PROPOSED 2019-20 SCHOOL SITE BUDGET   **School:** Unity

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$0.00	$0.00	$0.00	**Measure N**	$297,500.00	$297,500.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Measure G	$0.00	$0.00	$0.00
General Purpose Discretionary	$0.00	$13,900.00	-$13,900.00	Measure G1	$0.00	$0.00	$0.00
LCFF Supplemental	$0.00	$0.00	$0.00	Perkins	$0.00	$0.00	$0.00
LCFF Concentration	$0.00	$0.00	$0.00	Atlantic Philanthropies	$0.00	$0.00	$0.00
Title I: Basic	$0.00	$0.00	$0.00	California Partnership Academy	$0.00	$0.00	$0.00
Title I: Parent Participation	$0.00	$0.00	$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
		Maintain Recommendation for Full Funding by Measure N Committee	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.					Building the Conditions	Unity-1
		Acquire Silver Certification for Linked Learning and begin developing Gold Certification programmaing for Linked Learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.					Building the Conditions	Unity-2
		Adjust Master Schedule and expand 9th grade program of study to include Exploring Computer Science course as the elective course for all students. 9th Grade PE will occur during our Block days and CS will occur all other days with the same cohort.	Rigorous Academics	Goal 1: Graduates are college and career ready.					Career Technical Education	Unity-3
		Exploring Computer science course (A-G and CTE certified) offered at the 10th grade level as the elective course for all students.	Rigorous Academics	Goal 1: Graduates are college and career ready.					Career Technical Education	Unity-4
		Digital Media Design (A-G and CTE) course offered to all students at 11th grade with pathway to Digital Media Internship unit	Rigorous Academics	Goal 1: Graduates are college and career ready.					Career Technical Education	Unity-5

		1 Section of Introduction to IT (Fundamentals and Hardware) (A-G certified) certification at 12th grade	Rigorous Academics	Goal 1: Graduates are college and career ready.					Career Technical Education	Unity-6
		1 Section of AP Computer Science (A-G certified) at 11th grade	Rigorous Academics	Goal 1: Graduates are college and career ready.					Career Technical Education	Unity-7
		Pilot curriculum for interdisciplinary ELA and CS project using Text Concordance Analysis by means of Python coding scripts to develop meaningful and authentic interdisciplinary collaboration between 10th Grade CS and Humanities	Rigorous Academics	Goal 3: Students are reading at or above grade level.					Rigorous Academics	Unity-8
		Pilot "Apps for Social Change" Curriculum using NFTE Start Up Tech curriculum and MIT's App Inventor program to develop meaningful collaboration between 9th grade CS and Humanities.	Rigorous Academics	Goal 5: Students are engaged in school every day.					Rigorous Academics	Unity-9
		Digital Media students will create a work based portfolio focused on character design, background and animation for video game company.								Unity-10
		COST Team comprised of school leaders from multiple departments (Wellness, Dean of Students, Attendance, Literacy, Special Education) meets biweekly to discuss vulnerable students, set goals, and execute action plan and accountability.	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.						Unity-11
		Augment Professional Development schedule to include Classroom Management in PD cycle, in particular to De-Escalation Training and Trauma based trained education for teachers	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.						Unity-12

Cost		Description	Category	Goal	Code				Focus	ID
		Use student survey data to better understand which supports help students succeed and implement those supports more broadly and consistently	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.						Unity-13
		Pilot a more robust credit recovery system that includes teacher provided and graded assessments in order to support students in their credit deficiencies and learning gaps.	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.						Unity-14
$0.00		Measure N budget training for Pathway Lead and School Finance team to ensure Quarterly Expenditure reports are done accurately.	Schoolwide Enabling Conditions						Building the Conditions	Unity-15
$0.00		1 Section of Learning through Internship program at 12th grade where 20% of Internships are pathway related and the curriculum is ECCCO aligned.	Work-Based Learning	Goal 1: Graduates are college and career ready.					Work-Based Learning	Unity-16
$0.00		Develop a Unity Rubric for "soft skills" for professional success across the curriculum - oral and visual presentation, software use, Excel, accounting	Work-Based Learning	Goal 1: Graduates are college and career ready.					Career Technical Education	Unity-17
		Staffing of 1 Section of AP Computer Science (A-G certified) certification at 11th grade staffing	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	Exploring Computer Science Teacher and AP CS		Career Technical Education	Unity-18
$0.00		Utilize MIT Scratch (free) software to introduce coding concepts in Exploring Computer Science courses and support Linear Algebra skills through interdisciplinary projects.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4100	Approved Textbooks and Core Curricula Materials			Rigorous Academics	Unity-19

$0.00		Utilize Anchor.fm software (free) to support student produced podcasts as a form of journaling for an interdisciplinary project where students reflect on their experiences with technology and share their learnings and findings with each other.	Rigorous Academics	Goal 5: Students are engaged in school every day.	4100	Approved Textbooks and Core Curricula Materials			Career Technical Education	Unity-20
$0.00		Implement VidCode (Free) interdisciplinary curriculum in Digital Media Design course which teaches students JavaScript in a fine arts context and how technological innovations have influenced artistic movements.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4100	Approved Textbooks and Core Curricula Materials			Rigorous Academics	Unity-21
$2,000.00	General Purpose Discretionary	Train Staff member through LINK crew in order to pilot peer mentoring, transition, and orientation program targeting incoming 9th graders through their first year to create an academic and supportive class culture.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.						Unity-22
$2,500.00	General Purpose Discretionary	Edhesive Curriculum License for AP Computer Science -- Received Grant from Amazon for 30 students.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4100	Approved Textbooks and Core Curricula Materials			Career Technical Education	Unity-23
$300.00	General Purpose Discretionary	Host quarterly Meetings of Industry Board members to evaluate pathway, analyze student outcomes, and serve as partners to build our network.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4300	Materials and Supplies			Comprehensive Student Supports	Unity-24
$300.00	General Purpose Discretionary	Supplies for Bi-Monthly Pathway Team Meetings to coordinate CTE programming, share successes and challenges, and establish metrics of efficacy (posters, post-its, reference material for Linked Learning, team building activities)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4300	Materials and Supplies			Building the Conditions	Unity-25

$300.00	General Purpose Discretionary	Student award system to integrate PBIS and KRD with Summer Success program for incoming 9th graders to feel welomed by the school and begin building academic identity	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	4300	Materials and Supplies				Unity-26
$1,000.00	General Purpose Discretionary	Student reward system as part of PBIS intitiatives during the school year across grade-levels to promote Kindess Respect and Determination in and out of the classroom.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	4300	Materials and Supplies				Unity-27
$500.00	General Purpose Discretionary	Transportation reimbursement for Junior summer internships in SalesForce faciliated by a partnership with ARENA to acquire career experience and college credit.	Work-Based Learning	Goal 5: Students are engaged in school every day.	5200	Travel and Conferences			Work-Based Learning	Unity-28
$2,000.00	General Purpose Discretionary	Fieldtrip to Google for Girls Who Code, Tech Club and Robotics for career exploration in industry giant (includes career panel, job shadowing, and hands on "Make" activities)	Work-Based Learning	Goal 5: Students are engaged in school every day.	5200	Travel and Conferences			Work-Based Learning	Unity-29
$2,000.00	General Purpose Discretionary	Fieldtrip to Double Fine games and Zynga in (SF) Other Ocean games Emeryville to expose our Digital Media track students to careers in the video game industry (includes career panel, job shadowing, and "play time" with the video games).	Work-Based Learning	Goal 5: Students are engaged in school every day.	5200	Travel and Conferences			Career Technical Education	Unity-30
$3,000.00	General Purpose Discretionary	Update school website, school brochures, and one-pager flyers to include IT and Digital Media Pathway in school branding in order to improve recruitment efforts and develop community-wide identity as a pathway.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5500	Operations and Housekeeping Services			Building the Conditions	Unity-31

$3,000.00	Measure N	Staffing of Summer Tech Intern Program to train and guide students in fixing chromebooks, setting up network, and deploying security cameras to provide students with hands on technical work experience.	Work-Based Learning	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	Summer Tech Facilitator		Work-Based Learning	Unity-32
$30,000.00	Measure N	Staffing of Introduction to IT (Fundamentals and Hardware) (A-G certified) certification at 12th grade staffing	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	Comp-TIA Instructor and Portable Repair Lab Lead	0.50	Work-Based Learning	Unity-33
$50,000.00	Measure N	Staffing for Exploring Computer Science (A-G and CTE certified) class for all students at 9th grade CodeCombat	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	Exploring Computer Science Teacher	0.75	Career Technical Education	Unity-34
$60,000.00	Measure N	Staffing for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	Exploring Computer Science Teacher and AP CS	1.00	Career Technical Education	Unity-35
$60,000.00	Measure N	Staffing for Digital Media Art (A-G and CTE) offered to all students at 11th grade	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	Digital Media Art Teacher	1.00	Career Technical Education	Unity-36
$2,500.00	Measure N	Staffing for our summer Introduction to CS course during Summer Success programming for incoming 9th graders to develop foundational skills and technical interest in our pathway prior to their 9th grade year.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1200	Certificated Pupil Support Salaries	Computer Science Summer Success teacher		Career Technical Education	Unity-37
$15,000.00	Measure N	Staffing for "Boys Group"" support who will provide personalized academic and socioemotional intervention to our most at-risk students so that they may access the pathway and their academics.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1200	Certificated Pupil Support Salaries	Boys Group Leader	0.25	Comprehensive Student Supports	Unity-38
$30,000.00	Measure N	Staffing for Learning through Internship program who will facilitate and supervise an ECCCO aligned curriculum for a robust program which culminates in a part time internship for the seniors enrolled.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1200	Certificated Pupil Support Salaries	Internship Coordinator	0.50	Work-Based Learning	Unity-39

$4,500.00	Measure N	CodeCombat curriculum licenses for Exploring Computer Science (A-G and CTE certified) courses (200 students) to support Javascript coding acquisition by gamifying the student's learning of basic computer programming, coding, and problem solving aligned to ICT CTE standards.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4100	Approved Textbooks and Core Curricula Materials			Career Technical Education	Unity-40
$2,000.00	Measure N	Purchase Piper Computer kits for hands on laboratory learning of hardware configuration and motherboard components used by Introduction to Information Technology Hardware elective course and Robotics club.	Rigorous Academics	Goal 1: Graduates are college and career ready.	4300	Materials and Supplies			Career Technical Education	Unity-41
$3,000.00	Measure N	Purchase Arduino kits from PodPi for Exploring Computer Science courses to implement hands on learning with Robotics and physical computing. (2 class sets for 30 students)	Rigorous Academics	Goal 5: Students are engaged in school every day.	4300	Materials and Supplies			Career Technical Education	Unity-42
$3,500.00	Measure N	Purchase tools for the Unity Tech Repair Lab where students will be learning how to repair hardware and basic electrical engineering. Student interns would use the tools and their skillsets to be able to provide tech repair services to the community. The tools needed to create this tech repair lab are as follows: Printer Maintenance Tools, Network Installation and Configuration Tools, System and Electrical Testing Tools, and Basic Tools for Assembly/Disassembly of Computers.	Work-Based Learning	Goal 1: Graduates are college and career ready.	4300	Materials and Supplies			Work-Based Learning	Unity-43

$4,500.00	Measure N	Host Unity Maker Faire with 9th, 10th and 11th grade participation in Spring (cost for student project materials, event promotion, and event coordination)	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.	4300	Materials and Supplies			Career Technical Education	Unity-44
$500.00	Measure N	Transportation reimbursement for Senior internships through LTI program to ensure career experience.	Work-Based Learning	Goal 6: Parents and families are engaged in school activities.	5200	Travel and Conferences			Work-Based Learning	Unity-45
$5,000.00	Measure N	Registration and Lodging for 3 teachers in Teach Like a Champion Workshop for CTE teachers who were previously industry leaders to enhance instructional pedagogy and support vulnerable students in accessing technical curriculum.	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.	5200	Travel and Conferences				Unity-46
$10,000.00	Measure N	Registration and lodging for 6 Adults (5 Pathway teachers and Pathway lead) for Linked Learning Convention 2020 to gain valuable insight on CTE integration and designing interdisciplinary projects, as well as, to learn from and share our successes with other Linked Learning schools.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5200	Travel and Conferences			Career Technical Education	Unity-47
$6,000.00	Measure N	Student fee for Comp-TIA students enrolled in IT Fundamentals course to receive certification as an IT tech. ($400/student)	Work-Based Learning	Goal 1: Graduates are college and career ready.	5300	Dues and Membership			Work-Based Learning	Unity-48

$8,000.00	Measure N	CCASN Pathway Consultant who will support Pathway Coordinator, Pathway Team, school leadership and community in refining and enhancing Linked Learning pathway action plan that meets the pathway development needs of our school and supports a continuous plan of improvement including: 1) Design and integration of interdisciplinary teaching and learning, project-based learning, and other forms of inquiry learning and authentic assessment 2) Build and strengthen work-based learning opportunities and to deepen the connection between work-based learning and classroom learning.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5800	Professional/Consulting Services and Oper. Expend.	IT and Digital Media Pathway Consultant		Building the Conditions	Unity-49

Action Research	Oakland Unity High School
Pathway/s:	Our **Information Technology and Digital Media pathway** helps students develop the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students are introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering. They also spend time learning about robotics, PC systems and how to build and troubleshoot computers all of which offer students hands-on learning experiences. KEY SKILLS AND FEATURES Computer organization and architecture, multimedia, programming, graphics and editing, Internet/web pages design, HTML, and designing and maintaining networks. The pathway provides offers field trips to leading technology companies and Bay Area universities, internship opportunities and more.
Top 5 Measure N Funding Commitments	- college enrollment - graduation rate - on/off track to graduate 10 and 11 - Pathway Enrollment (# of students)
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How do we successfully integrate our theme of information technology across and throughout the curriculum of all courses and programs?
What did you discover in the past year? *(Please use data to support.)*	

What are you going to *do differently* or *change* moving forward?	We have three high-leverage next steps for school leadership: 1) Build Pathway Advisory Board: school leadership will work to proactively build long-term partnerships with a robust portfolio of industry advisors who can provide access to a network of mentorships and internship and career opportunities for our students. 2) Build Technology Internship Program: grow our Internship program to provide a spectrum of off-site and on-site internship opportunities that are specific to technology or digital media and provide students with opportunities to apply pathway skills and to have exposure to workplaces in our pathway sector. 3) Build Leadership Capacity of the Pathway Team: grow our Pathway Team teachers to be instructional and culture leaders for our community. Leadership will provide them with professional development, protected time, and resources to enable the Pathway Team to become empowered to organically grow the Technology Pathway at Unity. 4) Align Pathway development goals with goals for school leadership teams - Instructional Leadership Team, School Site Council, Coordination of Service Team, PBIS and School Culture. 5) Build cross curricular collaboration across all grade levels and content areas. Create structured opportunities for collaboration between Math, Humanities, and Tech Pathway through Computer Science classes.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	1) Access to a broader network of work-based learning opportunities more closely focused around technology increases both engagement and career outcomes for our students. 2) An empowered Pathway Team will lead to a more organic and consistent experience for students, as teachers are encouraged to broadly share ownership for the growth of our Pathway. When teachers connect their individual interests and become personally invested in pathway growth, students will also connect. 3) Orienting school leadership teams around Pathway goals will create an improved school-wide structure and events for students.

2019-20 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

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

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose ""Paste special,"" and select ""Paste values only."" You can now edit the text directly.

School: Oakland Unity High School

School Description

Unity was founded in 2003 as an independent charter high school open to all students in Oakland. The mission of Unity is to prepare its students for admission to and success in college. Unity is a school with high expectations and a safe and nurturing environment for teaching and learning. The school currently has an enrollment of 345 students: 91% Latino, 6% African American, and 3% other. Over 90% of Unity students qualify for free or reduced price lunch on the basis of family income level and over 75% come from immigrant families whose home language is not English. Unity offers a rigorous curriculum and intensive support responsive to the individual developmental and academic needs of students, which allows them to achieve academic success and positive social/cultural development.

School Mission and Vision

Our Mission
It is the mission of Oakland Unity High School ("Unity") to prepare its students for admission to college and success in college and career. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.
Our Vision
Our vision for Oakland Unity High School in the next five years is a school with 450 students where all acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. Oakland Unity High School will provide a rigorous course of study while preparing students for college and beyond through an emphasis on developing life long professional skills and habits of mind and heart, balanced by a high school experience that is rich, enjoyable, and memorable. Oakland Unity High School will provide access to an education program that will help children and families overcome the challenges they face and lead to the fulfillment of their hopes and dreams for a better life in the United States.

Last Year's Data Power Point for SPSA

This Year's Data Power Point for SPSA

1B: 19-20 NEEDS ASSESSMENT

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

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	5 year cohort graduation rate 92.1% 2018 4-year graduation rate 88.3% 2018 4-year graduation rate 88.9% 2017 2016 89.1% 2015 78.2% 2014 88.8% (Source: Calfornia Dashboard) The raw number of graduates has increased significantly. Size of cohort 2011 to 2018: 39, 47, 54, 64, 46, 61, 59, 70 (Source: National Student Clearinghouse) -College Enrollment first year after high school is 73% (Source: National Student Clearinghouse)	-Attrition is still over 10% -Acceptance to college is 63% for total senior class, including noncompleters -College Enrollment first year after high school is 73% -Graduates have low rate (under 30%) of college completion For the class of 2018 (including summer graduates), 61% of 70 graduates were enrolled in universities or colleges in the fall immediately after high school—39% of graduates (27 of 70) enrolled in four-year institutions and 23% (16 of 70) in two-year institutions. We are very concerned about the remaining 27 graduates that National Clearinghouse indicates did not enroll in any college in the fall immediately after high school.
On Track to Graduate (11th Grade)	84% of 11th graders or 73 students out of 87 total enrolled in 11th grade (Class of 2020) are on track to graduate	To reach our goal of 92% of the Class of 2020 graduating, 5 of the 14 students who are currenlty at risk will have to graduate with their class. We need to overcome students' reluctance to go to summer school, possilbe incentivize summer school, APEX online options, and summer enrollment in college level classes.
A-G Completion	-Our A-G completion rate is rising rapidly: 2015-17: 91% 93% 97% at the same time as we are graduating more students.	-Students who are at risk of retention often struggle with A-G requirements. -Over 50% of students who transfer out are not on track to meet A-G requirements.

SBAC ELA	-62.5% met or exceeded on ELA SBAC 2018	-ELA performance scores went down slightly 2015 2016 2017 2018 ELA: 72% 65% 65% 63%
SBAC Math	-36.58% met or exceeded on Math SBAC 2018 (26.93% 2017)	-Math performance scores increased by 10% 2015 2016 2017 2018 Math: 44% 38.%26.93% 36.58%
AP Pass Rate/Dual Enrollment Pass Rate	-76% dual enrollment pass rate. -50% AP pass rate	-AP pass rate is under 10% for non-AP Spanish tests. Our goal of 75% pass rate by 2021 in last year's plan will be hard to achieve.
Pathway Participation/CTE Enrollment*	Leadership, staff, families, and students---all have supportedTechnology and Digital Media pathway development and piloting	-We need to continue to build staff skills and curriculum knowledge to ensure our pathway is highly effective.
English Learner Progress	CELDT reclassification rate is 25% Our English Learner Progress on California School Dashboard is 100%	-LTELs are still a vulnerable subgroup at Unity with only 11% passing Math SBAC and 23% passing ELA SBAC in 2018.
Suspension Rate	2018-19 suspension rate is projected to be much lower than 2017-18.	-Suspension rate was 2.01% for 2016-17; then went up sharply in 2017-18 to 6.8%. This was a one-year phenomenon, but we must commit to the actions that will prevent a recurrence.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any yellow cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Graduation rate consistently higher than other Oakland high schools.	All Students	88%	90%	92%	Improve academ
Dropout Rate	Keep dropout rate under 1% (under 3 students per year for 16-17 and 17-18) ; focus on prevention of 10th grade dropouts, currently 2 per year.	All Students	3 per year or .9%	No more than 2	No more than 1	Provide a robust
A-G Completion Rate	Maintain or increase A-G completion rate at 98%	All Students	97%	98%	98%	Improve academ

FAFSA Completion Rate	Maintain FAFSA completion of 100%	All Students	100%%	100%%	100%%	Improve academ
College Enrollment	Increase by 2% annually---first year after high school college enrollment	All Students	73%%	75.00%	77%%	Improve academ
Grade 10 Pathway Participation	All 10th graders will enroll in Exploring Computer Science (A-G and CTE approved) for 19-20 school year as a foundational course for the pathway.	All Students	n/a%	95%	100%	Build a career pa

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Increase ADA to 96% for 19/20 school year.	All Students	95.00%	95.50%	96.00%	Provide a robust
Suspensions	Reduce suspension rate for African American students by 3% per year.	African-American Students	11.00%	8.00%	5.00%	Provide a robust
Suspensions	Reduce suspension rate for students with disabilities by 4% per year.	Students with Disabilities	12.00%	8.00%	5.00%	Provide a robust
Chronic Absence	Reduce chronic absence for African American students by 8%	African-American Students	18.00%	10.00%	8.00%	Expand and exte

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	ELA scores improve by 5%	All Students	63%	68%	73%	Improve academ
ELA SBAC	All 11th graders with disabilities are tested but total # is too low to report results.	Students with Disabilit	ficient number tes	ficient number tes	ficient number tes	Improve academ
ELA SBAC	**17-18: 62 out of 84 total enrolled were RFEP; 59 of 62 RFEP were tested; 70 Ever-ELs out of 84 total 11th graders; 66 Ever-ELs out of 70 tested**	Long-Term English Learners	66.1% RFEP 60% Ever ELs	increase by 5%	increase by 5%	Improve academ

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Math scores continue to rise by 4% per year.	All Students	37%	41%	45%	Improve academ
Math SBAC	All 11th graders with disabilities are tested but total # is too low to report results.	Students with Disabilities	ficient number tes	ficient number tes	ficient number tes	Improve academ
Math SBAC	17-18: 62 out of 84 total enrolled RFEP; 70 Ever Els out if 84; 68 out of 70 tested.	Long-Term English Learners	50% RFEP 34% Ever ELs	increase by 4%	increase by 4%	Improve academ

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)						
Measure	**School Goal**	**Target Student Group**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**	**Related WASC Goal**
ELL Reclassification	By 11th grade, 100% RFEP for any student entering 9th grade as an ELL; but Ever-ELLs still need support to reach higher levels of English fluency as reflected in SBAC scores in ELA.	English Learners	100.00%	100.00%	100.00%	Improve academ
LTEL Reclassification	By 11th grade, 100% RFEP for any student entering 9th grade as LTEL.	Long-Term English Learners	100.00%	100.00%	100.00%	Improve academ
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)						
Measure	**School Goal**	**Target Student Group**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**	**Related WASC Goal**
SRI Growth of One Year or More	All students achieve growth of one year or more grade levels, based on their start-of-year and end-of-year MAP score.	Students above grade level, at grade level, and one year below grade level	Based on MAP Assessment, determn the % of our students to have achieved growth of one grade level or more	Baseline + 5%	Baseline + 10%	Improve academ
SRI Multiple Years Below Grade Level	For students mulltiple years below grade level, students achieve growth or two or more grade levels.	Students multiple years below grade level	Based on MAP Assessment, determn the % of our students to have achieved growth of two grade level or more for students recieving instruction from Literacy Expert,	Baseline + 5%	Baseline + 10%	Improve academ

School:	Unity High School			

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: **To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?**	3: Mostly	School leadership has worked to build consensus throughout the school community about the importance of a career pathway in technology for our graduates. Our core vision as a school is that all students who enter our community can achieve a better future for themselves and for their family through learning and work. We have integrated the concept of technology literacy as a critical component of this journey to an improved future, through building a set of career skills that will benefit them in any endeavor they engage in and that our highly applicable to are regional job market.	We have three high-leverage next steps for school leadership: 1) Build Pathway Advisory Board: school leadership will work to proactively build long-term partnerships with a robust portfolio of industry advisors who can provide access to a network of mentorships and internship and career opportunities for our students. 2) Build Technology Internship Program: grow our Internship program to provide a spectrum of off-site and on-site internship opportunities that are specific to technology or digital media and provide students with opportunities to apply pathway skills and to have exposure to workplaces in our pathway sector. 3) Build Leadership Capacity of the Pathway Team: grow our Pathway Team teachers to be instructional and culture leaders for our community. Leadership will provide them with professional development, protected time, and resources to enable the Pathway Team to become empowered to organically grow the Technology Pathway at Unity.
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?	3: Mostly	School leadership has committed to understanding the pillars of Linked Learning and implementing them at the school site. Key leadership priorites that lead to the successful implementation of the pathway this year included: -Strategic hiring, coaching, and development of the pathway team for our launch year -Commitment of a member of the school leadership team to facilitate the pathway -Leveraging of existing assets and to build grass-roots momentum for growth of the pathway -A unified communications strategy to stakeholders to build consensus for a shift to the pathway, including tailored messaging for parents, teachers, and board members	We have two high-leverage next steps to support enabling conditions: 1) Align Pathway development goals with goals for school leadership teams - Instructional Leadership Team, School Site Council, Coordination of Service Team, PBIS and School Culture. 2) Build cross curricular collaboration across all grade levels and content areas. Create structured opportunities for collaboration between Math and Tech Pathway through Computer Science classes.

Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	School leadership lead as advocates for Pathway hiring, team development and communication. School leaders directly facilitate Pathway Team meetings, shadow Pathway classes, and provide feedback for Pathway teachers. As part of the WASC Self-Study process along with the comprehensive engagement process underlying our most recent charter renewal the board of directors and the Leadership Team have committed to enhancing our students' preparation for college and career by establishing a formal Pathway Program—the Technology and Digital Media Pathway—with funding from a citywide parcel tax, managed by Oakland Unified School District.	We have two high-leverage goals for school leaders as Pathway advocates: 1) Maintain directy leadership involvement with pathway team meetings during professional development 2) Leadership sets and achieves goals around the Pathway Advisory Board
School Leadership & Vision Goal for 2019-20:	As a leadership team we commit to: 1) Share a common vision of success and high achievement for our students, leading to greater economic vitality for the larger community. 2) Share a commitment to developing a quality pathway as a strategy for improving student learning, graduation, and career outcomes. 3) Share the responsibility for developing a high quality pathway and CTE sequence. Goal: Expand upon our comprehensive Linked Learning Plan by continuing community-wide efforts to develop a school identity and branding as a Technology and Digital Media Pathway, establish and leverage a committed Industry Advisory Board to evaluate our pathway, and enhance our Unity Graduate Profile to include both college and career success metrics as informed by the Information Technology and Communications industry.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	-Highly comprehensive in student support systems -As part of staff consensus building structure, we have involved all staff members and leaders in pathway development process and pathway team now includes, CTE teachers, Admin, academic teachers, and a College and Career Counselor. -SPED department has gone through reflection on transitions plans - linkage to pathway -College Counseling has been a change driver through Measure N process -Academic Literacy has been part of Unity Measure N from 2016-17 school year -College Counselor as Parent Engagement Liason has facilitate presentions to families and School site council on Measure N - Parent of a student now sits on our Unity School Board as a voting member and has voted positively around Measure N goals to improve the school.	-Align Support Staff to promote to Career Readiness and understanding of vision - Operations and Parent Engagement - Align Wellness support staff in understanding how to leverage the vision of a Technology and Digital Media academy to provide better social, mental and emotional supports. - Align the already robust Advisory program to support Technology and Digital Media pathway outcomes
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	- The Leadership teams holds numerous roles at our site including department chair, advisors, and classroom teachers - By virtue of being a small school, there is synergy amongst staff members playing numerous roles in leadership. Therefore we benefit from shared understanding of the goals and see ourselves as actualizers of these goals.	-In response to feedback from the Measure N Commission, Unity has pivoted to a much more sharply defined vision as a Technology and Digital Media Academy. Building understanding around the ramifications of this pivot are by necessity an ongoing process. School identity still in progress developing as a Tech and Digital Media pathway.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	-As a small school community we work by achieving consensus as we move forward with all groups -All groups have been involved this year in our Measure N process - students, teachers, parents, community members, and our Unity Schools Board	- While students' best interests and passions are taken into consideration in all of our decision making processes, there is room for growth in increasing student agency in our school design process and our pathway implementation process.

Master Schedule, Budget, Facilities & Resource Allocation: **To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?**	3: Mostly	-Proposed master schedule, program of study are highly aligned with single pathway wall-to-wall model for 2019-20 -Small school means that all students by grade level are primarily in a single cohort - equity of resources therefore very strong - Master Schedule provides WEEKLY Professional Development time for all teachers during our minimum days for collaboration. - All teachers have only 1-2 preps and therefore have the time and space for collaboration around interdisciplinary projects.	- Small school size presents limited ability to cohort students with diverse schedules-- important to leverage Community College Classes and Summers - Whenever we add a new component to our master schedule, we must consider what we are giving up and measure the impact analysis. - Current facilities imposes limitations on number of sections, master schedule and room assignments.	
Equity Stance: **To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?**	3: Mostly	-All students participate in our pathway -- we are a single cohort model -Attention has been given in design to support all subgroups specifically in their access -Attention has been given in design to engage and support our vulnerable populations in success (African-American males, LTELs, FRL and foster youth)	-Continue to build to support vulnerable populations -We believe high expectations are critical to equity - there is always room for growth in supporting vulnerable students in achieving high expectations.	
Systems & Structures Goal for 2019-20:		In order to increase access to Pathway participation to 100% of our students, we will redesign the Master Schedule so that both 9th and 10th graders are enrolled in Exploring Computer Science Course, offer 1 section of AP Computer Science in the 11th grade, and establish Robotics and Yearbook as an A-G elective course. We will continue to offer Digital media Art in the 11th grade and Learning through Internship and IT Fundamentals Certification Course in the 12th grade.		

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Update school website, school brochures, and one-pager flyers to include IT and Digital Media Pathway in school branding in order to improve recruitment efforts and develop community-wide identity as a pathway.	General Purpose Discretionary	$3,000.00	5500	Operations and Housekeeping Services			Building the Conditions	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.
Host quarterly Meetings of Industry Board members to evaluate pathway, analyze student outcomes, and serve as partners to build our network.	General Purpose Discretionary	$300.00	4300	Materials and Supplies			Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Supplies for Bi-Monthly Pathway Team Meetings to coordinate CTE programming, share succeses and challenges, and establish metrics of efficacy (posters, post-its, reference material for Linked Learning, team building activities)	General Purpose Discretionary	$300.00	4300	Materials and Supplies			Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Registration and lodging for 6 Adults (5 Pathway teachers and Pathway lead) for Linked Learning Convention 2020 to gain valuable insight on CTE integration and designing interdisciplinary projects, as well as, to learn from and share our successes with other Linked Learning schools.	Measure N	$10,000.00	5200	Travel and Conferences			Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Staffing for Exploring Computer Science (A-G and CTE certified) class for all students at 9th grade CodeCombat	Measure N	$50,000.00	1100	Certificated Teachers' Salaries	Exploring Computer Science Teacher	0.75	Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.

Description	Funding	Amount	Code	Object/Account	Position	FTE	Pathway/Category	Condition	Goal
Staffing for Exploring Computer Science (A-G and CTE certified) class for all students at 10th grade	Measure N	$60,000.00	1100	Certificated Teachers' Salaries	Exploring Computer Science Teacher and AP CS	1.00	Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Staffing of 1 Section of AP Computer Science (A-G certified) certification at 11th grade staffing			1100	Certificated Teachers' Salaries	Exploring Computer Science Teacher and AP CS		Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Staffing for Digital Media Art (A-G and CTE) offered to all students at 11th grade	Measure N	$60,000.00	1100	Certificated Teachers' Salaries	Digital Media Art Teacher	1.00	Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Staffing of Introduction to IT (Fundamentals and Hardware) (A-G certified) certification at 12th grade staffing	Measure N	$30,000.00	1100	Certificated Teachers' Salaries	Comp-TIA Instructor and Portable Repair Lab Lead	0.50	Work-Based Learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Staffing for Learning through Internship program who will facilitate and supervise an ECCCO aligned curriculum for a robust program which culminates in a part time internship for the seniors enrolled.	Measure N	$30,000.00	1200	Certificated Pupil Support Salaries	Internship Coordinator	0.50	Work-Based Learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Staffing for "Boys Group"" support who will provide personalized academic and socioemotional intervention to our most at-risk students so that they may access the pathway and their academics.	Measure N	$15,000.00	1200	Certificated Pupil Support Salaries	Boys Group Leader	0.25	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Staffing for our summer Introduction to CS course during Summer Success programming for incoming 9th graders to develop foundational skills and technical interest in our pathway prior to their 9th grade year.	Measure N	$2,500.00	1200	Certificated Pupil Support Salaries	Computer Science Summer Success teacher		Career Technical Education	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
CCASN Pathway Consultant who will support Pathway Coordinator, Pathway Team, school leadership and community in refining and enhancing Linked Learning pathway action plan that meets the pathway development needs of our school and supports a continuous plan of improvement including: 1) Design and integration of interdisciplinary teaching and learning, project-based learning, and other forms of inquiry learning and authentic assessment 2) Build and strengthen work-based learning opportunities and to deepen the connection between work-based learning and classroom learning.	Measure N	$8,000.00	5800	Professional/Consulting Services and Oper. Expend.	IT and Digital Media Pathway Consultant		Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Measure N budget training for Pathway Lead and School Finance team to ensure Quarterly Expenditure reports are done accurately.		$0.00					Building the Conditions	Schoolwide Enabling Conditions	
Maintain Recommendation for Full Funding by Measure N Committee							Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.

Acquire Silver Certification for Linked Learning and begin developing Gold Certification programmaing for Linked Learning						Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.

RIGOROUS ACADEMICS & CTE			School: Unity	Link to 2018-19 SPSA

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	1	3-	3	Our Program of Study and Master schedule show that we are a single pathway school with an IT and Digital Media Academy. Pathway was established this past year and is broad enough so that it engages all students.
Integrated Core	2	3-	3	Students at each grade level are enrolled in the appropriate A-G courses and in the CTE course as part of our single pathway sequence. All of our classes are A-G approved and follow the Common Core standards, NGSS, or CTE standards. All students have equal access in their completion of the A-G requirements and most do by graduation. Integration between the academic and technical coursework is highlighted in our foundational year of 10th grade particularly between English 10, Exploring Computer Science, and Integrated Math 2.
Cohort Scheduling	1	3+	3+	Our students move in grade-level cohorts which are not heavily tracked. With the exception of math, teachers have a single prep and teach a single grade-level which promotes a lot of collaboration amongst the grade-level team. Grade level teams have common preps and meet bimonthly during our PD time. As a single pathway school, the master schedule allows for all of our students to participate as a cohort in the academic and technical coursework.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	1	3+	3+	Our high success rate in SBAC and our high A-G completion rates indicates a student-centered and data driven instructional philosophy. Performance benchmarks are administered at the end of of every quarter which often require multiple modalities. Vertical alignment amongst departments
Collaborative Learning	1	3	3+	As a low tracked school, students have are often in heterogenous groups within their grade level. -Our school data shows that we outperform OUSD average for all of our subgroups which indiciates high supports and differentiation for vulnerable students. Our SpED team works closely with our academic teachers in developing quality lessons differentiated at the student level. Our Academic Literacy specialist reviews teacher lesson plans and leads adult learning in providing basic reading and writing instruction to our students. - When teachers use authentic group tasks for learning, they ensure tht all students have a role and an individual accountability product makign the project truly interdependent.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3+	3+	- Teachers are cohorted in Grade-Level teams, Departmental teams, and Advisory teams and Committee Teams (including Pathway Team) and meet regularly during allotted PD time

Collaboration Time	1	4	4	- Teachers are cohorted in Grade-Level teams, Departmental teams, and Advisory teams and Committee Teams (including Pathway Team) and meet regularly during allotted PD time - 4 hours of weekly Professional Development time is provided for our staff to collaborate and engage in professional growth.
Professional Learning	2	3+	3+	- Teachers are cohorted in Grade-Level teams, Departmental teams, and Advisory teams and Committee Teams (including Pathway Team) and meet regularly during allotted PD time - Veteran teachers serve as coaches and observe and meet their coachees weekly. - Strong stupport for first and second year teachers provided.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pilot Information Technology and Digital Media Pathway with a CTE Sequence aligned to Information and Communications Technology industry	Partially Implemented		192 students (10th-12th Grade) participating in pathway. Over 50% of our enrollment. Teachers, parents, and students asking for more opportunities for involvement and have approved expansion of the pathway to wall-to-wall for 19-20 school year.
Exploring Computer Science Foundation Course at 10th Grade: -Using CodeCombat.com to introduce Javascript coding concepts -Use of MIT's Scratch programming language to introduce coding concepts -Using CodeCombat.com to introduce HTML and JS coding concepts -Using Anchor.fm software to support student produced podcasts -Used Scratch Coding to support Linear Algebra -Use of simple Robotics equipment with arduinos to demonstrate math concepts and physical computing -Using Python coding to show English language application -Students will create original tech projects for Unity Mini-Maker Faire on 4/17. It is a student competition to showcase learning and creativity in all areas of computing	Fully Implemented	Highly Effective	-82% of class > C after 3 modules of CC (javascript lessons) -Good quality personal and original Scratch projects demonstrating linear Algebra solutions. -Students demonstrated competency by creating webpages -Using podcasts, students demonstrated growth and character in relating their experiences with technology and sharing their learning experiences - Students all got their robots to move with varying degrees of success, high engagement throughout the lesson - A Pilot AP CS will be offered to a group of 25 current 10th graders in their 11th grade year who demonstrated interest and high capacity for learning within pathway. - Students have turned in a project plan and bill of materials for their Maker Faire mini project. Parents and memebrs of industry are invited. Winners of the maker-faire will be awarded entrance and transportation to Bay Area Maker Faire.

Redseign 11th grade Art class to a focus on Digital Media and Design. -Using clip studio paint (it rivals adobe's Photoshop & Illustrator) to give student opportunity to use industry software that professional digital artists use. This program has many familiar feature that other more expensive programs have, thus student could afford to purchase if needed. - Curriculum focused on 50% traditional art and 50% Digital media. All artists must have a strong traditional art foundation to better understand digital tools and programs. 70% of studenst did not have previous art experience -Used google slides for project presentation. Had student using google slides in combination with original digital images and sound. This was done to have student utilize tools that are available to them and how to use simultaneously. - Digital Art students created proposed logo for Unity Tech Academy to be voted on by community end of 18-19 school year and be adopted for next year.	Fully Implemented	Highly Effective	-A quarter of the class have downloaded 3 month free trial of Clip studio paint at home, which was not a requirement. Most Students became close to proficient users of clip studio paint with in a semester worth of use. - Overall 80% students show proficiency in traditional art foundation and a growing 60%+ show proficiency in digital art. - 70% of students are now more tech savvy using google with images import and sound for presentations - Student can compare First semester work to 2nd semester work and can see an increase in: foundational skills, creativity and project completion. - For next year, looking forward to student curriculum be 20% traditional art to provide foundational skills and 80% of remaining curriculum will be focused on digital media art and editing. Student will develop a work based portfolio focused on character design, background and animation for video game company. Students also asked and many had the skills for 2D animation as part of core curriculum to strengthen digital media skills.
Launched Pilot Comp-TIA Information Technology Foundational Course with Certification opportunities. -15 senior students to prepare for the CompTIA A+ exam 220-901, exam fees to be paid by school. Hands-on experience with PC hardware. Career Options in the IT industry with the CompTIA A+ Certification while in college (e.g., work-study, Help Desk Technician, PC Technician, Field Service). Students could start own computer repair business while in college (and complete college, unlike Michael Dell and Bill Gates). - First Semester: Fundamentals, technical specifications of internal components - Second Semester: Hardware, Describe and contrast types and features of motherboards.	Fully Implemented	Effective	- All students passed the Fundamental course in First Semester. Students started with limited IT experience so it was relatively effective to go from nearly zero to a basic grasp of IT concepts. - Current average score on Exam 220-901 Practice exams is 55%. Students need 75% to pass. Students will take exam in May.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	All Students	All Students	37%	41%	45%	ts as measured by indicators of college and career readin
Math SBAC	Students with Disabilities	Students with Disabilities	Insufficient number tested.	Insufficient number tested.	Insufficient number tested.	ts as measured by indicators of college and career readin
Math SBAC	Long-Term English Learners	English Learners	50% RFEP 34% Ever ELs	increase by 4%	increase by 4%	ts as measured by indicators of college and career readin

				Develope Graduate Profile to include profession al skillsets	Complete Graduate Profile including ALL Linked Learning prinicipals	
Standards Based Instruction/ Project-Based Learning	Redevelop a CCSS, NGSS, and CTE standards aligned OUHS Graduate Profile, which includes college and career outcomes.	All Students	Unity Graduation Minimums and ESLRS			ts as measured by indicators of college and career readin
Career Technical Education Sequence	Expand CTE sequence to 9th grade with foundational course of Exploring Computer Science which will create wall-to-wall pathway.	All Students	n/a	n/a	100%	number of students participating in career pathway cours
Graduate Capstone/ Culminating Experience	Design and develop end of year cross-curricular summative projects for all grade levels. 9th- Humanities and ECS, 10th- Humanities and ECS, 11th- Humanities and Digital Media , 12th- Graduation Capstone and Business Proposal	All Students	12th grade	10th-12th	100%	ts as measured by indicators of college and career readin
Course Passage Rates	Increase average student passage rate in all courses from 78% to 85%.	All Students	78%	82%	85%	robust and comprehensive support system for vulnerable

THEORY OF ACTION

Theory of Action	If we provide our students with an integrated and rigorous program of study aligned with A-G CA requirements which includes authentic interdisciplinary projects and opportunities to show case student work, then we will improve academic outcomes and enrich our students' college going and career trajectories.
How are you supporting English Language Learners?	Long-Term English Learners have unique needs that require specific strategies to support them in developing the academic skills necessary for success in their academic pursuits. For the past three years, most of our students have been reclassified by the time they reach 12th grade. This recent trend suggests that our investment of resources to address this schoolwide critical area is succeeding. For several years, we would schedule our English Teachers to provide an extra academic literacy support class for our Long-Term English Language Learners. These students essentially had two periods of English. Then in 2015 we reconfigured to a model of all-staff LTEL professional development, with all teachers implementing in-class strategies to support our LTEL students while one part-time Academic Literacy Specialist provided direct instruction for small groups. In 2016, for the first time, we hired a full-time Academic Literacy Specialist and for two years, we offered four sections of Academic Literacy, which included all LTEL students. In 2018-19, we determined that the best approach would be to provide targeted small-group support to the students furthest behind through a pull out and push-in model by our Academic Literacy Specialist.
How are you building conditions for students and adult learning?	Our support for teachers is now shifting somewhat to focus more on Instructional Strategies and Data-Based Inquiry, in what has now become the fairly familiar context of standards-based curriculum and the SBAC. Teachers are building capacity to use Illuminate to evaluate student growth and school-wide patterns. We are leveraging the talents of our leadership team and two of our most senior teachers as coaches for beginning teachers. Three of our current staff now provide formal coaching for teachers who have not yet cleared their credentials, and all teachers have the opportunity to participate in rigorous data-based inquiry. Our Coaches guide our teachers to determine key problems of practice and then provide up-to-date education research and other resources. Through the coaching, we have been able to support teachers in planning and implementing CCSS-aligned lessons and strategies to support our LTEL students. All Teachers, including CTE teachers, have reported not only that coaching has helped them become stronger educators, but that it has increased their overall job satisfaction as well. In 2018-19, as described above, we have begun working to encourage voluntary peer-to-peer coaching and observation as well. Our goal is that the peer-to-peer coaching will create natural collaboration around creating authentic interdisciplinary projects that are both academic and technical in nature.

STRATEGIC ACTIONS

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

Edhesive Curriculum License for AP Computer Science -- Received Grant from Amazon for 30 students.	General Purpose Discretionary	$2,500.00	4100	Approved Textbooks and Core Curricula Materials			Career Technical Education	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
CodeCombat curriculum licenses for Exploring Computer Science (A-G and CTE certified) courses (200 students) to support Javascript coding acquisition by gamifying the student's learning of basic computer programming, coding, and problem solving aligned to ICT CTE standards.	Measure N	$4,500.00	4100	Approved Textbooks and Core Curricula Materials			Career Technical Education	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Utilize MIT Scratch (free) software to introduce coding concepts in Exploring Computer Science courses and support Linear Algebra skills through interdisciplinary projects.		$0.00	4100	Approved Textbooks and Core Curricula Materials			Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Utilize Anchor.fm software (free) to support student produced podcasts as a form of journaling for an interdisciplinary project where students reflect on their experiences with technology and share their learnings and findings with each other.		$0.00	4100	Approved Textbooks and Core Curricula Materials			Career Technical Education	Rigorous Academics	Goal 5: Students are engaged in school every day.
Purchase Arduino kits from PodPi for Exploring Computer Science courses to implement hands on learning with Robotics and physical computing. (2 class sets for 30 students)	Measure N	$3,000.00	4300	Materials and Supplies			Career Technical Education	Rigorous Academics	Goal 5: Students are engaged in school every day.
Purchase Piper Computer kits for hands on laboratory learning of hardware configuration and motherboard components used by Introduction to Information Technology Hardware elective course and Robotics club.	Measure N	$2,000.00	4300	Materials and Supplies			Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

Implement VidCode (Free) interdisciplinary curriculum in Digital Media Design course which teaches students JavaScript in a fine arts context and how technological innovations have influenced artistic movements.		$0.00	4100	Approved Textbooks and Core Curricula Materials			Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Host Unity Maker Faire with 9th, 10th and 11th grade participation in Spring (cost for student project materials, event promotion, and event coordination)	Measure N	$4,500.00	4300	Materials and Supplies			Career Technical Education	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.
Adjust Master Schedule and expand 9th grade program of study to include Exploring Computer Science course as the elective course for all students. 9th Grade PE will occur during our Block days and CS will occur all other days with the same cohort.							Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Exploring Computer science course (A-G and CTE certified) offered at the 10th grade level as the elective course for all students.							Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Digital Media Design (A-G and CTE) course offered to all students at 11th grade with pathway to Digital Media Internship unit							Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
1 Section of Introduction to IT (Fundamentals and Hardware) (A-G certified) certification at 12th grade							Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
1 Section of AP Computer Science (A-G certified) at 11th grade							Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Pilot curriculum for interdisciplinary ELA and CS project using Text Concordance Analysis by means of Python coding scripts to develop meaningful and authentic interdisciplinary collaboration between 10th Grade CS and Humanities							Rigorous Academics	Rigorous Academics	Goal 3: Students are reading at or above grade level.

Pilot "Apps for Social Change" Curriculum using NFTE Start Up Tech curriculum and MIT's App Inventor program to develop meaningful collaboration between 9th grade CS and Humanities.						Rigorous Academics	Rigorous Academics	Goal 5: Students are engaged in school every day.
Digital Media students will create a work based portfolio focused on character design, background and animation for video game company.								

WORK-BASED LEARNING

WORK-BASED LEARNING			School: Unity	

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2-	2	2+	- College and Career focused curriculum in Advisory with research projects at every grade level. - Field trips to tech companies, conferences, and college visits at every grade level and available to all students. - We have developed a robust internship program overseen by our Internship Coordinator. In addition, a teacher with a long history in and connections to the Oakland community teaches a Learning through Internship Course for seniors. The Bay Area offers a wide variety of internship opportunities which our College Counselor publishes on an ongoing basis throughout the year and promotes with links in all of her emails. The proportion of students participating in internship and other outside opportunities and classes has increased every year. -Highlight of this year in Work Based Learning Arc was our Guest Speakers Series coming to school, visiting the classrooms, and speaking to our students about their jobs. We had over a dozen industry professionals from 15 different companies visit and share their professional journey and guide our students. Engagement was very high and surveys indicate students feeling inspired by the guest speakers. The guest speakers reached students from 9-12, however, heavily focused on grades 10-12 as part of the the pathway.
Pathway Outcomes	1	2	2+	-Career exploration and research projects in Advisory curriculum (9-12th) and a focused targeted 12th grade Senior Transition to college/career course. - Students report academic and career goals twice a year to advisor and parents during Student Led Conferences. Students reflect on strenghts and areas of growth and communicate pathway to college and career. - Seniors create a senior transition plan including finances and academic/career goal trajectory.
Pathway Evaluation	1	1+	2-	Several Guest speakers have offered to come in and serve as Industry Board members or consultants for our pathway. We piloted Industry Board Meeting with our board members this year and will establish Quartlery Industry Board Meetings next year to evaluate the effectiveness of our pathway. - Pilot of Pathway during 18-19 school year has been very succesful; therefore, we are working on developing the metrics of the success of this pathway and how we are providing Work Based Learning opportunities for our students in this industry as more and more students have access to our pathway..

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

Learning Through Internship Program on its third year of development. Program demands a full time coordinator dedicated to the growth of the interns and development of the industry partnerships. 20 Seniors in course this year.	Fully Implemented	Effective	- 100% of LTI students participating in internships, including five doing computer repair, two in construction management, one in digital design, and one as a dental assistant. -94% completed first presentation about their progress and learnings in internship -
11th Grade Digital Media Career Exploration Opportunities - Animators and 3D background artists from Zynga Inc. (game developers) show students the skills and tools used in the gaming industry. Students ask questions to get a better sense of what goes on in the field of work. -CEO James Zhang of Concept Art house, Which is an Art service and Digital entertainment company that houses artist that are contracted by other companies like, Zynga, Sony gaming, Electronic Arts (EA) visited for a hands on learning experience on gaming.	Fully Implemented	Highly Effective	- Career Awareness/Exploration Visual Arts and Gaming - 30% of students (compared to 5% from beginning of the year) express interest in visual arts and gaming careers.
10th Grade Career Exploration Opportunities - Tiffany Shumate guest speaker and had 5 students apply to free summer Computer Science program AI-4-ALL - Lawrence Kotovets and team of 4 from CodeCombat.com visit campus to provide feedback in problem solving. Students then provided product feedback and asked industry questions. - Vivy Chao from Tenderloin Neighborhood Development Corporation provided discussion with students on prototyping and a hands-on exercise to understand the prototype process. - Sarah Grear from SarahGrear.com provided Career Awareness in the Web Marketing space through a podcast presentation and active Q&A with students. - Josh Rudolf CEO of Babble.app provided Career awareness in app development and start-ups area. Several students signed up to be Babble student ambassadors and pilot the app. - Aime Zukowski from Piper Computer, active hands on engagement with Piper product and design research process. Also offered career awareness in the EduTech space.	Fully Implemented	Highly Effective	- Career Awareness/Exploration in Edutech, including the Chinese Country Manage -Empowering students to pursue STEM careers. - 17 10th grade students applying to STEM related summer programs, including Girls Who Code and Ai 4All.
9th Grade Financial Literacy Project During the financial literacy unit (which is intended to support students work based learning arc in personal finance) students read and analyze the book Rich Dad Poor Dad for Teens as well as informational texts on related topics, such as cryptocurrency, credit scores, and taxes. Along with this core content, students practice valuable skills including how to create a budget and how to invest in stocks, bonds, and mutual funds through competing in the Stock Market Game. The unit culminates in an essay where students argue whether or not schools should be required to teach personal finance.	Fully Implemented	Effective	100% of students particiapted in the stock market game. Based on survey data, the majc
12th Grade Entrepreneurship and Economics Capstone Project and Career Preparation - Mini Business Pitch Competition - Interest rates, APR, and FICO lessons and demonstrations	Fully Implemented	Highly Effective	- 96% of student successfuly compelted a Business Pitch to a pan of industry judges. - 94% rated the Personal Finance lessons a 3 or higher on a scale of 1-5, if it contributed to their learning

IMPLEMENTATION GOALS

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

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	Expand Speaker Series to 9th grade through Exploring Computer Science program	All Students	n/a	n/a	100%	Improve academic and career outcomes for students as measured by indicators of college and career readiness, college-going culture, and graduate outcomes.
Career Exploration	Organize a mini-internship for Juniors as exposure for larger Learning Through Internship Program	All Students	n/a	20	50%	Improve academic and career outcomes for students as measured by indicators of college and career readiness, college-going culture, and graduate outcomes.
Career Preparation	Expand Learning through Internship program to 30 Seniors where 20% of the internships are in ICT industry	All Students	10 internships	20 internships 5% in pathway	30 internships 20% in pathway	Improve academic and career outcomes for students as measured by indicators of college and career readiness, college-going culture, and graduate outcomes.

THEORY OF ACTION

Theory of Action	If we grow our Internship program to provide a spectrum of off-site and on-site internship opportunities that are specific to technology or digital media, then we will provide students with opportunities to apply pathway skill and to have exposure to workplaces in our pathway sector.
How are you supporting English Language Learners?	Since many of our students identify as English Language Learners and many of our students do not have access to a variety of careers in their community, it is common for our students to struggle in articulating a career path and identify the prerequisites for that career. In order to expose our students to a variety of careers, we are expanding upon our already established advisory program to include a scaffolded work based learning arc starting at the 9th grade culminating in a rich Learning Through Internship year long experience in the 12th grade. To support our ELLs, we must ensure the curriculum is designed for learners of all reading levels and are able to see a path of success in the industry. This will include academic scaffolds, but also socioemotional supports as well as ELLs often find themselves struggling with their identity as a college and career going student.
How are you building conditions for students and adult learning?	- Expanding awareness of LTI program and Create a vision, Define LTI generally. Example: project, mentor, interest, Define LTI specifically (what counts, credits, hours, weekend, on-site) and Generate documents (background checks, set-up mtg protocol, worksite safety, etc) through staff consensus. - Establish and develop industry partnerships. - Students present to lower classmen and community on their internship - Support and finance Field Trips; Paypal, Google, and NFTE - Recruit board members to build out Industry Advisory Board - LTI program uses a curriculum for the development of non cognitiive skills expand to Advisory curriculum, (ECCCO).

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
1 Section of Learning through Internship program at 12th grade where 20% of Internships are pathway related and the curriculum is ECCCO aligned.		$0.00					Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

Description	Funding Source	Amount	Code	Object	Position		Strategy	Program	Goal
Staffing of Summer Tech Intern Program to train and guide students in fixing chromebooks, setting up network, and deploying security cameras to provide students with hands on technical work experience.	Measure N	$3,000.00	1100	Certificated Teachers' Salaries	Summer Tech Facilitator		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Fieldtrip to Google for Girls Who Code, Tech Club and Robotics for career exploration in industry giant (includes career panel, job shadowing, and hands on "Make" activities)	General Purpose [	$2,000.00	5200	Travel and Conferences			Work-Based Learning	Work-Based Learning	Goal 5: Students are engaged in school every day.
Student fee for Comp-TIA students enrolled in IT Fundamentals course to receive certification as an IT tech. ($400/student)	Measure N	$6,000.00	5300	Dues and Membership			Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Purchase tools for the Unity Tech Repair Lab where students will be learning how to repair hardware and basic electrical engineering. Student interns would use the tools and their skillsets to be able to provide tech repair services to the community. The tools needed to create this tech repair lab are as follows: Printer Maintenance Tools, Network Installation and Configuration Tools, System and Electrical Testing Tools, and Basic Tools for Assembly/Disassembly of Computers.	Measure N	$3,500.00	4300	Materials and Supplies			Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Fieldtrip to Double Fine games and Zynga in (SF) Other Ocean games Emeryville to expose our Digital Media track students to careers in the video game industry (includes career panel, job shadowing, and "play time" with the video games).	General Purpose [	$2,000.00	5200	Travel and Conferences			Career Technical Education	Work-Based Learning	Goal 5: Students are engaged in school every day.
Transportation reimbursement for Junior summer internships in SalesForce faciliated by a partnership with ARENA to acquire career experience and college credit.	General Purpose [	$500.00	5200	Travel and Conferences			Work-Based Learning	Work-Based Learning	Goal 5: Students are engaged in school every day.
Transportation reimbursement for Senior internships through LTI program to ensure career experience.	Measure N	$500.00	5200	Travel and Conferences			Work-Based Learning	Work-Based Learning	Goal 6: Parents and families are engaged in school activities.
Develop a Unity Rubric for "soft skills" for professional success across the curriculum - oral and visual presentation, software use, Excel, accounting		$0.00					Career Technical Education	Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS	School: Unity			

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1	2+	3	We have extensive student support structures and systems including: Advisory, Wellness Services, COST, and College and Career counseling. As we build to wall-to-wall implementation of our Technology and Digital Media Pathway, we are working to develop our student support systems and integrate them with the Pathway theme.
College & Career Plan	1	3	3+	College and career counseling check-in system builds extensive and long-term relationships with students starting in 9th grade year and progressing up to senior year. Career counseling is currently integrated into this model, with curriculm support in Advisory. Twice a year students and advisors host their families at the Student Led Conferences. These meetings are goal-oriented and a great opportunity to discuss student's passions, strengths, and areas of growth. The advisor, the parents, and the student discuss the student's career goals and the path to achieve those goals.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Establish COST (coordination of student support) team as a comprehensive student support system which meets biweekly and consists of school admin, college counselor, wellness, SpED team, and literacy coach	Fully Implemented	Effective	Several targeted students who often "fall off the radar" received 1-1 tutoring support and were enrolled in counseling as a result of being recommended to COST.
Establish PBIS school-wide initiative to develop academic identity in students through targeted interventions encouraging student growth in Kindness, Respect, and Determination. Track students' growth through school-wide competition rewarding growth in targetted areas. Utilize these character traits to address low-level discipline issues and support vulnerable students' academic and personal growth. Identify vulnerable students' areas of greatest need, recognize them for their growth, and deepen their relationships with school staff.	Partially Implemented	Highly Effective	3 of 8 (37.5%) of KRD Competition Winners receive SpEd supports. (10.4% of total enrollment receives SpEd supports) 10th Grade student LO (ELL, Reading Intervention) was receiving an average of 3 discipline referrals per week in the fall semester, including a violent altercation with another student resulting in out-of-school suspension. Since beginning of PBIS initiative, he has averaged less than one discipline referral per week for the entire spring semester. He also increased his reading skills by two whole grade levels and is currently maintaining an A in English 10. He was named one of the two overall KRD winner from the tenth grade. 9th grade student AF (AA, SpEd) was absent from 157 class periods and tardy for 29 class periods in the fall. Thus far this spring, he has been absent from 54 classes (~66% decrease) and tardy to 7 (~75% decrease.) He was one o two overall winners from the 9th grade.

IMPLEMENTATION GOALS

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Increase academic identity and performance by developing "soft skills" relating to Kindness, Respect, and Determination. Reduce rates of disciplinary actions amongst vulnerable student populations.	Low-Performing Students	Suspension Rate (Whole-school) 6.84% Suspension Rate (African-American) 11.76% Suspension Rate (SpEd) 12.5%	Return to historical baseline: ~2% Reduce referral rate of vulnerable student groups to match whole-school rate.		Build school culture and expand staff professional development on Positive Behavior Supports and Interventions.
College Access	Expand College and Career Counseling Staff	All Students	1	2	2.5	Improve academic and career outcomes for students as measured by indicators of college and career readiness, college-going culture, and graduate outcomes.
Differentiated Interventions	Develop student support program to coordinate intervention between Admin, SPED, Wellness, and Student Culture supports	Low-Performing Students		COST	COST 2.0	Provide a robust and comprehensive support system for vulnerable students.

THEORY OF ACTION

Theory of Action	If we better understand the kinds of supports that best help our students academically, socially, and emotionally, then we can build out those systems more broadly and conistently.
How are you supporting English Language Learners?	1 teacher per department is designated as a curriculum leader for supporting vulnerable students Extended Year pilots more robust credit recovery system that includes teacher provided and graded assessments Redesigned Attendance Support Intervention process coordinated by Attendance Clerk, Main Office and COST Team Rigor and Support Committee with COST works with Administration to set goals on class failure rate Continue Wellness and COST programs to address socioemotional needs of students.
How are you building conditions for students and adult learning?	As part of our professional development rotation arc, the Special Education team works with our teachers to develop KTTs for all or students with IEPs and 504s in order to share best practices and ensure that the elements of the students' education plan are being implemented. Additionally, the Wellness team also makes themselves available for workshops to help with our highly vulnerable populations and have begun to "push in" into the classrooms as well. Students are starting to understand that they all have a team of adults and are able to identify those adults during Student Led Conferences.

STRATEGIC ACTIONS

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

Student reward system as part of PBIS intitiatives during the school year across grade-levels to promote Kindess Respect and Determination in and out of the classroom.	General Purpose Discretionary	$1,000.00	4300	Materials and Supplies				Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Student award system to integrate PBIS and KRD with Summer Success program for incoming 9th graders to feel welomed by the school and begin building academic identity	General Purpose Discretionary	$300.00	4300	Materials and Supplies				Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Registration and Lodging for 3 teachers in Teach Like a Champion Workshop for CTE teachers who were previously industry leaders to enhance instructional pedagogy and support vulnerable students in accessing technical curriculum.	Measure N	$5,000.00	5200	Travel and Conferences				Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
COST Team comprised of school leaders from multiple departments (Wellness, Dean of Students, Attendance, Literacy, Special Education) meets biweekly to discuss vulnerable students, set goals, and execute action plan and accountability.								Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
Augment Professional Development schedule to include Classroom Management in PD cycle, in particular to De-Escalation Training and Trauma based trained education for teachers								Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Train Staff member through LINK crew in order to pilot peer mentoring, transition, and orientation program targeting incoming 9th graders through their first year to create an academic and supportive class culture.	General Purpose Discretionary	$2,000.00						Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Use student survey data to better understand which supports help students succeed and implement those supports more broadly and consistently								Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

							Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
Pilot a more robust credit recovery system that includes teacher provided and graded assessments in order to support students in their credit deficiencies and learning gaps.								

Engagment Plan

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

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
Needs Analysis	Admin	Admin, Instructional Leadership Team	School Office Data Lead, Pathway team	Staff	Weekly PD	*Semester 1*
Setting Goals for School	All	Admin, Instructional Leadership Team	School Board	Staff, All community members	Weekly PD, ILT bi weekly standing meeting	*Semester 2*
Enabling Conditions and Administration Plan	Admin	Admin	Data Lead, School Board			*Semester 2*
Measure N Self Assessment	Pathway Team	Admin	Staff, Admin	Staff	Pathway Team standing meeting	Quarter 3
Language and Literacy Plan	Pathway Team, Academic Literacy teacher	Admin	Department Heads	Staff	ILT bi weekly standing meeting	Quarter 3
Rigorous Academic and CTE Plan	Pathway Team, Department Heads	Department Heads	Teachers, Linked Learning Consultant	ALL Community members	*Pathway Team stading meeting*	Quarter 3
Work Based Learning Plan	Pathway Team	Internship instructor and Work Based Learning head	Big Picture Learning	All Staff	*Pathway Team stading meeting*	Quarter 3
Comprehensive students Supports and Counseling	College Counselors and Advisors	College counselor	Pathway Team	All Staff	COST bi weekly standing meetings	Quarter 3
Pathway Planning	Pathway Team	Pathway Lead	Admin and Linked Learning Consultant	All Staff	*Pathway Team stading meeting*	ongoing
Community Approval	Pathway Lead and Admin	Admin	Parents	Parents and community	Monthly Coffee with principal and reenrollment meetings	Quarter 4

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?
List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

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

Date	Stakeholder Group	Engagement Description
August-September	WASC Steering Committee and Admin	Organized WASC 18-19 self-study plan and scope of work for for reaccreditation. Establish building a successful career pathway as a main WASC goal for the next 6 years. Through our Charter Renewal and annual LCAP engagement processes, we have kept our community well- informed about our career pathway goals, action plans, and progress and made adjustments based on stakeholder feedback.
January 16	Pathway Team	Review of 18-19 Site Plan in preparation for 19-20 site plan update.
January-February	Data Analyst	Compile necessary school data to establish Needs and Goals.
January 23	Admin	Received Updated 19-20 Site Plan and set timeline goals
January 30	Pathway Team	Reviewed site plan scope of work and distributed ownership and responsibilities of the sections. Conduct Self Assessment of 18-19 work.
February 12	ILT Team	Discuss school goals as pertaining to pathway and CTE integration.

February 20	Pathway Team	Teachers engaged in reflection of 18-19 school year and analyzed impact and challenges based on student surveys, pathway participation, learning outcomes, and anecdotal evidence.
March 13th	Pathway Team and CTE Teachers	Summary of 18-19 Strategic Action and evidence of impact analysis completed by teachers.
March 20	Pathway Team, Admin, Finance Team	Strategic Actions for 19-20 planning and budget session
April 5	Admin and SSC	Strategic Actions for 19-20 reviwed by SSC during Coffee with Principal monthly meeting
4/3/2019	Pathway Team and Amin	Review of SPSA to ensure alignment of WASC goals, enabling conditions, and Linked Learning goals.
4/8/2019	Admin	Final Review of SPSA