

## **2016-2017 Measure N Expenditure Plan**

**School:** **Aspire Lionel Wilson College Preparatory Academy**

**CDS Code:**

**Principal:**

**Date of this revision:** 5/2/2016

**Contact:**

**Position:** Principal

**Address:**

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*The Measure N Commission approved this revision of the Measure N Plan on:*

TBD

## ABOUT THIS SCHOOL

### 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

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.

### School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	51.8%	48.2%	23.2%	94.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	94.8%			
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	2.3%	.2%	95.4%	--
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	--	.4%	--	

## STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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1) Consistently high cohort graduation rate over 90% for several years. 2) 100% of graduates complete A-G requirements.	1) Male students leave the school at higher rates than female students (about a 10 percentage point difference). 2) Special education students (especially male students) struggle and leave at higher rates than their general education counterparts.	These students are generally the same students who are discussed below under Climate and Culture. The report feeling that there is no path for them for them to reach a future that they want and seems feasible at LWP, and so they are more likely to disengage and drop out. These students often also have skill gaps or learning differences that make it more difficult for them to succeed in the current classroom systems.
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### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
1) 100% of graduates are accepted to four-year universities. 2) Upcoming classes are required to earn 15 community college credits.	1) Low matriculation rates into colleges. 2) Alumni report being unprepared to succeed in college, particularly with reading, and needing to take remedial courses. 3) Low six-year college graduation rates.	LWP has not set aside time in the master schedule to systematically support reading, nor are teachers trained in reading intervention.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
1) Lower African American male suspension rate than the district average 2) 2015-16 suspension rate less than half that of 2014-15 3) Schoolwide shift from punitive discipline to restorative justice 4) Doubled number of sports teams from 2014-15 to 2015-16	1) 25% of students do not believe the college goal is possible for them. 2) Only 47% of students are proud of going to school at LWP 3) Ongoing struggle with vandalism	Interviews with disengaged students at LWP indicate that some of their disengagement comes from a desire to do hands on work that most classes do not provide the opportunity for. Classes at LWP overwhelmingly ask students to read, write, and discuss and provide relatively few opportunities to create anything hands-on. Students who are interested in careers that involve working with their hands report feeling that there is no path for them at LWP, and that the work they are doing in school does not move them toward their desired career. This largely explains the gender discrepancies in engagement that we observe. Boys more frequently than girls see a viable career pathway for themselves doing technical work, and they feel a greater disconnect between their interests and the work the school asks them to do. When these students have the opportunity to spend some of their day taking technical courses at the community college (provided they maintain good grades and attendance in their high school courses), their engagement, grades, and behavior show significant improvement. Similarly, students who regularly cut almost all classes never miss their project based learning class. An estimated 20-25% of the student body is particularly seeking more hands-on experiences.

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
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1) 68% of 11th graders met or exceeded the standard in 11th grade ELA on the SBAC	1) SBAC math proficiency scores at 25% 2) Only 33% of 11th graders have an ACT composite score at or approaching college ready. 3) Average reading levels consistently at about 75% of grade level.	Part of this stems from teacher lack of clarity regarding what students should be able to do at what level of rigor by the end of a course. The school also lacks coordinated intervention structures when students are struggling. Some of this stems from low quality data regarding what students can and cannot do. Additionally, teacher struggle to find capacity to intervene in the absence of streamlined systems. Finally, alumni report difficulty learning in a less scaffolded environment because classes at LWP are heavily scaffolded in order to ensure student success, and prior to 2015-16 there were few opportunities for students to take community college classes to experience coursework with a lower level of scaffolding.
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## SCHOOL GOALS, TARGETS & THEORY OF ACTION

### Schoolwide WASC Multi-Year Goals

- 1. Improve sustainability, increase staff retention, and decrease teacher burnout
- 2. Increase student literacy
- 3. Develop and implement an English Language Development program to serve the needs of English Language Learners
- 4. Develop and implement a technology plan to increase opportunities for student learning that encompasses higher-level, rigorous, technology-based student work
- 5. Address socio-emotional factors (student perceptions, attitude, behavior, and culture) including developing benchmarks for assessing ESLRs

### Schoolwide Annual Goals

Focal Area	Annual School Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Percent of male and Special Education students leaving the school is less than 10%.	Address socio-emotional factors (student perceptions, attitude, behavior, and culture) including developing benchmarks for assessing ESLRs
<b>Post-Secondary Readiness:</b>	All students read at or above grade level by the end of senior year.	Increase student literacy
<b>Climate and Culture:</b>	Students are proud of attending LWP as measured by student surveys. By the end of senior year, students can articulate a meaningful path for their future as measured by surveying seniors about their senior portfolio.	Address socio-emotional factors (student perceptions, attitude, behavior, and culture) including developing benchmarks for assessing ESLRs
<b>Rigorous Academics:</b>	Graduates are prepared to succeed academically in post-secondary plans as measured by scores on the SBAC and ACT.	SBAC/ACT goal to be added 2016-17

## Schoolwide Annual Targets

Focal Area	Main Indicator	Focal Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	<b>Graduation Rate</b>	Special Education Students	27% (male) 50% (1 of 2 students) (SPED)	<25 % (male) <30% (SPED)	<20% (male) <20% (SPED)	
<b>Post-Secondary Readiness:</b>	<b>StarRen</b>	All Students	11% of students read at or above grade level	20% at/above grade level	40% at/above grade level	
<b>Climate and Culture:</b>	<b>Climate Survey (Students)</b>	All Students	40% (pride) 40% (pathway)	50% (pride) 50% (pathway)	70% (pride) 70% (pathway)	
<b>Rigorous Academics:</b>	<b>ACT SBAC ELA SBAC Math COMPASS</b>	All Students	33% College Ready composite score on the ACT 68% of 11th graders met or exceeded the standard on the SBAC ELA 25% of 11th graders met or exceeded the standard on the SBAC Math	40% ACT 50% ELA SBAC (due to master schedule change) 35% Math SBAC	50% ACT 60% ELA SBAC 40% Math SBAC	

## School Theory of Action

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LWP will take a three pronged approach to meeting our goals. The theory of action for each is as follows:

#### Literacy Intervention

If we add time for coordinated literacy intervention to the master schedule and train all teacher in literacy intervention strategies, then students will read more and receive coaching in how to read more effectively. A preliminary pilot in 2015-16 found that students who had just reading time showed little StarRen reading growth, but students who also had check-ins with a specialist showed 1.5 years of growth in one semester. This intervention should raise reading levels across all grades so that students are reading at grade level and are able to handle college level texts in college. Alumni should report more success with reading in college.

#### Differentiated Support using Blended Learning

If teachers routinely record what students do and do not know using the OSRTA online data system (piloted in 2015-16 across multiple grades and content areas), then all students will have an online homepage for each class that indicates what skills they have and have not mastered and links them to resources to use to improve their skills (this includes core academic classes, reading intervention block, and pathway progress). This will allow students, teachers, administrators, support staff, and families to see at a glance what students have been taught and what areas they need to improve in. If we also move to a block schedule that contains 30 minutes of differentiated support time (supported by technology where appropriate), create effective structures for this time, and provide teachers with training and coaching by Instructional Deans, teachers and support staff will use this time to provide differentiated support to students. This will result in filling in gaps in student understanding so that they score college ready on the ACT and SBAC and do better in their college classes after they graduate. It will also result in students who currently struggle feeling less alienated because they feel more successful.

#### College and Career Pathways

If we engage students in regular, structured activities where they learn about careers and plan how to weave their activities into a coherent path toward a career that is meaningful to them, and if we provide students with resources to choose extracurricular activities, internships, class projects, and community college classes related to their areas of interest, then students who currently do not see the purpose of school will see school as a tool to get where they want to go. These students will be more engaged and less alienated, so they will attend class more, be more receptive to help, do better in school, and show more pride in attending school. They will drop out less, have higher scores on the ACT and SBAC, and graduate with a realistic plan for how to get a meaningful career.

## SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Instructional Improvement Strategy:</b>	Region-wide focus on improving student literacy, including adding time for literacy intervention to the master schedule as well as additional training and hiring of a literacy specialist.	All students read at or above grade level by the end of senior year. Graduates are prepared to succeed academically in college Male and Special Education student graduation rates are over 90%	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions

<b>Culture &amp; Climate Improvement Strategy:</b>	Expand current Blended Learning pilots to provide students with differentiated support and digital literacy skills in all classes. Includes expanding the OSRTA system to improve data use and coordinate student supports.	Graduates are prepared to succeed academically in college Male and Special Education student graduation rates are over 90%	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions
<b>Pathway Development/ Implementation Strategy:</b>	Create career pathways that leverage the Early College High School partnership to organize student activities into a coherent path toward a meaningful career.	Graduates are prepared to succeed academically in college Male and Special Education student graduation rates are over 90% Students are proud of attending LWP and can articulate a meaningful path for their future	Work-Based Learning	Program of Study & Master Scheduling
<b>New or Emerging Design Feature #1:</b>	Literacy intervention block	All students read at or above grade level by the end of senior year.	Program of Study & Master Scheduling	Personalized Student Support
<b>New or Emerging Design Feature #2:</b>	Career pathways	Male and Special Education student graduation rates are over 90%.	Work-Based Learning	Equity/Access/ Achievement
<b>New or Emerging Design Feature #3:</b>	Block scheduling including differentiated academic support time	Graduates are prepared to succeed academically in college	Program of Study & Master Scheduling	Personalized Student Support
<b>Established Signature Element #1:</b>	Blended Learning	Graduates are prepared to succeed academically in college	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Established Signature Element #2:</b>	Early College High School	Graduates are prepared to succeed academically in college	Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
<b>Established Signature Element #3:</b>				

