

<b>Action Research</b>	<b>Aspire Lionel Wilson Prep</b>
<b>School:</b>	Lionel Wilson Prep
<b>Pathway/s:</b>	Engineering for Social Change
<b>Outcome Data</b>	<a href="#">Link Here</a>
<b>Top 5 Measure N Funding Commitments</b>	<ol style="list-style-type: none"> <li>1. CTE teacher</li> <li>2. EL coordinator</li> <li>3. Pathways Coordinator work around PBL development and pathways coaching alignment</li> <li>4. Funds for WBL trips and experiences in 9th and 10th grade</li> </ol>
<b>What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?</b>	How can we, as the Linked Learning Design Team, build teacher's knowledge of various real-world and work-based learning opportunities they can implement in their classrooms using a PBL approach (project-, problem-, performance-based learning) to attain DOK 3 and 4 performance level proficiency?
<b>What did you discover in the past year? (Please use data to support.)</b>	Exhibition 2017 consisted of 100% individual teacher, or content area, driven projects. There was 0% cross-curricular collaboration. Teachers worked in isolation without any guidelines on how to design the student projects and required criteria aligned to the tenants of PBL. Students were allowed to revisit projects from over the course of the year to "go deeper". Anecdotally, very few students actually took the opportunity learn more over the course of the exhibition. The overall results were dissapointing as students had no incentive or reason to push themselves on the project. We reaized we missed an oppportunity to have meaningful end-of-year projects that both assessed students growth over the course of the year and pushed them to apply new learning across content areas.
<b>What are you going to do differently or change moving forward?</b>	We are committed to providing cross-curricular PBL end-of-year projects for all students 6th - 12th grade. Over time, these projects will be pathways aligned and include WBL components. This year, only the 9th grade students will complete a PBL and pathway aligned project that includes WBL component. We have created a sequence of PBL PD and project planning time for the second semester. This includes teacher facilitated and designed PD, modeling of projects, and days where students will give input and feedback on design. Criteria will be given that aligns to the tenants of PBL and our pathway and we will use uniform assessment tools (buck institute resources).
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	We believe it is necessary for our teachers to adopt and value a PBL approach in order to create conditions that allow for meaningful pathways aligned work. Once teachers have had success with a cross-curricular PBL project this year, they will be able to start applying our pathways work more purposefully throughout the school year. This can happen in day-to-day instruction as well as at more formal assessment periods (such as end-of-year exhibitions). As we develop our advisory board, we will be able to utilize their knowledge and expertise as well in the design of WBL experiences in the classroom and beyond.

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

### 1A: ABOUT THE SCHOOL

1) **School Name:** Please type in your school name and ID.

2) **School Description:** Please copy and paste your school description from your 17-18 Site Plan.

3) **School Mission and Vision:** Please copy and paste your mission and vision from your 17-18 Site Plan.

*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:** Lionel Wilson Prep

**School ID:**

#### 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.

#### Family & Student Engagement

We host a monthly all family meeting for students and parents to attend. We also have monthly PAC and ELAC meetings. All are opportunities to provide updates on what is going on in the school and a way to solicit feedback and advice on going. We have a student council that represents each grade level. They meet at least twice a month and participate in admin meetings on-going to request resources and to provide feedback and support.

We would like to more purposefully infuse linked learning work and updates into our family meetings. This is something that we will address moving forward.

### SCHOOL DATA SLIDES

[Link Here](#)

### 1B: 18-19 NEEDS ASSESSMENT

**STRENGTHS & CHALLENGES**

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- 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."*

<b>Instructions:</b>	<p><b>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul> <p><b>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</b></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	Overall, our graduation rate is 94.4%. Based on the dashboard, 94.9% of our English Learners graduated which falls in the high and green categories. Our hispanic students graduated at 95.3% which is considered very high and blue. Our socioeconomically disadvantaged students graduated at 94% and yellow.	Our most obvious challenge, based on the dashboard and day-to-day, is the success of our African American students. The dashboard names 88.2% graduated. The reality is most of our African American students leave the school by the time they get to high school. This is true with an already disproportionately low number of African American students at LWP.	We need to think about how we are recruiting and retaining African American students to enroll and stay at the school. We are doing more to recruit students at our feeder schools and will work to ensure are teaching staff and leader ship also has substantial African American representation.
<b>On Track to Graduate (11th Grade)</b>	Currently, 90% of our 11th graders are on track to graduate on time and 87% of our 10th graders are on track to graduate on time.	The students who are not are either students with IEPs or 504s or students who are chronically absent.	Substantial work needs to be done to support general teachers in correctly providing identified supports and accommodations. This will need to include training for our Ed Spcialists on how to co-plan and dedicated time for collaboration and feedback to take place.
<b>A-G Completion</b>	100% of our students who earn a diploma at LWP graduate having completed the A-G requirements. This is a policy of Aspire Public Schools that our core classes are state approved A-G aligned.	One of the reasons why students don't graduate is that they are missing some of the A-G requirements and Aspire does not change the graduation requirements based on differents needs or circumstances of students in the general ed population.	Small group supports, as named in other areas, can be a strategic lever in supporting the students who are still not accessing rigorous content in the way they need to be in order to earn an A-G diploma.

<b>SBAC ELA</b>	All indicators fell in the yellow category. For all students we are listed low at 41.7 points below level 3. This however increased 12.3 points. Our English learners are also listed as Low at scoring 55.1 points below level 3. This, however, increased significantly by 17.9 points. Our students with disabilities scored very low at 114.9 points below level 3. This also increased significantly at 27.4 points. These and other categories listed show an obvious positive trend that has happened over the last two years.	There are still a large number of students who do not score a 3 on the ELA test in 11th grade, specifically our language learners.	We will work with the new EL coordinator to provide language development training and coaching on EL supports for our English Department.
<b>SBAC Math</b>	All indicators in Math fall in the yellow or orange categories. Students with disabilities scored very low at 149.8 points below level 3 but increased by 33 points. English learners scored low at 90.4 points below level 3 but increased 12.8 points. Overall there was an increase in 3.7 points. The positive growth is not as high as in ELA but it is still in the right direction.	We are not currently providing universal support for students who historically struggle in math. This year we are piloting small group intervention with our middle school and 9th grade students. This group primarily serves African American students and language learners.	Continue to build out small group support by training more teachers and creating more times in the master schedule for math intervention to take place.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	<p><u>Advanced Placement</u> 15-16 AP Spanish Language Composition - 100%</p> <p>16-17 AP Spanish Language Composition - 91% AP Calculus - 6%</p> <p>17-18 AP Spanish Language Composition - TBD AP Calculus - TBD AP Spanish Literature - TBD AP Biology - TBD</p> <p><u>Dual Enrollment w/ COA</u> Fall 2017 Grades:</p> <p>CIS 1 Intro to Tech: 73% POSCI 35 Intro to Violence Prevention: 78% BUS 70 Intro to Marketing: 84% COMM 4: 66% POSCI 8 Law and Democracy: 64% Art 50: 96%</p> <p>Fall and Spring 2016-2017:</p> <p>Art: 100% Communications 4: 72% CIS Intro To Tech: 100% CIS Intro To Tech: 100% BUS 70 Intro to Marketing: 90% POSCI 35 Intro to Violence Prevention: 100% Ethnic Studies: 100%</p>	<p>There are not a large number of students accessing AP classes and we do not offer many. This is partially because of master scheduling challenges. We need to do a better job of preparing students for the rigor of AP classes in the years leading up to 11th and 12th grade so they can be more successful.</p> <p>With dual enrollment classes, our results are mixed. The classes where students were not as successful were usually significantly more rigorous (the professors did not "dumb down" the class). We need to do a better job of adjusting our teaching strategies and exposing students to multiple teaching approaches so they can be successful in less scaffolded, traditional college classes.</p>	We need to do a better job of adjusting our teaching strategies and exposing students to multiple teaching approaches so they can be successful in less scaffolded, traditional college or AP classes. Format really matters and it is obvious when students have never had to taken notes on their own or study for an exam they do not know the format of.
<b>Pathway Participation/CTE Enrollment*</b>	During the 17-18 year, 100% of our 9th grade students will be taking an intro to engineering class and completing an end-of-year cross curricular PBL project aligned to our pathway. Next year all 9th and 10th graders will participate.	We need to figure out how to offer opportunities for 11th and 12th graders, specifically around Work Based Learning opportunities, given that full rollout to these grade levels will not happen until the 19-20 school year.	Identify internship opportunities for a subgroup of 11th and 12th graders. The advisory board can help us make this happen.

<b>English Learner Progress</b>	We are rated at blue with 95.5% of our English Learners making progress. This is rated as very high with an increase in 27.7%.	We have a large number of non-english speaking students this year that are new to the school. We will need to continue to provide supports as see how these students do on state testing.	The EL coordinator will need to teach english to these students in addition to coaching teacher on aligned EL strategies.
<b>Suspension Rate</b>	There was a slight increase in suspensions across the board for all students. The increase was 0.6%.	Our students with disabilities were suspended at a much higher rate, 15.9%, than the rest of the students population. English learners (8.8%) and African Americans (8.3%) were also suspended at a higher rate.	As mentioned above, our general teachers need support in correctly implementing accomodations so our students with disabilities can access content. Same goes for our ELs. Our teachers need continued coaching around how bias might be impacting their work with our African American population. This would come with professional development and student work and behavior data analysis with individual teachers.

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Graduation Rate</b>	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	Goal 4: Support each scholar to apply and matriculte to a 4 year college	All Students	100%	95% or more	95% or more	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness
<b>On Track to Graduate (11th Grade)</b>	95% of our 11th graders are on track to graduate on time	Goal 4: Support each scholar to apply and matriculte to a 4 year college	All Students	90%	92%	95%	Reduce the number of students "off track" each grading period
<b>A-G Completion</b>	Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree and 95% or more students successfully complete A - G courses	Goal 4: Support each scholar to apply and matriculte to a 4 year college	All Students	92%	95% or more	95% or more	Design a system of supports targeting ELL, retention candidates and transition students
<b>SBAC ELA</b>	Deepen implementation of Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success. and 56% or more students meet or exceed ELA standards.	Goal 1: Deepen implementation of CC and NGSS	All Students	36%	41%	46%	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP
<b>SBAC Math</b>	Deepen implementation of Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success. and 44% or more students meet or exceed Math standards.	Goal 1: Deepen implementation of CC and NGSS	All Students	24%	29%	34%	Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP
<b>AP Pass Rate</b>	Maintain a 90% pass rate while including more representation across varying AP class offerings.	Goal 4: Support each scholar to apply and matriculte to a 4 year college	All Students	30 students 97% pass rate	35 students 90%+ pass rate	40 students 90%+ pass rate	Increase opportunities for students to demonstrate ownership of their academic path
<b>Dual Enrollment Pass Rate</b>	92% pass rate while including more pathways aligned dual enrollment opportunities.	Goal 4: Support each scholar to apply and matriculte to a 4 year college	All Students	90% pass rate	85% pass rate	88% pass rate	Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness

<b>Pathway Participation/ CTE Enrollment*</b>	100% of 9th - 12th graders participate in the pathway and grade level CTE class, 50% of 11th graders complete aligned internship	Goal 4: Support each scholar to apply and matriculate to a 4 year college	All Students	n/a	100% OF 9 th Graders	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
<b>English Learner Progress</b>	Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving SPED services so that 64% of English Language Learners are meeting annual Growth Expectations	Goal 2: Implement progress monitoring systems with a focus on EL and SPED	English Learners	36% meeting growth expectations	43% meeting growth expectations	50% meeting growth expectations	Design a system of supports targeting ELL, retention candidates and transition students
<b>Suspension Rate</b>	Deepen SEL and implement school culture systems, trauma-informed mental health practices and behavioral health interventions in positive, safe school conditions resulting in 3.5% or less suspension rate	Goal 3: Deepen SEL and implement school culture systems	All Students	4.10%	3.50%	maintain 3.5% or less	Increase staff awareness and ability to address equity issues within adult and student culture

**School: Lionel Wilson Prep**

**School ID:**

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b>		<b>KEY:</b>	
Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>		1: Not at all      3: Mostly 2: Somewhat      4: Completely	
<b>1. SCHOOL LEADERSHIP AND VISION</b>	<b>Current Score</b>	<b>Justification</b>	<b>Areas of Growth</b>
<b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	Up to this point, many decisions were made and actions were taken that aligned to our early vision for what pathways could look like at our LWP. However, because the pathways vision essentially lived separately from the College for Certain vision the school has, those actions didn't result in meaningful progress towards implementations. Given this, we are now in the process of creating a new graduate profile based on the Engineering for Social change pathway we are designing. This graduate profile will allow for College for Certain and Engineering for Social Change to be one in the same. We will be grounded in our new vision and profile moving forward which will allow pathways development to be the central strategy for school improvement.	As we build out our new graduate profile, we have been focused on enrolling the teaching staff in some of the changes. Now we need to shift to start including families and outside community partners to help us name the direction our school will be headed. When all stakeholders are on board, the school decisions made by school leaders will be accepted and understood. Strategic Actions aligned below.
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	In general, our school leaders understand the interconnectedness of the many variables that make for a successful school experience. We know that parent and community investment is key. We know that an aligned sequence of rigorous academics is key. We know that culture is what drives learning. We know that individualized support and guidance is sometimes needed. However, it is really hard to put all of those pieces together in a consistent and cohesive way! Now with our new graduate profile, we have the opportunity to align the necessary conditions in a way that best suits meaningful development of our pathway.	We as a leadership team and pathways design team need to take our graduate profile and identify the aligned learning experiences that sequence from 9th grade through 12th grade. This will allow us to develop systems and structures to make those learning experiences build on each other in meaningful ways. Strategic Actions aligned below.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	Given feedback we have received over the last year, we reconfigured the leadership and teacher structure to ensure more productive focus was given to pathways development. Now the assistant principal of instruction alongside our teacher pathways leader is driving most of the design work. With this new configuration, we have been better able to create learning experiences designed to enroll the teacher staff in our new pathway vision. We also now directly influence the professional development calendar and parent meeting calendar. This will allow us to provide learning experiences for more stakeholders. Also, the assistant principal is directly responsible for designing the master schedule. This allows for direct alignment to utilize the master schedule as a change agent to benefit pathways development.	Once we finalize our graduate profile, the entire school leadership team needs to ground our work in the profile and work to make decisions and take actions that align to these newly defined outcomes. Strategic Actions aligned below.
<b>School Leadership &amp; Vision Goal for 2018-19:</b>	We want to develop a vision and mission that provides a clear, concise, and compelling picture of what our pathway aims to achieve so that it all stakeholders are invested in it and we can integrate into the pathway and school.  We also want to ensure multiple stakeholders (teachers, students, parents, advisory council) take responsibility for the necessary conditions to hold true.		

<b>2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE</b>	<b>Current Score</b>	<b>Justification</b>	<b>Areas of Growth</b>
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<p><b>Staffing Structure Aligned to Purpose:</b> 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?</p>	3: Mostly	<p>Our pathways design team is comprised of our school academic counselor, our SPED lead teacher, our pathways coordinators, and alumni of the school, and 4 teachers. The assistant principal of instruction is taking over pathways design in collaboration with the pathways coordinator. Going into the 18-19 school year we are looking to hire additional staff members to further support the pathways vision:</p> <ul style="list-style-type: none"> <li>-an additional academic and career counselor</li> <li>-an EL supports coordinator</li> <li>-an additional science and engineering teacher</li> </ul>	<p>Our focus for the remainder of the year will be to help the teachers on the design team to practice infusing the pathways work into their everyday teaching. This will help them act as models for the rest of the teachers in the building to see how small adjustments to their curriculum can set the conditions for better alignment to the pathways vision. Strategic Actions aligned below.</p>
<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; 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?</p>	2: Somewhat	<p>Our focus has been enrolling representatives from the instructional leadership team with some minimal work with the Parent Advisory committee.</p>	<p>We need to work on bringing in the culture and climate team to help with design of our rollout plan. In general, we want to work to combine the instructional and culture team members as we see more than ever that you can't separate the two. As we work to do this through adjusted structures for next school year, we will be better able to tap into the knowledge of the culture team to support pathway design.</p> <p>We are also creating an advisory board of bay area professionals to support the design and implementation of our pathway. Strategic Actions aligned below.</p>
<p><b>Decision-Making Structure:</b> 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?</p>	1: Not at All	<p>This is a major area of growth for us. Given feedback from staff and students, we are shifting away from a leader centered decision making process to a community centered decision making process.</p>	<p>The first step in making this adjustment was to open up the conversation on identifying our pathway to any interested staff members. From there, the process for defining the graduate profile has already included all teaching staff and will include, students, alum, parents, and advisory council members. Strategic Actions aligned below.</p>
<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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)?</p>	3: Mostly	<p>Our draft master schedule for 18-19 includes a dedicated core engineering class for all students in 9th - 12th grade. There is grade level collaboration time built into the week for most grade levels. Physical space is also being reallocated to ensure that classrooms in the science wing have the ability to be adjusted for engineering needs.</p>	<p>We need to work on more clearly naming what funds are available to which grade levels to support grade level pathway work. We also need to continue to think about when and where all teachers have common time to collaborate with grade level peers on pathways development and general grade level needs. Strategic Actions aligned below.</p>
<p><b>Equity Stance:</b> 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)?</p>	3: Mostly	<p>All current school leaders support and are excited about the Engineering for Social Change pathways vision that we are developing. 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.</p>	<p>Our principal is leaving at the end of this school year. She is the one who was responsible for the initial application for Measure N funds. As we interview for a new principal, it will be important to ensure that the person taking over is in support of the vision for our pathway and perhaps even has expertise and experience with pathways.</p>
<p><b>Systems &amp; Structures Goal for 2018-19:</b></p>	<p>We want to re-think our academic counseling department to ensure as much time is spent on discussing career interests as as discussing college and college applications. This will be possible with the addition of a second counselor.</p> <p>We want to allocate an equitable amount of money for grade levels to be able to build out pathway aligned, cross-curricular PBL and exhibition experiences. This also includes appropriate training and development for teachers in how to create meaningful linked learning experiences.</p> <p>We want to re-structure the leadership team so a more diverse representation of leaders is present together for decision making purposes and to ensure grounding in pathways vision in all groups throughout the school.</p> <p>We want to create an advisory board to help us design and implement our pathway.</p> <p>We want to identify key data points and design data collection metrics to determine fidelity and quality of implementation.</p>		



Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Identify members of advisory board and host first meeting by April 2018	All Pathways	All Students				Building the Conditions	
Enroll Alumni, Students, Families, and Advisory board in graduate profile by May 2018	Whole School	All Students				Building the Conditions	
Finalize graduate profile and aligned rubrics by May 2018	Whole School	All Students				Building the Conditions	
Finalize master schedule to allow for enough teacher collaboration time by May 2018 (explain who is doing this work and where the money is coming from/going to)	Grade Level Team	All Students				Career Technical Education	
Identify site leadership team members (instruction, culture, SPED, family, etc.) and design meeting cycle and decision making process for 18-19 school year by June 2018	All Pathways	All Students				Building the Conditions	
Design and facilitate linked learning and pathways professional development and pathways coaching on-going	All Pathways	All Students				Building the Conditions	
Identify key data points and design data collection metrics to determine fidelity and quality of implementation by August 2018.	Whole School	All Students				Building the Conditions	
Re-prioritize 9th and 10th grade team responsibilities and focus areas to align to linked learning initiatives. Identify entry points for 9th - 12th on when, where, and how to infuse linked learning initiatives.	All Pathways	All Students				Building the Conditions	

## RIGOROUS ACADEMICS AND CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2+	2+	2+	We downsized from 4 to 1 pathways given the scope of the work and the feedback we recieved from members of the commission. We are now only offering Engineering for Social Change. This pathway has been vetted by students, families, and teachers. We will be discussing the new pathway theme with industry representatives in April. Strategic Actions aligned below.
Integrated Core	2+	3-	1	I believe the previous year's self assessments on this indicator were incorrect. At no-point have we offered CTE courses at LWP. This was identified in the feedback we recieved. We are in the process of identifying grade level themes and an aligned CTE/pathway course that students will take each year from 9th - 12th. We will be leveraging members of the adviosry board to help us build out these courses. Strategic Actions aligned below.
Cohort Scheduling	2+	2+	2+	Our students in 9th, 10th, and 11th grade are cohorted for some of their classes. This year our 9th graders will be completing a CTE aligned, cross-curricular PBL project to close out the year based on the cohorts they are currently in. We will continue to leverage this structure more consistently in 18-19. Strategic Actions aligned below.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	2+	2+	We are hitting all indicators in the developing and approaching category expect for including "some CTE elements" and "alignment to pathway theme". We have been delivering extensive PD for our staff to help them more deeply understand the 4 pillars, the pathway theme, and how to integrate PBL projects. There will be more consistent rollout in the 18-19 year given the investment we are beginning to create with staff. Strategic Actions aligned below.
Collaborative Learning	3	3	2+	Again, I believe this category was incorrently self assessed. There are a lot of opportunities for heterogenous grouping expect not all teachers are providing specific skill development. There are bright spots with this, however, some teachers are teaching students to self evaluate on rubrics while others are teaching communication skills when working with partners. We will leverage these bright spots going into the 18-19 year.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3	3	We have a strong culture of teacher collaboration and sharing of resources. This year, we gave more autonomy to content departments to complete cycles of inquiry and data analysis as tools to collectively improve their practices. During 18-19, this same structure can be used to share best practice about pathways development.
Collaboration Time	3	3	3+	Both our departments and grade level teams are using structures and protocols to effciently discuss best practice and problem solve context specific challenges. For 18-19 we need to work with team leaders to use the protocols consistenly and with fidelity across the school.
Professional Learning	2+	2+	2	Again, I believe this category was incorrectly self-assessed. As of the second semester this year, for the first time we have a continuum of professional development opportunities specifically focused on pathways development. These PDs are being led staff members and the pathways coordinator. We are also leveraging the knowledge of our pathways coaches from Pivot to help with design. Now that the pathways team has more control over the PD calendar, a much larger amount of time will be dedicated to pathways for the 18-19 year. Starting in April, we will be engaging the industry advisory board to support PD development and facilitation. Strategic Actions aligned below.

### SUMMARY OF 17-18 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?**

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Standards aligned interdisciplinary units/thematic units  We are spending professional development time during the second semester of 17-18 given grade level teams development on how and time to create end-of-year interdisciplinary PBL projects. There is a sequence of 10 development designs dedicated to this strategic action. The pathways coordinator and the 9th grade team are planning and facilitating most of this work. The 9th grade team's role has been to pilot the design of a cross-curricular PBL project aligned to our pathway. They then will model the planning process and facilitate feedback cycles with teachers and students. From there, grade levels will have time to develop their own projects and bring in students for feedback and recommendations. The results of this work will be known at the end of the school-year when students present their projects to a panel of judges.	Partially Implemented	Not Yet Known	We have only completed 4 of the 10 planned days of development. Initial anecdotal evidence shows that the 9th grade team is very excited about the project they have created and are very invested in bringing the rest of the teaching staff on board to this approach. We will know more in April as grade level teams start planning their own projects.

**IMPLEMENTATION GOALS**

**Identify three 2018-19 implementation goals related to Rigorous Academics.**

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	9th and 10th grade students will complete a interdisciplinary unit during the 18-19 school year.	All Students	n/a	100% of 9th graders	100% of 9th and 10th graders	Increase opportunities for students to demonstrate ownership of their academic path
<b>Graduate Capstone/Culminating Experience</b>	9th and 10th grade students will complete a pathway aligned PBL project to culminate the the 18-19 school year.	All Students	n/a	100% of 9th graders	100% of 9th and 10th graders	Increase opportunities for students to demonstrate ownership of their academic path
<b>Course Passage Rates</b>	Increase proficient on Math and ELA SBAC in 11th grade for our ELLs	English Learners	58% ELA 38% Math	65% ELA 45% Math	70% ELA 50% Math	Design a system of supports targeting ELL, retention candidates and transition students

**THEORY OF ACTION**

<b>Theory of Action</b>	By developing a clear, singular pathway theme and aligned grade level CTE classes our teachers, leadership, and other staff members will be able to more purposefully integrate the pathway into the everyday workings of the school.			
<b>How are you building conditions for students and adult learning?</b>	As named in feedback we have recieved, all pathways work previously really lived with 2 or 3 people. It has become imperative to develop knowledge of our pathways work with all stakeholders and to distribute responsibilities within a larger group of people. The biggest step we have to build knowledge is to create and facilitate a series of 10 professional development opportunities for teachers. Later in the spring we will be leveraging student input by asking them to give feedback on grade level specific themes and projects. We will also be accessing the career and technical knowledge of the industry advisory board to support our work on-going.			
<b>Engagement: Who do you need to</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>

<b>Who do you need to meet with moving forward to develop and then finalize this plan?</b>	PAC and grade level student council representatives	Admin to support the development of the 18-19 school PD calendar and parent meeting calendar to leverage and continue the work we have already started.	The pathways team needs to continue to meet regularly to finalize grade level themes, CTE course descriptions, 18-19 induction, and 18-19 PD calendar.	Department leads need to further development on PBL design and how to implement our pathways theme into their content so as to support their teams in doing so.
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**STRATEGIC ACTIONS**

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Finalize grade level themes and CTE courses while considering: alignment to other grade level classes, advisory board recommendations, bay area job/career opportunities	All Students				Rigorous Academics	
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)	All Students				Rigorous Academics	
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 coordinator roles and responsibilities)	All Students	Measure N	\$17,000.00	1110	Career Technical Education	
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 industry experts.	All Students				Rigorous Academics	
Hire new CTE teacher to teach science and grade level aligned CTE courses (0.45 FTE of CTE teacher paid from Measure N funds)	All Students	Measure N	\$39,000.00	1110	Career Technical Education	
Teach CTE course in 9th and 10th grade for 18-19 school year	All Students					
Update senior portfolio culminating project to better align to goals and outcomes of pathway and grade level CTE courses.	All Students				Comprehensive Student Supports	

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	3-	1+	This indicator was incorrectly rated. We are just not beginning the process of reaching out out industry partners to learn about potential WBL opportunities that exist in the Bay Area for our students.  Through partnerships with other organizations, some students have participated in day long job shadows. Other are participating in other programs that (youth bridge, youth radio) that are providing hands on training to prepare for WBL experiences. Strategic Actions aligned below.
Pathway Outcomes	1	1+	2	We now have a CTE sequence from 9th - 12th grade (action outlined in <i>RA Actions</i> ). The details and specifics will be completed this spring in order to begin planning for the 18-19 school year roll out. We also are identifying teachers in each grade level who could infuse the pathway work and WBL opportunities into their course content without making major changes to what they have created. Strategic actions aligned below.
Pathway Evaluation	1	1	1	This has not happened. As identified in the action steps from Needs Assessment and Targeted Outcomes, we will identify metrics, goals, and data collection tools this spring in anticipation of the 18-19 school year.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We are in the process of identifying a group of bay area professionals to participate in an advisory board. They will support the design and development of our engineering for social change pathway and provide suggestions on how to connect with additional local professionals and interested organizations. The first meeting of the advisory council will happen in April.	Not Implemented	Not Yet Known	The first meeting of the advisory council will happen in April. Through initial conversations to vet interested candidates we have learned a lot about what they think they can bring to the table. While they each have unique perspectives, everyone has talked about the importance of giving students real world experience so they know what the professional world is like.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 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	10%	20%	50%	Increase opportunities for students to demonstrate ownership of their academic path
Career Exploration	All teachers host one industry guest speaker or industry project evaluator	All Students	10%	20%	50%	Increase opportunities for students to demonstrate ownership of their academic path

<b>Career Preparation</b>	Industry Partners co-plan end-of-year projects for 9th and 10th grade to include relevant CTE/real world skills and assessment tools	All Students	0%	0%	50%	Support teachers and staff with the time and resources to do their jobs well and increase long term sustainability.
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**THEORY OF ACTION**

<b>Theory of Action</b>	By activating an Advisory Council of local industry professionals we will gain access to their career specific knowledge in support of developing our pathway and building out the WBL continuum.					
<b>How are you building conditions for students and adult learning?</b>	We know that WBL is going to be a challenge for us given the size of our school and the minimal amount of work done with WBL to date. We will work to invest the advisory council in our students and provide opportunities for them to build relationships with our teachers and other staff members. Strong relationships will allow for WBL opportunities to come to fruition.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	Invite parents and students to an advisory council meeting this year.		Co-plan advisory council meetings with pathway design team.		Invite advisory council members or other folks they name to participate in department planning days.	

**STRATEGIC ACTIONS**

<b>Strategic Action</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area (required for all funded actions)</b>
Create WBL continuum for 18-19 school year by May 2018	All Students				Work-Based Learning	
Create incentives for teachers to participate in summer externships or professional development opportunities on-going.	All Students				Work-Based Learning	
Leadership team aligns pathway outcomes and goals to school wide action plan for 18-19.						
Identify opportunities for advisory council to meet parents/students and join department planning meetings to support pathways outcomes at each grade level and in each content area.	All Students				Work-Based Learning	
Identify industry partner (that aligns with grade level themes) for grade level teams to visit during 18-19 induction training to plan alignment to industry and pathway outcomes for the school year.	All Students				Work-Based Learning	
Collaborate with our partner, iMentor, to better align the mentorship experience and college counseling work to our pathway rollout	All Students				Work-Based Learning	
Create WBL structure for internships during 11th grade including reporting, assessment, and evaluation tools	All Students				Work-Based Learning	
Develop professional skills training sequence and curriculum to prep students for success at internships	All Students				Work-Based Learning	

Lodging, travel, and food for Work Based Learning experiences (job visits, field trips, field explorations, etc.) for 9th and 10th graders	All Students	Measure N	\$18,000.00	5204	Work-Based Learning	
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## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3+	3+	<p>This has been a strength of the school for many years, especially during senior year as students prepare for post-high school plans. Moving forward, we need to bulk up the career exploration component of our pathway through our counseling department. Career exploration and research happens primarily during senior year. With our development of the pathway and grade level CTE classes, there needs to be consistent mentorship around career interests ongoing.</p> <p>An area of need is to provide better support for students on the cusp. This would include more aligned grade level supports with a more purposeful SST process.</p> <p>An additional area of need has been identified as providing better supports for our EL students. Better supports will allow more access to rigorous academic experiences and the goals and outcomes of the pathway in general. Strategic Actions aligned below.</p>
College & Career Plan	2+	3	3	<p>The bulk of this happens during senior year. All grade levels do a college visit but the purpose and alignment of those visits varies greatly. We need to do a better job of empowering the counseling department create aligned experiences for all students. If we spend more time through 6-12 with career awareness, our students will be more empowered by the time they are seniors to monitor their own progress ongoing. Strategic Actions aligned below.</p>

### SUMMARY OF 17-18 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?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Engaging iMentor to provide individual professional mentors for our 11th and 12 graders.	Fully Implemented	Effective	Nearly 100% of our seniors have had two years of mentoring from a bay area professional. This mentoring includes career conversations, college app support, advice and guidance, job visits, and other soft-skill development. Despite the success we have had so far, there are many opportunities to better align our collaboration to adhere to our pathways work. During our mid-year meeting with the organization in February, they named that they are very excited to improve our collaboration and infuse iMentor in our school structures more broadly.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 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	n/a	20% of advisories	50% 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 facilitated by the counseling department.	All Students	0%	0%	100% of 9th and 10 graders	Increase opportunities for students to demonstrate ownership of their academic path



<b>Differentiated Interventions</b>	Provide development for grade level teams on how to successfully implement the SST process to identify and provide better supports for at-risk students.	All Students	25% of grade level teams	50% of grade level teams	100% of grade level teams	Increase opportunities for students to demonstrate ownership of their academic path
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**THEORY OF ACTION**

<b>Theory of Action</b>	Hiring a second academic counselor will allow us to provide more purposeful college and career counseling and mentorship to all 9th - 12th grade students.					
<b>How are you building conditions for students and adult learning?</b>	We have identified that our under classmen do not get enough individual attention as it relates to personal college and career goals. Without that attention, they have limited opportunities to fully develop personal pathways post high school. An additional counselor will allow us to provide more counseling sessions and cultivate career exploration early on.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ILT)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
		Collaborate on long-term counseling plan to ensure appropriate time and resources are dedicated.	Provide space to provide feedback on counseling plans to ensure alignment.			

**STRATEGIC ACTIONS**

<b>Strategic Action</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area (required for all funded actions)</b>
Hire 2nd academic counselor to provide more career exploration and mentoring for all 9th - 12th graders. (0.70 FTE paid by Measure N funds)	All Students				Work-Based Learning	
Plan college and college application counseling sequence for 11th and 12th graders in collaboration with iMentor	All Students				Comprehensive Student Supports	
Plan career awareness and development sequence for 9th - 12th	All Students				Comprehensive Student Supports	
Refine SST process and provide more development for ILT and grade level teams on successful implementation	All Students				Comprehensive Student Supports	
Develop EL support strategies and adjust master schedule to support additional mentorship and learning opportunities	English Learners				Rigorous Academics	
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. (0.59 FTE paid by measure N funds)	Whole School	Measure N	\$63,000.00		Rigorous Academics	

**4. TOTAL SCHOOL FUNDING ALLOCATIONS**

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century		\$0.00	\$0.00
After School Education & Safety (ASES)		\$0.00	\$0.00
General Purpose Discretionary		\$0.00	\$0.00
LCFF Supplemental		\$0.00	\$0.00
LCFF Concentration		\$0.00	\$0.00
Title I: Basic		\$0.00	\$0.00
Title I: Parent Participation		\$0.00	\$0.00
Measure N	\$145,425.00	\$137,000.00	\$8,425.00
<b>TOTAL</b>	<b>\$145,425.00</b>	<b>\$137,000.00</b>	<b>\$8,425.00</b>

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>
Identify members of advisory board and host first meeting by April 2018	All Students				Building the Conditions	
Enroll Alumni, Students, Families, and Advisory board in graduate profile by May 2018	All Students				Building the Conditions	
Finalize graduate profile and aligned rubrics by May 2018	All Students				Building the Conditions	
Finalize master schedule to allow for enough teacher collaboration time by May 2018 (explain who is doing this work and where the money is coming from/going to)	All Students				Career Technical Education	
Identify site leadership team members (instruction, culture, SPED, family, etc.) and design meeting cycle and decision making process for 18-19 school year by June 2018	All Students				Building the Conditions	
Design and facilitate linked learning and pathways professional development and pathways coaching on-going	All Students				Building the Conditions	
Identify key data points and design data collection metrics to determine fidelity and quality of implementation by August 2018.	All Students				Building the Conditions	
Re-prioritize 9th and 10th grade team responsibilities and focus areas to align to linked learning initiatives. Identify entry points for 9th - 12th on when, where, and how to infuse linked learning initiatives.	All Students				Building the Conditions	
Finalize grade level themes and CTE courses while considering: alignment to other grade level classes, advisory board recommendations, bay area job/career opportunities	All Students				Rigorous Academics	
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)	All Students				Rigorous Academics	

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 coordinator roles and responsibilities)	All Students	Measure N	\$17,000	1110	Career Technical Education	
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 industry experts.	All Students				Rigorous Academics	
Hire new CTE teacher to teach science and grade level aligned CTE courses (0.45 FTE of CTE teacher paid from Measure N funds)	All Students	Measure N	\$39,000	1110	Career Technical Education	
Teach CTE course in 9th and 10th grade for 18-19 school year	All Students					
Update senior portfolio culminating project to better align to goals and outcomes of pathway and grade level CTE courses.	All Students				Comprehensive Student Supports	
Create WBL continuum for 18-19 school year by May 2018	All Students				Work-Based Learning	
Create incentives for teachers to participate in summer externships or professional development opportunities on-going.	All Students				Work-Based Learning	
Leadership team aligns pathway outcomes and goals to school wide action plan for 18-19.						
Identify opportunities for advisory council to meet parents/students and join department planning meetings to support pathways outcomes at each grade level and in each content area.	All Students				Work-Based Learning	
Identify industry partner (that aligns with grade level themes) for grade level teams to visit during 18-19 induction training to plan alignment to industry and pathway outcomes for the school year.	All Students				Work-Based Learning	
Collaborate with our partner, iMentor, to better align the mentorship experience and college counseling work to our pathway rollout	All Students				Work-Based Learning	
Create WBL structure for internships during 11th grade including reporting, assessment, and evaluation tools	All Students				Work-Based Learning	
Develop professional skills training sequence and curriculum to prep students for success at internships	All Students				Work-Based Learning	
Lodging, travel, and food for Work Based Learning experiences (job visits, field trips, field explorations, etc.) for 9th and 10th graders	All Students	Measure N	\$18,000	5204	Work-Based Learning	
Hire 2nd academic counselor to provide more career exploration and mentoring for all 9th - 12th graders. (0.70 FTE paid by Measure N funds)	All Students				Work-Based Learning	
Plan college and college application counseling sequence for 11th and 12th graders in collaboration with iMentor	All Students				Comprehensive Student Supports	
Plan career awareness and development sequence for 9th - 12th	All Students				Comprehensive Student Supports	

Refine SST process and provide more development for ILT and grade level teams on successful implementation	All Students				Comprehensive Student Supports	
Develop EL support strategies and adjust master schedule to support additional mentorship and learning opportunities	English Learners				Rigorous Academics	
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. (0.59 FTE paid by measure N funds)	Whole School	Measure N	\$63,000		Rigorous Academics	

## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged 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.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/15/2017	Leadership, pathways development team, student representatives	Design team meeting to solicit feedback from students on what is working and what is missing from school experience, identified things to consider for determining more focused pathway theme
10/19/2017 - 10/20/2017	Leadership, representatives from pathways development team	Beyond high school convening in San Diego that included pathways/linked learning school visits and panel workshops
11/16/2017	Pathways development team, some student representatives	Internalized commission feedback and made adjustments to pathways plan, decided on one pathway called Engineering for Social Change
11/17/2017	Leadership	Created draft master schedule that includes dedicated CTE course for all 9th - 12th graders
11/17/2017	Teaching Staff	Introduced updated Engineering for Social Change pathways to teachers
11/28/2017	PAC	Introduced updated Engineering for Social Change pathways to parent advisory committee
11/29/2017	Families and students	Introduced updated Engineering for Social Change pathways at Family University
11/30/2017 - 12/1/2017	Leadership	Beyond high school convening in Northern CA that included pathways/linked learning school visits and panel workshops
1/18/2018	Leadership	2nd semester visioning and draft PD plan for teacher enrollment and development in Engineering for Social Change

2/13/2018 - 2/14/2018	Leadership, representatives from pathways design team, 9th grade team, potential CTE teacher, home office support	Linked Learning Convention in Anaheim that included two days of workshops and extensive team planning time
2/20/2018	Leadership, pathways design team	Finalized 2nd semester PD plan for teacher enrollment and development, planned 2/23 PD
2/22/2018	Leadership, grade level chairs, instructional lead team	Shared PD plan with leadership team and solicited feedback and suggested adjustments
2/23/2018	teaching staff	Linked Learning and 4 Pillars overview
2/27/2018	pathway design team, pivot coach	Planned additional PD sessions in preparation for teaching staff PD
3/2/2018	teaching staff	Created draft graduate profile aligned to pathway
3/9/2018	teaching staff	9th grade PBL and pathway aligned exhibition preview for teaching staff
3/23/2018	teaching staff	PBL reboot in preparation for grade level exhibition design
4/18/2018	pathways design team, industry advisory committee	initial advisory committee meeting
4/13, 4/20, 4/27, 5/11, 5/18	teaching staff, student representatives	grade level exhibition design days with student input and critical feedback from grade level peers
Mid May 2018	teaching staff, pathways design team, students, families, industry advisory committee, alumni	Finalize graduate profile and aligned rubrics
Early June 2018	teaching staff	begin vertical alignment work to backwards plan towards graduate profile, design metrics and students rubrics to assess individual student progress towards graduate profile
Early June 2018	leadership, pathways design team	Plan 18-19 teacher induction
Summer 2018	industry partners, CTE teachers	complete summer externship at pathway aligned industry partner
July/Aug 2018	teaching staff	PBL bootcamp and industry visit to design end-of-year pathways aligned exhibitions in grade level teams

<b>Length of WASC Accreditation:</b>	6 years	<b>Last WASC Self-Study:</b>	2013-14	<b>Next Full Self-Study:</b>	2020-21
<b>SCHOOL WASC GOALS</b>					<b>LCAP Goal Category</b>
Increase students' independent reading skill and stamina					Goal 3: Students are reading at or above grade level
Increase student's ability to effectively communicate ideas about text and content in writing					Goal 1: Graduates are college and career ready
Increase the number of students scoring "college-ready" on both the mathematics and ELA sections of the EAP					Goal 2: Students are proficient in state academic standards
Set and communicate clear and consistent supports and expectations for students, parents, and staff regarding college and career readiness					Goal 1: Graduates are college and career ready
Increase percentage of students reading at grade level					Goal 3: Students are reading at or above grade level
<i>Design a system of supports targeting ELL, retention candidates and transition students</i>					Goal 4: English learners are reaching English fluency
Increase opportunities for students to demonstrate ownership of their academic path					Goal 5: Students are engaged in school everyday
Enhance schoolwide joy through development and/or revision of school-wide ESLRs and community building events					Goal 5: Students are engaged in school everyday
Reduce the number of students "off track" each grading period					Goal 2: Students are proficient in state academic standards
Support teachers and staff with the time and resources to do their jobs well and increase long term sustainability.					Goal 5: Students are engaged in school everyday
Increase staff awareness and ability to address equity issues within adult and student culture					Goal 5: Students are engaged in school everyday