alliance Gold Certification Standards:</p> <ul style="list-style-type: none"> -In collaboration with our Pathway Advisory Board, BUILD, and our Linked Learning Consultant, LWP will conduct a self assessment of our pathway development as measured by the Gold Certification Standards for Linked Learning. This data will inform our strategic plan. -LWP will work with our Linked Learning Consultant to create a strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully achieve advanced certification. -LWP will conduct another self assessment that demonstrates an increase in the number of Gold Certification standards for which LWP is excelling and sustaining.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
 - How did distance learning impact your budget expenditures?
 - What did you find was the most effective use of resources towards your goals and strategic actions and why?

During the 20-21 school year, we will have used approximately 90% of our allocated Measure N funds.

The majority of our funds were allocated toward staffing. This has allowed for consistent representation on the planning and alignment of our pathway. Also, our work with our pathway consultant has been instrumental in continuing to focus our planning to align our pathway program to Measure N and state CTE expectations.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

<p>Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</p> <ul style="list-style-type: none"> - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address? 	<p>COST</p>	<p>OBJECT CODE</p>	<p>OBJECT CODE DESCRIPTION</p>	<p>POSITION TITLE</p>	<p>FTE</p>	<p>PATHWAY NAME (if applicable)</p>
Empty row for data entry						

<p>Hire an Project Lead the Way Teacher, at 1.0 FTE (Salary) -We want to fund a teacher is dedicated to teaching our aligned pathway courses and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway</p>	\$79,560.00	1110	Teacher Salaries	Teacher, Science 6-12	1.0 FTE	Designing for Social Change: An Engineering Pathway
<p>Benefit Costs associated with the Project Lead The Way Teacher position on line 88.</p>	\$22,440.00	3000	Benefit Costs	Teacher, Science 6-12		Designing for Social Change: An Engineering Pathway
<p>Hire an Linked Learning Consultant to support the following: -Our consultant supports us with aligning our program and connecting us to resources as needed -They recommend trainings and resources, connects us with other schools, supports our WBL rollout, and provides guidance to teachers and staff who are supporting pathway buildout.</p>	\$12,000.00	5802	Consultant Contract	Other Professional Services		Designing for Social Change: An Engineering Pathway
<p>Project Lead The Way Program Fee -The PLTW program fee is an annual fixed program cost. This allows access students and staff access to all online tools and curricular resources. Staff also can access virtual professional development communities and access ongoing training. -Given PLTW courses are the foundation of the engineering experiences we provide, it is important to be able to access these resources to ensure fidelity to the program. -All 275+ high school students will have access to PLTW programs.</p>	\$3,200.00	5809	Other Professional Services			Designing for Social Change: An Engineering Pathway
<p>Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidelity. -PLTW provides materials packages aligned to each course that schools are able to purchase directly. -All 275+ high school students will have access to PLTW materials based on the course they are taking.</p>	\$18,700.00	4301	Supplies & Materials			Designing for Social Change: An Engineering Pathway
<p>Curriculum Development -Teacher stipends for writing curriculum and designing cross-curricular projects. -Teacher stipends for vertical alignment of engineering experiences in aligned Pathway classes and across content areas. -We want to provide these funds to help pay teachers to plan over the summer in preparation for the next school year. -All 275+ high school students will benefit from a clear plan for how engineering skills and experiences align across all of their academic classes.</p>	\$7,950.00	1115	Teacher Salaries Stipends			Designing for Social Change: An Engineering Pathway

2022-2023: YEAR THREE ANALYSIS

<p>Pathway Strategic Goals</p>		
<p><i>Pathway Quality Strategic 3 Year Goals</i></p>	<p>What actions did you take that improved outcomes? How do you know you were successful?</p>	<p>What will you do differently next year to continue to improve?</p>

<p>Implement comprehensive Work-Based Learning sequence for all 9-12 students</p>	<p>Despite challenges presented by the Pandemic, we were able to continue to provide Work Based Learning Experiences for all 9 -12 students including:</p> <ul style="list-style-type: none"> -9th Grade BUILD Engineering Orientation with Nasa Engineers -WBL Thursday including professional engineer speakers, internship opportunities, career conversations, resume workshops, etc/ -adjusted graduation requirements to include internship component, 15 11th graders partnered with Youth Uprising for job skills training and internship matching -school wide community retreat with focus on engineering experiences and activities with engineers -Pathway Advisory board identified professional architects and engineers to support class projects <p>This is the first year we have ever implemented internships at LWP. Students are very excited by the opportunity to apply what they have learned in a real work setting and have overall positive comments around their experience so far.</p>	<p>We have been unable to hire a pathway coordinator given general challenges around hiring that the pandemic has brought. We will prioritize hiring a coordinator to oversee implementation of all components of the Work Based Learning Continuum and collaboration with the Pathways advisory board.</p> <p>We will bring professionals back to campus to expand our professional learning series.</p> <p>We will explore collaboration with the Peralta system to identify dual enrollment opportunities that support and supplement the work of the pathway.</p> <p>We will also plan strategic field trips to expose our students to real world learning opportunities that align to our pathway themes.</p>
<p>Support teachers to Integrate all academic and technical coursework in all grades levels</p>	<p>We provided multiple professional development opportunities for our teachers to internalize the design thinking process and start applying it to their work. Preparation for inter-disciplinary expedition projects included a deep dive into the Engineering Design CTE standards to look for alignment and connection to the content and skills being taught across all grade levels.</p>	<p>The pathway coordinator will work with our Pathway Advisory board to develop externship opportunities. These opportunities will provide teachers with the opportunity to learn how to design learning experiences that prepare students for real-world application of engineering design skills.</p> <p>We will support teachers to pursue CTE certification and consider CTE certification for future positions we need to hire for. We will also provide professional development opportunities for teachers.</p>
<p>Adjust pathway courses in order to provide cross-curricular academic experiences that reflect the processes and products of industry professionals and align to social change</p>	<p>We have implemented interdisciplinary projects grounded in the concept/idea of Social Change that use The Design Thinking Process. The projects must require students to take action based off of the work. (i.e. create a video campaign, write op-eds to the SF Chronicle, etc.). In HS the project must also ask students to create a digital or physical product using Autodesk or similar tools from engineering class. Multiple industry professionals have consulted on the design of these projects.</p>	<p>We will identify more times throughout the year for interdisciplinary projects and experiences. Also, we will adjust master schedule and embed other opportunities for team collaboration and planning.</p>
<p>Pathway Strategic Actions</p>		
<p>2021-2022 Strategic Actions</p>	<p>Impact of 2021-22 Strategic Actions</p> <ul style="list-style-type: none"> - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic action did not work as effectively as you would have liked? Why? 	
<p>Develop 9th grade orientation program that introduces Design Thinking Process, graduate profile, and engineering core sequence</p>	<p>We collaborated with BUILD to offer a 9th grade orientation for students and families. We introduced the pathway theme, engaged in Design Challenges to learn about the design thinking process, and talked through the 4 year experience of being part of the pathway. We also talked about the work based learning experiences that BUILD provides throughout the program and heard from a NASA engineer.</p>	

Lionel Wilson Prep_2022-2023 Measure N Education Improvement Plan

Plan and implement grade level trips to college engineering programs + engineering related businesses	We were not able to plan trips to businesses or engineering programs at local colleges and universities this year. Our hope is that as COVID restrictions are lifted across various sectors that we will be able to prioritize these trips next year. We have offered smaller scale trips for engineering experiences at local museums and invited multiple engineering guests to our school retreat. We know there is a lot of power in seeing the work live outside of school and are disappointed that this didn't happen at the scale we hoped for.
Deepen partnership with BUILD Bay Area to develop Build Engineering course for 9th graders	We are working closely with BUILD Bay Area to align programming and to identify professional partners that mentor our 9th grade students as well as other students in the program. Our new course has been submitted for A-G approval to ensure alignment to A-G readiness.
Deepen student ambassador program and participation to ensure student voice in pathway strategic planning and implementation	We have adopted an approved A-G ambassador course. This year, our focus has been on developing buy-in on ambassador and leadership opportunities at school through committees to support event planning, activities, student mentoring and feedback on classes and the pathway. These students also participate in SSC planning meetings to talk about what's going on at school and how to improve.
Strive for Gold Certification in Linked Learning	Without a pathway coordinator, we were not able to undertake this work this year. This will be a priority for next year.
For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below	
2022-2023 Strategic Actions - What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?
Strive for Gold Certification in Linked Learning	We want to strengthen and further develop our Design for Social Change: Engineering Pathway based on the Linked Learning Alliance Gold Certification Standards: -In collaboration with our Pathway Advisory Board, BUILD, LWP will conduct a self assessment of our pathway development as measured by the Gold Certification Standards for Linked Learning. This data will inform our strategic plan. -LWP will work with our Linked Learning Consultant to create a strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully achieve advanced certification. -LWP will conduct another self assessment that demonstrates an increase in the number of Gold Certification standards for which LWP is excelling and sustaining.
Strive for CTEIG readiness.	We will align programming to be eligible to apply for the next round of CTEIG funds. With these funds, we hope to build out a work based learning team including a WBL coordinator. Aligned actions include: -Provide Coherent sequence of courses that are reported in CALPADS as CTE (1B) -Provide career exploration and guidance with individualized 4 year plans (3A) -Develop systems alignment with pathway and regional partnerships (4) -Participate in the Strong Workforce Program consortium for the Bay Area (7B)
Provide teachers with industry externship opportunities	We want to strengthen our teachers' ability to align the content they teach to the realities of the workplace. We will work to ensure 100% of our CTE teachers spend time working with professionals in an engineering design space. Then, at least each grade level lead will participate in an externship and bring their learnings to the team in support of industry aligned inter-disciplinary projects.
Budget Analysis of 2021-2022 Measure N Budget	
Impact of 2021-2022 Budget Expenditures - What did you find was the most effective use of resources towards your goals and strategic actions and why?	
Funds directed towards supplies and curriculum writing have been very useful this year. We have been able to provide a significant amount of resources for our engineering classes for students to be able to build and design prototypes for various class assignments. Supplies have also been used to support learning about the design process across multiple classes including advisory.	
2022-2023 Budget Expenditures	
2022-2023 Budget: Enabling Conditions Whole School	

Lionel Wilson Prep_2022-2023 Measure N Education Improvement Plan

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the FIP Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a Project Lead the Way Teacher, at 1.0 FTE (Salary) -We want to fund a teacher who is dedicated to teaching our aligned pathway courses and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	\$84,510.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
Benefit Costs associated with the Project Lead The Way Teacher position on line 119.	\$29,085.00	3000	Benefit Costs	Teacher		Designing for Social Change: An Engineering Pathway
Hire an Engineering Teacher, at 1.0 FTE (Salary) -We want to fund a teacher dedicated to teaching our aligned pathway courses including BUILD Engineering Design and our Engineering Design Capstone	\$71,714.00	1110	Teacher Salaries	Teacher	1.0 FTE	Designing for Social Change: An Engineering Pathway
Benefit Costs associated with the Engineering Teacher position on line 121.	\$26,161.00	3000	Benefit Costs	Teacher		Designing for Social Change: An Engineering Pathway
Hire a Pathway Coordinator, at 0.5 FTE (Salary) This is a new, full time position that directly supports the development and integration of our engineering pathway throughout the school by: supporting teachers with project based learning, instructional practices, and authentic assessment; collaborating with College and Career counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; coordinating Pathway Advisory Board and other opportunities with professional and industry partners; managing pathway grants and Linked Learning Certifications; developing pathway marketing materials; and developing MOUs and partnership agreements with partnership organizations. All 275+ high school students will benefit from access to resources to ensure engaging and hands-on cross-curricular projects. The position will be split across two Aspire schools.	\$60,000.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	.50 FTE	Designing for Social Change: An Engineering Pathway
Benefit Costs associated with the Pathway Coordinator position on line 123	\$15,000.00	3000	Benefit Costs	Pathway Coordinator		Designing for Social Change: An Engineering Pathway

<p>Supplies & Materials for engineering design classes and cross-curricular engineering design projects. Supplies & Materials may include 3D printer filament, wood, plaster, sketch notebooks and drafting materials, etc. These materials align to our 2022-23 plan of developing cross-curricular experiences that align to industry standard projects. The materials will support at least 12 courses in the high school (all part of the pathway program of study); all 275+ high school students will benefit from access to resources to ensure engaging and hands-on cross-curricular projects. For example, student engagement can increase when they use these materials to create physical models of projects they design with computer software such as CAD.</p>	<p>\$10,000.00</p>	<p>4301</p>	<p>Supplies & Materials</p>			<p>Designing for Social Change: An Engineering Pathway</p>
<p>Professional Learning Opportunities. These funds will be used for professional learning opportunities for staff inclusion site visits, Linked Learning Alliance conferences, PBL training, etc. As we continue to train teachers on how to embed design thinking and CTE engineering standards into their practice, we will see more aligned and rigorous learning opportunities; all 275+ high school students will benefit from more engineering aligned experiences if their teachers are trained and supported.</p>	<p>\$5,000.00</p>	<p>5201</p>	<p>Conferences</p>			<p>Designing for Social Change: An Engineering Pathway</p>
<p>CTE Certification. These funds will be used to support teachers to secure CTE certification that align with our pathway. All 275+ students will benefit from teachers holding CTE certifications aligned to engineering and architecture.</p>	<p>\$500.00</p>	<p>5809</p>	<p>Other Prof. Services</p>			<p>Designing for Social Change: An Engineering Pathway</p>
<p>Field Trips - We want to provide students with opportunities to visit job sites, colleges, and museums and other spaces that reinforce that engineering themes and skills we are teaching. These experiences will both help our teachers know how to better implement themes into their teaching and provide real learning opportunities for students. All 275+ high school students will benefit from these opportunities throughout the year.</p>	<p>\$10,000.00</p>	<p>5812</p>	<p>Field Trips</p>			
<p>2023-24 Strategic Carryover We plan to spend the extra money from probation during the 2023-24 and 2024-25 school years. This money will help fund the Pathway coordinator for a full three years and will also be used to supplement development of our Work Based Learning Program.</p>	<p>\$258,455.00</p>					