



## Final Summary

### Measure N Probationary School

Please construct a 2-page status update for Measure N Implementation that addresses the following key prompts. It should not be a bullet by bullet answer, but a comprehensive response that updates the Linked Learning staff and the Measure N Commission on the overall status of your work. The Commission and staff will be evaluating the status update based on the Measure N Implementation Rubric, the Self Assessment Rubric, overall implementation of feedback, quality/transparency of the answers relative to the Commission and staff observations.

- *A pattern observed across all of our probationary schools is that there was a clear gap in knowledge of Linked Learning. In order to be successful, what will your school do to ensure all stakeholders deeply understand Linked Learning?*
- *Based on the feedback you received in the Spring of 2017, the fall site visit, participation in Charter Management Organization Leader meetings, and the Principal CoP, how have you adjusted the overall vision and program to align to Measure N?*
- *Linked Learning Pathways are built upon four pillars: Academic Rigor, Career Technical Education, Work-Based Learning, and Integrated Student Supports; which of the pillars have you focused on to more fully develop your school's program in alignment with Measure N?*
- *What are the changes you are making to the design of your school in master schedule and staffing to support the implementation of a Linked Learning pathway?*
- *In a year from now, how will your school be dramatically different than the current design?*

First and foremost, we are grateful for this opportunity to update you on our Measure N Implementation. We recognize that the program of study presented last Spring was short on alignment with the key principles of Linked Learning. Thanks to your feedback, our partnership with Pivot Learning Partners, and an intentional look-inward into the principles underlying Measure N, we are confident that we are on a much more aligned track that will put 100% of our scholars in a meaningful Entrepreneurship Pathway at Aspire Golden State College Preparatory Academy..

In terms of overall mission and vision, through our work with Pivot we have created an updated graduate profile and worked backwards from that profile to envision and create aligned experiences that get us closer to that profile.

For this update, we want to highlight three areas:

- 1) What we've heard: feedback from the Measure N Commission and staff and our internal community
- 2) How we've responded: concrete ways we have adapted our program of study and implementation aligned to the pillars of Linked Learning as a result of the feedback
- 3) Where we are headed: our multiyear plan to execute a robust and meaningful Entrepreneurship pathway at Aspire GSP.



### Section 1: What we've heard: feedback from the Measure N Commission and staff and our internal school community

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| <p><i>From our Stakeholders (2016-2017)</i></p> <ul style="list-style-type: none"> <li>-Internal excitement about more integrated projects and a clearer through-line from 9th-12th grade year</li> <li>-Value of the BUILD class and its position as a great launching point for an Entrepreneurship Pathway</li> <li>-The need for additional personal supports throughout high school</li> <li>-Energy around our Master Schedule shifts that shortened classes to allow for more student electives/choice</li> </ul> <p><i>Spring 2017:</i></p> <ul style="list-style-type: none"> <li>-On "Evidence of Comprehensive Pathway Program" we scored a 1: No Implementation</li> <li>-"Very little evidence of a plan to build out all key pillars of a Linked Learning pathway"</li> </ul> | <p><i>Fall Site Visit:</i></p> <ul style="list-style-type: none"> <li>+: Students articulated strong sense of community and interest in Pathway theme</li> <li>+: Impressive level of student supports noticed in hallways and across classrooms</li> <li>-: Need to move from planning to implementation</li> <li>-: Whole school needs to grapple with what it means to become Linked Learning pathway/school</li> <li>-: Pilot integrated projects, cross content collaboration, etc.</li> <li>-: Pathway development process should incorporate teachers as well.</li> </ul> |
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This feedback has driven specific and significant changes to our team approach, planning, implementation and program of study for our pathway.

From the CMO Leader Meetings and Principal CoP it has also been valuable to learn with fellow CMO leaders, get more clarity on expectations from Measure N staff, and learn about ConnectEd resources.

### Section 2: How we've responded:

We're incredibly proud of the progress that we've made in a short amount of time and appreciate the commission pushing us to make sure that we are faithful to the goals and objectives of Measure N.

In terms of the pillars, we recognized that our biggest areas of growth were Rigorous (Integrated) Academics, Technical Skills, & Work-Based Learning.

To that end, since the Fall Site Visit, we have strengthened our program in the following ways in response to feedback.

### **FEEDBACK: WHOLE SCHOOL GRAPPLING WITH LINKED LEARNING/PATHWAYS AT GSP; PATHWAY DEVELOPMENT INCLUDES TEACHERS**

- With the support of Pivot, broadened the voices at our Measure N Team Meetings to include more diverse student, teacher, and family representation.
- Sent diverse members of our team to visit and learn from a variety of Linked Learning or PBL models at Del Lago High School, High Tech High, Concord High School and Ygnacio Valley High
- Participated in Linked Learning conventions sponsored by PIVOT Learning



- Enrolled dynamic leaders from our site Measure N Team into co-designing and co-leading the Program of Study in addition to our administrative team
- Initiated student-led panels and lunches to help ensure the work of our Measure N Team is aligned with the views and hopes of the students we are trying to serve
- Spent regular time in our Friday PD sharing updates with the full-staff
- At this point, 18 out of 25 (72%) of our HS Staff members are directly involved in the Measure N work through integrated projects, the design team meetings, and/or the development of our end-of-year exhibitions (an increase from 5 out of 25 (20%) at the beginning of this year). These opportunities help ensure our staff has authentic understanding of Linked Learning
- Incorporated regular Linked Learning updates to our staff through our weekly PD and weekly newsletter so that ALL teachers are aware of the work and components of Linked Learning
- Stipended Mo Foster, our first-year BUILD teacher to design a scope and sequence for Entrepreneurship 102, a new CTE aligned course for our sophomores that builds on their BUILD experience
- Set aside time in our Semester 2 Professional Development Calendar to engage all of our team in the Linked Learning work (more details outlined in Section 3)
- Solidified our mission, vision, and program of study for our pathway and the outcomes we are committed to for our students.

#### **FEEDBACK: MOVING MORE ASSERTIVELY FROM PLANNING INTO IMPLEMENTATION**

- Enrolled and stipended core content teachers in Biology (9th), Algebra 1 (9th), First-Year Experience (9th), English 1 (9th), Music (10th), Art (11th), US History (11th), Government/Econ (12th) to develop integrated projects that connect the principles and skills of entrepreneurship, as well as project-based learning, into their core content. All of the projects for 9th and 10th grade will be implemented during S2.
- Implemented a project based learning opportunity for our Algebra 1 scholars to make connections between their candy sales in BUILD to their work on systems of equations. This project was intentionally aligned to CTE standards within the Entrepreneurship Pathway.
- Modified our Wednesday's in morning Advisory to more intently focus on the "Career Exploration" component of Work Based Learning. Students have taken career surveys and are exploring 1-2 different careers a week through [careeronestop.org](http://careeronestop.org)
- Developed intentional partnerships with Peralta Colleges to give our students access to pathway aligned courses this Spring 2018. As of now, this Spring, 50-60 of our 10th 11th graders will likely be enrolled in Introduction to Advertising and/or Interpersonal Communication. Both courses are online or hybrid courses. We have hired an on-site staff member who will work directly with our students as a bridge between the community college professors and our scholars so it feels like more of an integrated experience and so that we can provide direct course related support. The goal is that these courses become a core part of our pathway by 2019-2020.

#### **FEEDBACK: STRENGTHENING WORK-BASED LEARNING**

- Stipended an Industry Liaison Coordinator (Farris Thomas) who is reaching out to local business to build connections. He organized our first on-site Brown Bag lunch this November that put 15 high school scholars face to face with an industry professional. He will continue to arrange at least monthly brown bag lunches with industry professionals.



- Enrolled and stipended 4 grade level leads to take on the end of year (EOY) Work Based Learning Exhibition planning. These teachers will meet starting in January to design a vertically aligned scope and sequence for our End of Year Exhibition projects and consider how to embed the skills necessary for success throughout the year. 100% of students will participate in the WBL exhibitions in May/June 2018.

### **Section 3: Where we are headed**

While we are proud of what we've already accomplished this year, we know that we still have opportunities to deepen and strengthen our Entrepreneurship pathway.

We are excited to move forward in the following ways in the spring to prepare for a year of full implementation in 2018-2019:

- With PIVOT's support, we will continue to train our staff on the pillars of linked learning so that we can deliberately and intentionally discuss aligned shifts in funding and scheduling for the 2018-2019 school year starting early in Semester 2. This training and PD will continue in January 2018.
- We will build on our Master Schedule shifts this year to ensure that at least 75% of juniors have access to the pathway related community college coursework, increasing this to 100% by 2019-2020.
- We will continue to provide PBL experiences for students and training to our staff to deepen our interdisciplinary projects. This training and work started this November in Algebra 1 and will continue in other core contents in January.
- Starting in Spring 2018, every integrated project will be grounded in at least one CTE standard.
- Starting in Spring 2018, our EOY Exhibition leads will have a plan and timetable for how to implement WBL experiences with coursework in at least one technical and one academic subject area per grade
- A year from now, hold ourselves accountable to the goal that 100% of our 9th graders and 10th graders (and their teachers) can effectively articulate what it means to be part of a Linked Learning pathway including their role in fostering a successful linked learning experience and outcomes at Aspire GSP. From their work with integrated projects, our students and teachers will be able to articulate how entrepreneurship shows up across their core content classes.
- A year from now, we plan to offer at least 4 on-site pathway aligned community college courses for our 11/12th grade students that are supported directly by on-site staff and build upon students' BUILD and Entrepreneurship 102 experiences.
- Through our Industry Liaison we are looking forward to building more connections with industry professionals so that we can have them at the table more often for planning, implementation and pathway evaluation.
- In planning for 2018-2019, the scopes and sequences for 75% of our core contents will reference and incorporate CTE standards.

Thanks again for the support that you've provided throughout this fall. We are energized and excited by the Linked Learning opportunities and know that, with your oversight, guidance and support, we are on an excellent track to get there.



Please attach the most current versions of the following attachments.

- [Statement of Intent](#)
- Attach [Program of Study Changes](#) (old) and revised version with revisions being highlighted.
- Identify any [budgetary, master scheduling, or staffing changes](#) to align to the school's new vision in 2nd Semester of 17-18 and/or for the 18-19 school year.
- Provide a [sample budget for the 2018-19 school year](#) that identify how you will shift funding to support Linked Learning. If you are going to access other funding sources (Title 1, LCFF, etc) to support Linked Learning please identify those as well.
- Attach [Master Schedule changes](#) that will be made for the 2018-19 school year.
- Template [Master Schedule](#) is also attached

## Shifts for Semester 2:

| Master Scheduling Shifts   | Staffing Shifts   | Budgetary Shifts  |
|--|---|---|
| 5th and 7th Period Electives will include offerings in Entrepreneurship Pathway (through Peralta colleges) | Two staff members will support our dual enrollment efforts with aligned entrepreneurship classes from the Community Colleges; these staff members will be connected with the Community College professors to provide on-site academic support/instruction | Added in 10 Teacher Stipend Positions to: <ul style="list-style-type: none"><li>a) Develop integrated projects</li><li>b) Develop scope and sequences for new/re-designed</li><li>c) Develop EOY Exhibition Projects</li><li>d) Support industry partnerships</li></ul> |



**Sample 2018-2019 Budget (\* represent new expenditures from the 2016-2017 school year)**

| Item   | Purpose   | \$\$\$           |
|--|---|------------------|
| Entrepreneurship 102 Teacher (.5 FTE)*                                 | Salary for the staff to teach our Entrepreneurship 102 course offered to all sophomores   | \$37,500         |
| EOY Exhibition Development Stipends                                    | Stipends for staff members to develop EOY Exhibitions for 9, 10, 11 and 12th Grade  | \$4,000          |
| Industry Liaison Coordinator   | Stipend for staff member to develop Industry Partnerships for Brown Bag lunches/job shadowing/internships   | \$2,000          |
| Course Development Stipends  | Stipends for Music, Art, Government/Econ, and US History teachers to develop entrepreneurship projects aligned to CTE standards in their core content classes for the 2018-2019 school year   | \$2,000          |
| BUILD (10th Grade Program Extension)                                   | In 2016-2017 no money was paid to BUILD. Hopefully with our commitment to Entrepreneurship, we will continue to see more 10th graders enrolled in our after school BUILD program. This money will go towards the additional GSP staff member needed to support the BUILD work that happens on Wednesday evenings.   | \$17,000         |
| .4 Teachers Designing and Implementing Pathway Electives (4 Teachers)* | Teachers will be helping to facilitate dual enrollment programs (either online or in-person) through Peralta Colleges. Students will receive support for their college classes from an on-site staff member who will be connected with the community college professor and responsible for supporting scholars through the course.  | \$120,000        |
| .5 FTE College and Career First Year Experience Teacher                | This teacher teaches an every other day class for 9th graders called First Year Experience in which students use the 7 Habits of Effective Teens in order to build habits of mind and 21st century skills that they will need to be successful both in high school, internships, college and career. Students will also use this space to explore their personal interests and the connections between those interests and careers. | \$37,500         |
| Chromebook Cart*   | Support students participating in community college courses aligned to our Pathway with support of Community College Pathway Course Coordinator   | \$11,000         |
| Pathway Coach/Consultant   | We are not yet sure with whom we will partner but want to save funds for that partnership.  | \$15,000         |
| Challenge Day  | Build community within the 9th Grade Cohort and support their development of collaboration and interpersonal skills that will serve as a foundation for the many collaborative projects   | \$20,000         |
| Travel Expenses/Professional Development                               | Travel and visits to learn about linked learning and see it in action in other schools<br><br>Professional development opportunities for staff that support Linked Learning work (PBL, WBL, etc.)   | \$6,000          |
| <b>TOTAL</b>   |   | <b>\$272,000</b> |



### **Master Schedule Shifts for 2018-2019:**

- We feel that the master scheduling shifts we made for the 2017-2018 school (7-period day, implementation of elective blocks) lay a solid foundation to support our Linked Learning efforts
- Moving ahead, we are looking to prioritize:
  - Aligning 11th/12th grade elective blocks to allow for Juniors and Seniors to enroll in Dual Enrollment courses
  - Add in Entrepreneurship 102 as core subject for all 10th grade students
  - Common preps for Pathway Teachers to develop integrated projects
- The plan is to engage with the entire staff earlier in the Spring of 2018 (February/March) for any broader shifts