

Action Research	ASPIRE Golden State Prep
School:	ASPIRE Golden State Prep
Pathway/s:	Entrepreneurship Pathway
Outcome Data	Link Here
Top 5 Measure N Funding Commitments	<ol style="list-style-type: none"> 1) Adding Core CTE Course to 10th Grade 2) Dual Enrollment Opportunities for 11th/12th Grade 3) Stipends for Integrated Projects and Course Re-Design 4) Fund HS Student Support Manager to help reach most at-risk youth 5) Partnership with BUILD to increase the capacity of our 10th Grade Program
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	<p>How do we build out an entrepreneurship pathway that helps students see the relevance and interconnectedness of their education so that they are more engaged and more sucessful?</p> <p>How do we ensure that our graduates leave GSP with a marketable skillset that will lay a foundation for success in both college and career?</p>
What did you discover in the past year? (Please use data to support.)	<ul style="list-style-type: none"> -Our staff is excited and engaged in the work (89% of ALL Staff (6-12) agreed or strongly agreed that they are excited about Linked Learning @ GSP with 75% Strongly Agreeing) -Staff are ready, willing and able to get started (72% of our HS Staff were involved in an aspect of linked learning whether that be EOY Exhibitions, Integrated Projects, or Design Team) -Our students need more support/scaffolding with related Online Learning (As of 3/24 only 60% of our students enrolled in related online pathway courses had passing grades) -Our 9th Graders are showing impressive signs of success within Entrepreneurship (the cohort earned 90% of the awards at the Winter BUILD Showcase)
What are you going to do differently or change moving forward?	<ol style="list-style-type: none"> 1) We are working with Tamika Brown at Peralta Colleges to build out a more coherent class structure for our Dual Enrollment Courses 2) We are going to prioritize courses for which we can get college professors on campus over online-learning 3) We are going to incorporate the Linked Learning PD in our Summer Orientation 4) Provide more extracurricular opportunities for students to exercise their Entrepreneurial Skillset through the creation of a School Store and other opportunities 5) Look into Small Business Certification exams that would allow our students to leave GSP with more than a diploma
How do you anticipate this will improve Measure N outcomes for your students moving forward?	<ol style="list-style-type: none"> 1) By having a more cohesive pathway for our Juniors and Seniors, they will be able to see the through-line more clearly and effectively. 2) By having professors on campus, we are going to have more students exposed to rigorous academic work without losing the supports and structure of being on campus 3) Fewer students will leave GSP when they experience the cohesive program that we are offering students

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

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

1A: ABOUT THE SCHOOL

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

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

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

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

School:

ASPIRE Golden State College Preparatory Academy School ID:

School Description

Aspire Golden State College Preparatory Academy is a 6-12 charter school serving 571 students in East Oakland. It is located at 1009 66th Ave and is part of the Aspire Public Schools charter network. As a College for Certain school, all students are required to meet A-G requirements and be accepted to a four-year university in order to graduate. Golden State Prep has an Early College High School Program that allows students to enroll in 15 credits of colleges that are required for graduation. Golden State Prep is in the process of shifting its focus in order make sure that all students are prepared to succeed in college and that they are well positioned for meaningful careers. For some students, the pathway to success may be through a community college, technical training or career.

School Mission and Vision

Aspire Golden State College Preparatory Academy is focused on getting students to and through college. The mission of Aspire Public Schools is "College for Certain" and Golden State Prep upholds that mission. As we continue to grow as a school, we are also exploring options to offer students more choice in their coursework and their post high school plans. A cornerstone of our school is that all students feel connected to school through meaningful relationships with staff, peers and curriculum. Our vision is that all of our graduates are prepared to enter the world and contribute positively to their community.

We are seeking to prepare students through an entrepreneurship pathway that has a theme of community activism. Students will develop 21st century skills and competencies through entrepreneurship, and they will use these skills towards projects that work to improve the surrounding community. By the end of 12th grade, students will demonstrate the six entrepreneurial core competencies (Innovation, Critical Literacy, Fortitude, Risk Taking, Reflection, and Initiative) through their senior capstone project, a community-based action research project. Students will begin to develop these core competencies as 9th graders through their First Year Experience course, our partnership with BUILD, and their 9th grade Ethnic Studies/Critical Literacy course.

Family & Student Engagement

We are continuing to build out the mechanisms we use for both student and family engagement. This year we started the process of getting our School Site Council up and running. This will serve as a decision making body for our school and include parents, students, staff, and administration.

As part of our Design Team we have had a number of students from 9th to 12th grade help develop the mission and vision for Linked Learning @ GSP. Their insights and thoughts have been invaluable contributions to our work. Additionally, as our pathway becomes fully flushed out, we are constantly asking our students about the effectiveness of our programs and opportunities. We are using that data to refine our pilots and programs for next year.

Speaking specifically to Family Engagement around Linked Learning, this June we are launching our first annual BUILD Family Showcase as part of the EOY Freshman Exhibitions. During this night, students will present their work from BUILD and connect it to their work in History, Math, and English class. They will be able to present the financial and interpersonal story of their business, connect it to black and brown entrepreneurs from history, and present their own Cover Letter and resume that will serve as a foundation for their 10th Grade Job Shadow Exhibitions

SCHOOL DATA SLIDES

[Link Here](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

Instructions:

Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

- 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?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	For the 2018 school year, we are on track to graduate our largest cohort of seniors to date. As of now, we have 7 students admitted to UC Berkeley for Fall 2018--the highest number in our school's history.	The grad rate from 2016-2017 has still not yet been finalized by the California Department of Education. Our best estimate is that we will see a graduation rate between 80-85%. We offer incredibly robust academic supports to students in navigating the transition to college senior year. We need to do a better job at identifying and supporting off-track students earlier.	Hire High School student support manager who can offer consistent supports to students who are in danger of being off-track to graduate. Continue to hold Family University nights that teach parents about transcripts and the importance of obtaining A-G credits. Work to include students monitoring their own transcript more often during the year.
On Track to Graduate (11th Grade)	89% of our 11th graders are on track to graduate.	There are students who are in their third year at GSP in 11th grade with a very low credits. How do we catch them sooner and during the semester so that there are fewer credit-deficient students earlier?	More targeted intervention with off-track students @ each semester. Revamp summer school and break school opportunities for scholars to help support their extended learning.

A-G Completion	Meeting the A-G Requirements is a graduation requirement within ASPIRE. As a result, every one of our students is expected to complete the A-G courses. The only exceptions are students with IEPs who have alternative educational plans.	As a result of this graduation requirement, our graduation rate is below 90% because of students who transfer to other schools. Our goal is to keep this rigorous bar but to support more students who fall off track earlier so that this grad requirement can be met within 4 years.	We are planning to look at Summer Bridge opportunities for Summer 2019--to help ensure our 8th graders are ready for the High School experience. In addition, we'd like to replicate our Student Support Manager model at the middle school level so that more High Schoolers are getting behavioral support and coaching throughout the day.
SBAC ELA	Last year's SBAC scores showed double digit improvement from the previous year (51% --> 66%). Last year was also the year that we aligned on a new English Curriculum, EngageNY, for 6-12th grade. The addition of AP English for Juniors also has helped ensure that students are ready and prepared for the English SBAC.	As a school there was a 46% proficiency gap between Non English Learners and English Learners in 2016-2017. This represents a wider gap than in any other tested year. There is also a 43% proficiency gap between Student without IEPs and Students with IEPs.	We are working to modify our SPED department and their caseloads so that our ed specialists can focus on mastering particular grade levels of content, instead of three different levels. We are investigating PD resources for 2018-2019 to help support our teachers in effective strategies for ELs
SBAC Math	Our proficiency rate rose 2% from 2016 to 2017. More remarkably, the % of students who exceeded the standard rose from 2% in Spring 2016 to 13% in Spring 2017.	As a school there was a 32% proficiency gap between Non English Learners and English Learners in 2016-2017. This represents a wider gap than in any other tested year. There is also a 27% proficiency gap between Student without IEPs and Students with IEPs.	Next year, we are adopting a new integrated 9-11th grade math curriculum, CorePlus. This move towards a more aligned, integrated curriculum will hopefully help support our math scholars.
AP Pass Rate/Dual Enrollment Pass Rate	Our AP Pass rate for AP English last year was near 50%. We expanded AP opportunities this year to include AP US History. 100% of our students who finish a dual enrollment course, pass.	With only 2 AP courses offered this year, less than 50% of our students are enrolled in an AP class at some point in their 4-years. We do not have good data for students who earn W's from withdrawing from Dual Enrollment courses.	In planning for 2018-2019 we are looking at how/if we could offer AP Spanish on campus.
Pathway Participation/CTE Enrollment*	100% of our 9th graders are enrolled in the Entrepreneurship Pathway.	Given our small school, there have been no significant barriers to Pathway Participation and enrollment.	Continue to enroll 100% of Freshman and Sophomores into our Entrepreneurship Pathway
English Learner Progress	69% of our Juniors met Annual Growth expectations from 2016-2017 CELDT.	Only 39% of students met Annual Growth expectations according to CELDT. This year, we are transition to ELPAC, a more rigorous assessment so we are likely to see a decrease in students meeting Growth expectations. For our EL's with IEPs, only 26% met Annual Growth Expectations.	We are working with our regional office to build out PD for our teachers to incorporate more EL strategies in their daily instruction. As a school, we need to look at EL data more often and take collective responsibility for its movement.
Suspension Rate	Suspension rate on track for a significant decrease 2017-2018 from 2016-2017. The rate has decreased from to 15.3% in 2016-2017 to 5.1% (so far). The disproportionality of AA students being suspended has dropped from 6.6% in 2016-2017 to 4.2% in 2017-2018.	Disparities continue to persist for our students with IEPs. 8.3% of our students have IEPs, but students with IEPs represent 19.4% of our suspensions.	We are launching a new SEL curriculum, RULER, across the school next year which will hopefully help decrease the Suspension Rate. We are also continuing our work and PD around Restorative Practices and updating our SPED staffing model, as mentioned previously.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	By June 2021, our graduation rate will be at least 92%		All Students	TBD (80% Baseline in 2015-2016)	85%	87%	Increase support for students that are most disconnected to school and struggling academically and behaviorally
On Track to Graduate (11th Grade)	95% of our 11th grader class will be on track to graduate		All Students	86%	90%	95%	Create clear grade level promotion criteria and a grading policy that allows teachers and students to understand student mastery and the steps that students can take to reach grade-level expectations
A-G Completion	By June 2021, at least 98% of our students will continue to meet the A-G Requirements for Graduation		All Students	97%	98%	98%	Create clear grade level promotion criteria and a grading policy that allows teachers and students to understand student mastery and the steps that students can take to reach grade-level expectations
SBAC ELA (11th Grade)	By June 2021, we will have closed the gap between our students' performance and the state-wide average for non-FRL students.		All Students	66%	66%	70%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
SBAC Math (11th Grade)	By June 2021, we will have closed the gap between our students' performance and the state-wide average for non-FRL students.		All Students	28%	35%	40%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
AP Pass Rate	50% of our scholars will be enrolled in at least 1 AP Course. The pass rate for our offered AP Courses will be 65%		Low-Income Students	46%	50%	60%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Dual Enrollment Pass Rate	Continue to have 100% of students who finish Dual Enrollment courses, earn passing grades. By June 2021, we will also have refined systems to know how often students are starting, but not finishing Dual Enrollment courses.		Low-Income Students	100%	100%	100%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Pathway Participation/ CTE Enrollment*	By June 2021, 100% of 9th-12th graders will be enrolled in the Entrepreneurship Pathway		All Students	0%	100% of 9th Graders	100% of 9th and 10th Graders	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
English Learner Progress	By June 2021, we will have fully transitioned from CELDT to ELPAC testing. Despite the more rigorous assessment, at least 65% of students will meet annual growth expectations.		English Learners	39% met annual growth expectations	35% meet annual growth expectations	45% of students meet annual growth expectations	Increase support for students that are most disconnected to school and struggling academically and behaviorally

Suspension Rate	By June 2021, our suspension rate will continue to be at or below 5%. We will have eliminated disproportionality of African American Students and students with IEP's getting suspended		All Students	15.30%	8%	5%	Increase support for students that are most disconnected to school and struggling academically and behaviorally
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2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

<p>Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.</p>		<p>KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely</p>	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	Over the course of this year, pathways have become a central part of the vision and mission for our 9th Grade Class. The school site leaders have consistently demonstrated that throughout this year in presentations to the staff as well as planned presentations to parents as part of the EOY Exhibitions. As we build out our pathway, and the students enrolled, the Entrepreneurship Pathway will become the central strategy for school improvement across high school. For now the central strategy for 9-11 continues to be focusing on rigorous standards aligned instruction.	As a school we have a lot of competing priorities. It will be helpful to make sure that pathways are significantly more present at the BEGINNING of the year, as opposed to halfway through.
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?	4: Completely	School leaders at GSP have done significant work this year to align systems and structures around the Measure N work. In the span of 1 year we have gone from a school with a lack of clarity on what Linked Learning was to a school in which 72% of staff are directly involved, and 89% of staff are on-board with the initiative. 72% of staff would not be able to be involved in the work if the systems and structures didn't exist to support and encourage their involvement.	Similar to the school leadership area of growth, it will be helpful to have this outlined BEFORE the 2018-2019 school year, as opposed to creating it during the school year as we did this year.
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	Once again, pathways are the core driver for our 9th Grade scholars and for piloting new experiences for all of our HS Scholars. However pathways are not yet the core driver for our upper classmen given that they haven't had the cohesive pathway experience.	Pathways/Linked Learning will serve as one of our High School's "Big Rocks" as we plan for the 2018-2019 school year. Professional Development opportunities and resources will align with that big rock throughout the year. The exact PD's will be supported by our Linked Learning consultant and likely be focused on Ron Berger's texts including "Leaders of their Own Learning"; "Learning that Lasts"; and "Management in the Active Classroom"
<p>School Leadership & Vision Goal for 2018-19:</p>		<p>We missed the ball this year in terms of understanding and incorporating the pillars of linked learning @ the start of the year. It wasn't until after the site visit and our work with PIVOT that we had a significantly better grasp on the four pillars and what it would mean to redesign our High School around them. Now that we have a much stronger and more widespread understanding of Linked Learning, the vision for 2018-2019 is that Linked Learning is incorporated in summer planning and summer PD and serves as a foundation for our work. We will continue to diversify and distribute the Linked Learning leadership as we test out pilot projects, exhibitions, and opportunities for students at all grade levels.</p>	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<p>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?</p>	3: Mostly	Given that our 9th grade team is our first "pathway cohort," our 9th grade staff are "deeply" connected with the work. Throughout the year, admin, counseling, and SPED staff have been at the table to ensure all stakeholders were involved with the pathway work. More broadly, at this point 100% of our HS staff are involved in an aspect of our pathway work. We look forward to deepening the connection to the pathway work as the program gets built out with other cohorts.	As a school, we don't have staff who are focused on our EL population, despite the definite need for EL support. Additionally, we can do a better job integrating the support staff into the work of the pathways.
<p>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?</p>	2: Somewhat	Our admin team and instructional lead team have a shared understanding of the school's goals. They seem themselves as contributors and supporters of Pathway Development. Our next steps are to engage our parent and student leaders in contributing and supporting the pathways.	(1) Incorporating the voices of parents and students in the context of pathway development. (2) Diversifying our Instructional Lead Team so that it is more representative of the population we serve.
<p>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?</p>	2: Somewhat	While the decision making structures have been clear and consistent throughout the year, they have not been inclusive of all stakeholders. We missed the mark when it came to student, parent, and community member engagement.	Our SSC structure is still a work in progress. It never really got off the ground this year. We are prioritizing monthly SSC meetings for the 18-19 school year and will serve as a solid foundation of our decision making structure.
<p>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)?</p>	4: Completely	The Master Schedule shifts done last year as part of our Measure N work have helped create the necessary components of high quality pathways. Our Master schedule allows for all students to receive Entrepreneurship 101 (9th grade) and Entrepreneurship 102 (10th grade). And it allows for weekly collaboration time for grade level teachers. Our budget shifts made this year also align to the school's mission/vision of distributed leadership. We had 10 stipended positions within our budget to build out pathway components. After the initial feedback from the commission from our 17-18 proposal we were able to shift how we spent the money to ensure that we were using it to support high quality pathways.	One area of growth is staffing. Our current online community college courses are being supported by staff who are not well-versed in the courses that they are supporting. Our goal for next year would be to provide better resources and better equipped staff to support the community college work.

<p>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)?</p>	4: Completely	<p>Equity has been one of the long held values @ GSP and is one of our 6 core values. Since our work on Measure N we have been committed to make sure that ALL students have access to the rigorous integrated academics, work-based learning, and CTE. While we know that achievement disparities continue to persist for our African American scholars, our EL's, and our students with disabilities we have taken intentional steps this year to address the gaps. For African American scholars we have started conversations with our home office about how to alter our enrollment practices so that our school better reflects our community, we have identified that our lead teams do not represent the diverse voices we want and we are intentionally fixing that as we plan out leadership positions for 18-19. For our EL's we have started ELAC this year and are using that space to connect with ELs and their families. For our students with disabilities we have started conversations on re-thinking our SPED model to better support scholars at all grade levels. For all of these subgroups, they are included at every level in our linked learning experiences and we are committed to ensuring that that is always the case.</p>	<p>As identified, our AA students, EL students, and students with disabilities continue to underperform their peers. While we have started important conversations about each of these groups, we have a lot to do in terms of action. Our strategies for 18-19 include: (a) Continued empowerment of student race based affinity groups like Black Student Union (b) Assign each SPED teacher 1 grade level (as opposed to 3) so that they can prioritize one grade span of content and one group of students and provide more consistent support (c) Train the staff on effective strategies for EL Learners during Department Time and Full-Staff PD (what we will use to train them is TBD)</p>
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<p>Systems & Structures Goal for 2018-19:</p>	<p>Our main goal for systems and structures in 18-19 is to create diverse equitable leadership teams that represent our community and to make sure that these teams lead with transparency--enrolling all stakeholders (staff, admin, parents, and students) in all of the decisions that will ultimately affect them.</p>
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Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Continue building out the SSC as a decision making body for GSP by recruiting diverse stakeholders before the year begins and ensuring that meetings happen consistently throughout the year.	Whole School	All Students	Measure N	\$0.00		Building the Conditions	Goal 6: Parents and families are engaged in school activities
Continue partnering with consultant organization to support Linked Learning efforts; Partner is TBD; We plan to leverage our consultant to provide support with site visits, staff externships, and resources for PD's to continue to build out our integrated projects and WBL opportunities in order to have a staff well prepared to successfully implement Linked Learning	Building the Conditions	All Students	Measure N	\$15,000.00		Building the Conditions	Goal 5: Students are engaged in school everyday
Leverage Support Staff for EOY Exhibitions & WBL Opportunities by including them in the planning and implementation at each grade level.	Building the Conditions	All Students		\$0.00		Building the Conditions	Goal 5: Students are engaged in school everyday
Incorporate Beginning of the Year PD in Linked Learning for the Whole Staff (PD to be designed/supported by our consultant organization)	Building the Conditions	All Students		\$0.00		Building the Conditions	Goal 5: Students are engaged in school everyday

Recruit consistent parent presence on Linked Learning Planning Team	Building the Conditions	All Students		\$0.00		Building the Conditions	Goal 6: Parents and families are engaged in school activities
Provide stipends for leadership positions at each Grade Level and Department to help ensure distributed leadership throughout the school	Building the Conditions	All Students	Title I: Basic	\$25,000.00		Building the Conditions	Goal 5: Students are engaged in school everyday
Provide stipends for 5 staff members participation and leadership on Linked Learning Implementation Team so that the work and leadership is distributed throughout the year (this work will be supported by our consultant partner)	Building the Conditions	All Students	Measure N	\$5,000.00		Building the Conditions	Goal 5: Students are engaged in school everyday
Linked Learning Convention registration and travel for 5 staff, including assistant principal, and pathway teacher to see best practices of CTE in order to ensure alignment to CTE industry standards and integration	Building the Conditions	All Students	Measure N	\$4,500.00		Building the Conditions	Goal 1: Graduates are college and career ready

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	1	2	3	Our Pathway theme has been vetted by students, staff, families, and industry partners through BUILD. We have taken steps this year to ensure that it aligns with CTE standards and know, based on the successes of BUILD and the applicability of an entrepreneurial mindset that it appeals to a broad diversity of students, regardless of their post secondary aspirations.
Integrated Core	1	1	2+	Our Program of Study integrates some technical and academic coursework across subject areas at each grade level-- particularly with our starting 9th grade cohort. By the end of this year, they will have seen integrated academic work across BUILD, History, Biology, English, Algebra 1, and their Poetry Elective. We have investigated and aligned our work to the CTE standards. While it is not yet a majority of the coursework the score is 2+ because all students, regardless of prior academic achievement, have the opportunity to meet A-G requirements. We will continue to fund and support integrated projects to be planned and implement during the 2018-2019 school year.
Cohort Scheduling	1	1	3	All pathway students participate as a cohort in the pathway's academic and technical courses. All of our grade level teams have a week common prep in which they can discuss projects, opportunities for collaboration, and student supports. We have flexible methodologies and flexible use of class time across most classes that allow for the incorporation of project based learning.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	1	1	3	Our EOY Exhibitions for 9th and 10th grade involve the design and public defense of high-quality integrated projects. Additionally, the majority of pathway teaching and learning is student-centered and includes a mixture of standards and problem based learning that aligns with the Pathway theme. Integrated projects throughout the year have forced students to think critically and to make connections across their classes.
Collaborative Learning	1	1	3-	All pathway teachers ensure that all students have daily activities that require them work in heterogeneous pairs or groups. We have provided some specific instruction in collaborative learning but need to work on our differentiated supports and assessments of collaborative learning skills.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2+	3-	Our pathway teachers share lessons, resources, and best practices to improve their instructional practice. They also receive feedback and coaching from their team or direct supervisor. We are still working on ways to incorporate more successful and more often peer observations.
Collaboration Time	1	1	3	Our pathway teachers have weekly grade level time in which they use effective meeting processes and distribute leadership responsibilities. No one pathway teacher owns all of the projects or work, every project is led and supported by a variety of various staff members and administrators.
Professional Learning	1	1	2	Through our partnership with Pivot Learning, pathway teachers attended 4 convenings that have focused on the following aspects of Linked Learning: PBL and Integrated Projects, Pathway Programs of Study, Assessment through POLs (EOYE), and finally, in May, we will be looking at effective WBL experiences. Each visit involved school tours and facilitated discussions with LL teachers. This led to immediate implementation of prototype integrated projects and WBL experiences this year. We are currently developing out PD for this summer and next year to fully integrate all staff in this process. Our consultant for next year, that is funded on our Schoolwide Enabling Conditions, will help us build out this scope and sequence.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>We have piloted interdisciplinary units aligned to CTE standards for the 9th graders in Algebra, Biology, and Poetry. We are piloting online community college courses that fit within the Entrepreneurship pathway and will eventually build on the foundation that students acquire in Entrepreneurship 101 & 102 (during their 9th/10th) grade years. We have stipended staff at every grade level to build out our EOY capstone projects and are stipending particular teachers to redesign their courses for the 18-19 school year in a way that successfully incorporates CTE standards related to entrepreneurship. In regards to core subject instruction, we redesigned our master schedules so that students who needed it would receive twice as much Math and English support, half of which would be in a significantly smaller group setting. We have implemented Break School three times throughout the year in support of course passage rates. We are also looking ahead to redesign our summer school so that it is a supportive and effective space for our scholars. Additionally, for the first time, 100% of 9th and 10th graders will take the Practice ACT test twice. Teachers across grade-levels are incorporating ACT questions/skills/strategies into their daily instruction.</p>	Fully Implemented	Not Yet Known	<p>The main metrics by which we test the effectiveness of our instruction (ACT/SBAC) have not occurred yet this year. From a qualitative perspective, our 9th grade cohort is articulating connections across their classes that have never been able to articulate before. They are seeing entrepreneurship show up in Algebra, Biology, and Poetry. They are preparing for an EOY Exhibition in which Entrepreneurship will also show up in English & in History. This cohort of students has seen more success in their Entrepreneurship course this year than any other cohort @ GSP, as measured by the % of awards earned at BUILD Showcases throughout the year. We look forward to building on the solid foundation that our 9th grade cohort has experienced as we continue to build out our pathway, 9th-12th.</p>
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IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	100% of our 9th and 10th grade classes will incorporate a linked learning unit/project over the course of the 2018-2019 school year. Grade levels will continue to have sacred collaboration time to ensure high quality project design.	All Students	0% of classes incorporated a linked learning unit/project	50% of our 9th Grade Core Classes incorporated a linked learning unit/project, not including the EOY Exhibition. 0% of our 10th Grade Core Classes incorporated a linked learning unit/project, excluding the EOY Exhibition.	100% of our 9th and 10th grade classes will incorporate a linked learning unit/project over the course of the 2018-2019 school year.	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Graduate Capstone/Culminating Experience	100% of our 9th and 10th grade students participate in a well-aligned culminating experience that incorporates Entrepreneurship as well as the WBL Continuum. Components of the project will happen throughout the year so that the EOY project doesn't feel like it happens in isolation. Based on the success of our internship pilot this spring, we hope to at least double the number of 11th and 12th graders participating in an EOY Internship experience.	All Students	Our 10th grade students participated in a job shadowing pilot loosely aligned to Career Clusters. There were very few career awareness opportunities outside of the EOY Exhibition.	100% of our 9th and 10th grade students will participate in a well-aligned culminating experience at the end of the year. It currently feels isolated from other experiences throughout the year. Our target for the EOY internship pilot is 10-15 students.	100% of our 9th and 10th students will participate in a well-aligned culminating experience that incorporates Entrepreneurship and the WBL Continuum. These culminating experiences will include experiences that start in September.	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students
Course Passage Rates	75% of our sophomores will be on track to graduate after the first semester of 18-19.	All Students	81% of sophomores were on track at the end of this year	Currently stands @ 61%	75% of our sophomores will be on track to graduate after the first semester of 18-19.	Create clear grade level promotion criteria and a grading policy that allows teachers and students to understand student mastery and the steps that students can take to reach grade-level expectations

THEORY OF ACTION

Theory of Action	The more we distribute the leadership and opportunities of linked learning, the more our students and school will thrive. Additionally, we must devote resources to building out our CTE pathway and projects so that links/connections are clearer for students.
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How are you building conditions for students and adult learning?	We have spent this year building a solid foundation with our staff in regards to (a) what is linked learning, (b) what is the value/opportunity of linked learning, and (c) how can the pillars of linked learning show up for students throughout the year. An overwhelming majority of our staff (89%) are excited about the opportunities of linked learning and as of March, 100% of our HS Staff are directly involved in the work. Now that the seeds of linked learning have been planted across our HS, we have no doubt that those seeds can and will flourish over the course of the next school year.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	We will use EOY Exhibitions to showcase for students and parents the power of Linked Learning. Our goal is to recruit more parent leaders and potential Work Based opportunities through these showcases.	Our Leadership Team will need to meet this spring to outline how Linked Learning PD will show up in our pre-school year PD and throughout the year.	Our Pathway Teams will need support from our consultant to develop integrated projects.	Our Department Teams will use weekly collaboration time to pilot and build-on each other's integrated projects.

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Stipend Music, Art, Government/Econ, 12th Grade Math, World History, and US History teachers to develop entrepreneurship projects aligned to CTE standards in their core content classes for the 2018-2019 school year. This work will be supported by our partner consultant.	All Students	Measure N	\$3,000.00		Rigorous Academics	Goal 5: Students are engaged in school everyday
To pay for an Entrepreneurship 102 Teacher for 10th graders as the second course of our CTE Sequence (0.6 FTE)	All Students	Measure N	\$40,000.00		Rigorous Academics	Goal 1: Graduates are college and career ready
BUILD (10th Grade Program Extension); Prior to Measure N, we were only able to serve 1 cohort of 10th graders in the optional Year 2 of BUILD that occurred outside of school hours. We will use Measure N funds to expand the capacity to include 2 cohorts of students instead of 1. The full BUILD Partnership is \$17,000;	All Students	Measure N	\$7,000.00		Career Technical Education	Goal 5: Students are engaged in school everyday
In an effort to expand Dual Enrollment opportunities that build on students CTE Coursework; We will add an 11th grade Alliant Community College course in Intercultural Communication; taught on-site by Bret Alderman, PhD. (0.4 FTE)	All Students	Measure N	\$30,000.00		Career Technical Education	Goal 1: Graduates are college and career ready
To pay for 3 GSP Staff to facilitate pathway related dual enrollment programs (likely online) for Juniors/Seniors; (0.4 FTE); This is a build up of three online classes that were piloted 2017-2018.	All Students	Measure N	\$60,000.00		Career Technical Education	Goal 1: Graduates are college and career ready
Given the cutback in Dual Enrollment funding at Peralta Colleges; the Dual Enrollment classes will likely need to be Online courses. We will need a Chromebook Cart to support the multiple online Dual Enrollment classes. This is an increase from our Dual Enrollment Pilots of 2017-2018.	All Students	Title I: Basic	\$14,000.00		Career Technical Education	Goal 1: Graduates are college and career ready
To pay for textbooks and supplies for Dual Enrollment courses	All Students	Measure N	\$1,500.00		Rigorous Academics	Goal 1: Graduates are college and career ready
To pay for the startup costs and teacher stipend to run and manage our School Store. This will serve as one of the long-term projects for the 10th Grade Entrepreneurship 102 course.	All Students	Measure N	\$3,000.00		Rigorous Academics	Goal 5: Students are engaged in school everyday
To pay for supplies for Integrated Projects including business material start-up costs; costs to put on evening exhibitions/family nights etc.	All Students	Measure N	\$5,100.00		Rigorous Academics	Goal 1: Graduates are college and career ready

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	1	3	Every student has a personalized 3 or 4-year sequence of experiences following the WBL continuum. Our 9th graders build career awareness through weekly advisory lessons and incorporation of career exploration into their EOY Exhibition. Our 10th graders continue career exploration with an EOY Job Shadowing opportunity. Our 11th/12th graders will experience an intensive career training/preparation experience through internships. We are collaborating with PIVOT to build these experiences and ensuring they are aligned with the guidance and resources from industry and post secondary professionals.
Pathway Outcomes	1	1	2+	We have created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject per grade level. To that end, we have distributed the leadership of the EOY Exhibition projects to ensure that every teacher on every grade level incorporate an element of the EOY Exhibition into their class. Our Linked Learning team has looked at vertical alignment of our WBL opportunities and is working to ensure student progress towards the identified student outcomes. We still need to work on incorporating the WBL plan more seamlessly throughout the year in students core subjects.
Pathway Evaluation	1	1	1	Given that we are just piloting our 9th, 11th, and 12th grade WBL experiences, we do not yet have evaluation strategies to assess the effectiveness of WBL experiences. We hope to take what we learn from this year's EOY Exhibitions to build out an evaluation strategy for the 2018-2019 school year.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We incorporated career awareness through Weekly Advisory structures. The 9th and 10th grade took career surveys and then spent Wednesdays exploring careers related to the most populare CTE Pathways. For the first time, we have stipended a staff member who is our Industry Liaison. He has arranged brown bag lunches and helped support bringing in an engaging entrepreneur to our Town Hall. We are currently enhancing and redesigning our 10th Grade Job Shadow EOY Experience. We are building out a career portion of the 9th Grade EOY Exhibition and planning on piloting internships in the 11th/12th grade with a group of 10-20 students.	Fully Implemented	Not Yet Known	A lot of the work around WBL will be evidenced in students' EOY Exhibitions Based on teacher feedback and student response so far, I anticipate that the impact will be incredibly positive--we just haven't had a chance to see much of it yet. Having said that, for the first time, both students and staff can identify the different CTE clusters and students have had opportunities throughout the year to engage with and explore different careers and opportunities.

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Build out our industry partnerships to get professionals on campus engaging with our students more often. Additionally, provide more exposure opportunities to job-sites (not just colleges) so that students can get a real-life sense of post secondary opportunities and experiences.	All Students	0 brown bag lunches; 0 career based guest speakers; 0 job site visits	4 brown bag lunches, 1 career based speaker; 0 job site visits	8 brown bag lunches; 2 guest speakers; 4 job site visits	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students
Career Exploration	Incorporate elements of the 10th Grade Job Shadow EOY Exhibition throughout the year and in classes so that students can see connections between curriculum and career more often.	All Students	10th Grade EOY Exhibitions started in May	10th Grade EOY Exhibitions started in March	10th Grade EOY Exhibitions started in August/September and interwoven throughout the year	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students
Career Preparation	Increase the number of students who participate in EOY Interships in 11th and 12th grade. Focus on students at-risk of not graduating as a potentially positive lever to push them towards successful graduation.	Low-Income Students	0 students participated in full interships	15 students participate in full interships; no focus students	40 students participate in full interships; focus on students at-risk of not graduating	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students

THEORY OF ACTION

Theory of Action	When our students (and staff) can clearly see and articulate the connections between their learning and the careers that learning is preparing them for, they are more likely to be invested in that learning. We know that students who arrive to college with a plan for what to do with the degree are more likely to successfully graduate. Our goal is to increase the % of students with a strong, well-informed post secondary plan based on their HS WBL experiences.			
How are you building conditions for students and adult learning?	Partnering with the consultant PIVOT to build out our EOY Internships--given our lack of experience. Planning to have staff/teacher externships at job-sites during the 2018-2019 school year. Stipending teachers at each grade level to own the EOY Exhibition Project development. Ensuring the EOY Exhibitions are more clearly woven throughout the year in 2018-2019 with student experiences every quarter.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	We need to meet with our SSC to talk about building out the internship experience for 11th and 12th grade students--given that it requires a modified schedule. We also need to leverage our parents to continue to build out the placements for shadows/internships.	We need to meet with our Instructional Lead Team as we plan for 2018-2019 to see where/how the WBL continuum can show up in their departments/courses. We also need to work with teachers as they write their 2018-19 scopes and sequences to incorporate the CTE standards wherever possible.	Our Pathway Teams will meet during Summer PD to outline plans to incorporate WBL opportunities throughout the year. We will need to meet with the leads of the team prior to that PD to ensure their understanding of the curriculum and the resources that can be leveraged	Department Teams need to meet to collaborate on when/how WBL can be incorporated within their courses. Department teams also need time to connect with each other to build out solid interdisciplinary experiences.

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Continue stipending Industry Liaison to build industry partnerships & connections so that Industry Partners can join our Implementation Team as well as support our WBL Experiences	All Students	Measure N	\$2,000.00		Work-Based Learning	Goal 1: Graduates are college and career ready
To pay for guest speakers to come and speak to students during Brown Bag Lunches and Town Halls about their career path and the benefits of acquiring an entrepreneurial skillset. These speakers will be facilitated by the Industry Liaison. We are planning to have at least 1 guest speaker per quarter.	All Students	Measure N	\$4,500.00		Work-Based Learning	Goal 5: Students are engaged in school everyday
Stipend 9-12th grade teachers starting in the summer to build out EOY Exhibitions based on the WBL Continuum (and the experiences throughout the year that will connect them); These leads will ensure that at least 2 WBL experiences take place each quarter leading up to the EOY Exhibition	All Students	Measure N	\$4,000.00		Work-Based Learning	Goal 1: Graduates are college and career ready
Continue to work with Pathway Consultant to use 2017-2018 piloted internships as a launch pad for 2018-2019 Internship Experiences. Work to leverage the same job sites to begin to build a long-term relationship.	All Students		\$0.00		Work-Based Learning	Goal 1: Graduates are college and career ready
At the end of 2017, use the Linked Learning Implementation Team and PIVOT's support to analyze the effectiveness of the 2017-2018 EOY Exhibitions and build out goals and metrics for the 2018-2019 experiences so we have clear objectives	All Students		\$0.00		Work-Based Learning	Goal 1: Graduates are college and career ready
To pay for off-site experiences including staff externships and student field trips to career sites. This money will go towards sub coverage, transportation, and lodging as necessary. These field trips will be tied into the EOY Exhibitions. We are still in the process of planning where students/staff will go.	All Students	Measure N	\$7,000.00		Work-Based Learning	Goal 1: Graduates are college and career ready

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1	1+	4	This year we launched an MTSS system that assured that each student is known well. The system put students' academic, personal, and social-emotional needs in one place. We used these data points to tier students and then aligned those tiers with various interventions such as Reading and Math Workshop that were made possible because of our master scheduling shifts. We instituted a Weekly Behavioral Wellness Team meeting with admin and mental health counselors that met to discuss students who weren't making adequate progress. To help make sure we were all aligned on students supports/needs we launched the use of RyeCatcher as school. In RyeCatcher, all students interventions, referrals, and important documents were captured and shared. In terms of family engagement, we continued our strong tradition of Student Led Conferences and launched formalized SSTs for students who struggled to make academic progress. Lastly, our PD this year was grounded in Culturally Responsive Teaching and the Brain by Zaretta Hammond. We worked with the staff to identify and access culturally responsive strategies to address individual students.
College & Career Plan	1	1+	3	Our first semester Freshman Experience course collaborated with counselors and families to support all of our 9th graders in identifying career goals and aspirations and creating individualized 6-10 year college and career plans. In terms of tools, processes, and activities, every High School student went on a fall University Trip. Weekly advisory lessons included exposure to various careers and colleges. The Industry Liason position helped facilitate multiple Brown Bag Lunches that helped bring more professionals on campus to meet with our students and discuss their own career paths/options. The EOY Exhibition project will ask students to present their individual college and career plan to their families.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
This year we adopted MTSS (outlined in the explanation above) and our Master Schedule shifted drastically so that instructional minutes were distributed more equitably. We developed Math and Reading Workshops for smaller groups of students who needed additional support in their math and reading classes. Our Student Support Managers, Mental Health Counselors, and admin created systems and structures to more effectively communicate about student progress and concerns.	Fully Implemented	Somewhat Effective	While we will not know our SBAC results until this summer, our most recent interim assessment results are promising. We had the highest English scores in Aspire Bay Area and our Math results improved from last year. Additionally, many of our students who are not reading on grade level scored proficient on the interim assessment. Our Math and Reading Workshops are focused on our students who are below grade level and our interim data gives us hope that we will see improved SBAC scores. Additionally, our students receiving Tier 2 and 3 supports now receive weekly check-ins with an adult and have all of their interactions logged into an online system called Rye Catcher. This has provided our most struggling students with more support and has allowed staff to keep track of supports and communicate better with one another about how they support our neediest students.

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Continue to develop our systems for Restorative Practices that prioritize restoring relationships, student learning, and logical consequences.	Students with Disabilities	14% Suspension Rate	8%	5%	Increase support for students that are most disconnected to school and struggling academically and behaviorally
College Access	In 2017-2018 we started PD and developed systems and structures for practice and instruction focused on the ACT. We will build on this work in 2018-2019--continuing to give the Practice ACT semi-annually to both 9th and 10th graders and the actual ACT semi-annually to Juniors. We will devote more PD time to unpacking the ACT and include more goal setting and reflection opportunities with students.	All Students	No formal ACT PD; No Practice ACT Tests Administered	100% of students take the ACT/Practice ACT in the Fall and 100% of 9-11th take the ACT/Practice ACT in the Spring; 2 ACT focused PD sessions were held	100% of students take the ACT/Practice ACT in the fall; At least 3 ACT focused PD Sessions throughout the year	Increase support for students that are most disconnected to school and struggling academically and behaviorally

Differentiated Interventions	HS Student Support Manager will add effective and consistent level of support for our 9-11th graders most at-risk of not graduating. He/she will prioritize student check-ins; goal setting; and progress monitoring with our at-risk students around both their academics and social emotional wellness.	African American Students	0 HS Students consistently supported by Student Support Manager	0 HS Students consistently supported by Student Support Manager	HS Student Support Manager will have case load of 8-15 students. By the end of 2018-2019, all 90% of them will be on track to graduate.	Increase support for students that are most disconnected to school and struggling academically and behaviorally
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THEORY OF ACTION

Theory of Action	Instead of providing every student the exact same number of instructional minutes per subject, we should differentiate the number of minutes for a given subject to fit the students needs. Additionally, we should provide space and time for students to work on below grade level skills that support their on grade level learning. Additionally, the theory of action around interventions is that systems and structures for communication are paramount to an intervention systems success.					
How are you building conditions for students and adult learning?	We are continuing to provide weekly department and grade level time for small groups of teachers to meet to work together on refining instructional practices and reaching students who aren't making significant academic progress. We are working to have students be the drivers of their own learning and progress through grade trackers and their own progress monitoring, weekly in advisory.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	Our SSC will need to wrestle with our off-track % and align around our school's philosophy, systems, and structures for credit recovery. This group will hopefully also consider future bridge opportunities between 8th and 9th grade to help support our students entering High School.	Leadership Team needs to meet with our Regional Home Office around hiring supports; specifically for our SPED Staff and Student Support Manager positions	Our Pathway Teams will need professional development on differentiation, specifically as it relates to integrated projects.		Our Department Teams need to sit down with the on/off track data and look for trends among the department. These teams need to norm on how we are grading/providing feedback to students and how we are responding to students who are off-track when it comes to graduation.	

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
To pay for Challenge Day on campus (piloted in 2017) to support building of relationships and trust within the 9th Grade cohort. Challenge Day is an outside organization that facilitates day long workshops with groups of students. The money will go to the organization to bring them on campus to run the day. The relationships and the trust this day builds will help us reach our most at-risk youth.	All Students	Measure N	\$12,000.00		Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
Hire a HS Student Support Manager based on our success with MS Support Managers so that we can catch kids who need additional support earlier and more intensely. This person will help monitor and plan with students who are off-track for graduation. Our MS Student Support Managers currently have caseloads of students who receive Tier 3 services. Our SSMs have daily check-ins, push into classrooms and provide support in emergency situations. Next year, we plan to provide similar support to our HS students, but with a strong focus on helping students who are off-track. Our HS SSM will be able to help us tailor supports specifically to the needs of our students who are most likely to drop out.	African American Males	Measure N	\$60,000.00		Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
Reconfigure our SPED caseloads and structure so that each SPED staff's caseload is within 1 grade level to allow for more consistent support.	Students with Disabilities		\$0.00		Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards

<p>To pay for staff stipends to work at Fall, Winter, and Spring Break School; Break School was piloted in the 2017-2018 school year. Break School is a time for off-track students to come in and get support from teachers in small groups. Each Break School this year served 50-120 students--focused on our students with IEPs and other most at-risk students.</p>	<p>Students with Disabilities</p>	<p>Measure N</p>	<p>\$13,500.00</p>		<p>Comprehensive Student Supports</p>	<p>Goal 2: Students are proficient in state academic standards</p>
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4. TOTAL SCHOOL FUNDING ALLOCATIONS

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century		\$0.00	\$0.00
After School Education & Safety (ASES)		\$0.00	\$0.00
General Purpose Discretionary		\$0.00	\$0.00
LCFF Supplemental		\$0.00	\$0.00
LCFF Concentration		\$0.00	\$0.00
Title I: Basic		\$0.00	\$0.00
Title I: Parent Participation		\$0.00	\$0.00
Measure N	\$277,100.00	\$277,100.00	\$0.00
TOTAL	\$277,100.00	\$277,100.00	\$0.00

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	Associated Linked Learning Pillar	Associated LCAP Action Area
Continue building out the SSC as a decision making body for GSP by recruiting diverse stakeholders before the year begins and ensuring that meetings happen consistently throughout the year.	All Students	Measure N	\$0.00		Building the Conditions	
Continue partnering with consultant organization to support Linked Learning efforts; Partner is TBD; We plan to leverage our consultant to provide support with site visits, staff externships, and resources for PD's to continue to build out our integrated projects and WBL opportunities in order to have a staff well prepared to successfully implement Linked Learning	All Students	Measure N	\$15,000.00		Building the Conditions	
Leverage Support Staff for EOY Exhibitions & WBL Opportunities by including them in the planning and implementation at each grade level.	All Students		\$0.00		Building the Conditions	
Incorporate Beginning of the Year PD in Linked Learning for the Whole Staff (PD to be designed/supported by our consultant organization)	All Students		\$0.00		Building the Conditions	
Recruit consistent parent presence on Linked Learning Planning Team	All Students		\$0.00		Building the Conditions	
Provide stipends for leadership positions at each Grade Level and Department to help ensure distributed leadership throughout the school	All Students	Title I: Basic	\$25,000.00		Building the Conditions	
Provide stipends for 5 staff members participation and leadership on Linked Learning Implementation Team so that the work and leadership is distributed throughout the year (this work will be supported by our consultant partner)	All Students	Measure N	\$5,000.00		Building the Conditions	
Linked Learning Convention registration and travel for 5 staff, including assistant principal, and pathway teacher to see best practices of CTE in order to ensure alignment to CTE industry standards and integration	All Students	Measure N	\$4,500.00		Building the Conditions	
Stipend Music, Art, Government/Econ, 12th Grade Math, World History, and US History teachers to develop entrepreneurship projects aligned to CTE standards in their core content classes for the 2018-2019 school year. This work will be supported by our partner consultant.	All Students	Measure N	\$3,000.00		Rigorous Academics	
To pay for an Entrepreneurship 102 Teacher for 10th graders as the second course of our CTE Sequence (0.6 FTE)	All Students	Measure N	\$40,000.00		Rigorous Academics	

BUILD (10th Grade Program Extension); Prior to Measure N, we were only able to serve 1 cohort of 10th graders in the optional Year 2 of BUILD that occurred outside of school hours. We will use Measure N funds to expand the capacity to include 2 cohorts of students instead of 1. The full BUILD Partnership is \$17,000;	All Students	Measure N	\$7,000.00		Career Technical Education	
In an effort to expand Dual Enrollment opportunities that build on students CTE Coursework; We will add an 11th grade Alliant Community College course in Intercultural Communication; taught on-site by Bret Alderman, PhD. (0.4 FTE)	All Students	Measure N	\$30,000.00		Career Technical Education	
To pay for 3 GSP Staff to facilitate pathway related dual enrollment programs (likely online) for Juniors/Seniors; (0.4 FTE); This is a build up of three online classes that were piloted 2017-2018.	All Students	Measure N	\$60,000.00		Career Technical Education	
Given the cutback in Dual Enrollment funding at Peralta Colleges; the Dual Enrollment classes will likely need to be Online courses. We will need a Chromebook Cart to support the multiple online Dual Enrollment classes. This is an increase from our Dual Enrollment Pilots of 2017-2018.	All Students	Title I: Basic	\$14,000.00		Career Technical Education	
To pay for textbooks and supplies for Dual Enrollment courses	All Students	Measure N	\$1,500.00		Rigorous Academics	
To pay for the startup costs and teacher stipend to run and manage our School Store. This will serve as one of the long-term projects for the 10th Grade Entrepreneurship 102 course.	All Students	Measure N	\$3,000.00		Rigorous Academics	
To pay for supplies for Integrated Projects including business material start-up costs; costs to put on evening exhibitions/family nights etc.	All Students	Measure N	\$5,100.00		Rigorous Academics	
Continue stipending Industry Liaison to build industry partnerships & connections so that Industry Partners can join our Implementation Team as well as support our WBL Experiences	All Students	Measure N	\$2,000.00		Work-Based Learning	
To pay for guest speakers to come and speak to students during Brown Bag Lunches and Town Halls about their career path and the benefits of acquiring an entrepreneurial skillset. These speakers will be facilitated by the Industry Liaison. We are planning to have at least 1 guest speaker per quarter.	All Students	Measure N	\$4,500.00		Work-Based Learning	
Stipend 9-12th grade teachers starting in the summer to build out EOY Exhibitions based on the WBL Continuum (and the experiences throughout the year that will connect them); These leads will ensure that at least 2 WBL experiences take place each quarter leading up to the EOY Exhibition	All Students	Measure N	\$4,000.00		Work-Based Learning	
Continue to work with Pathway Consultant to use 2017-2018 piloted internships as a launch pad for 2018-2019 Internship Experiences. Work to leverage the same job sites to begin to build a long-term relationship.	All Students		\$0.00		Work-Based Learning	
At the end of 2017, use the Linked Learning Implementation Team and PIVOT's support to analyze the effectiveness of the 2017-2018 EOY Exhibitions and build out goals and metrics for the 2018-2019 experiences so we have clear objectives	All Students		\$0.00		Work-Based Learning	
To pay for off-site experiences including staff externships and student field trips to career sites. This money will go towards sub coverage, transportation, and lodging as necessary. These field trips will be tied into the EOY Exhibitions. We are still in the process of planning where students/staff will go.	All Students	Measure N	\$7,000.00		Work-Based Learning	
To pay for Challenge Day on campus (piloted in 2017) to support building of relationships and trust within the 9th Grade cohort. Challenge Day is an outside organization that facilitates day long workshops with groups of students. The money will go to the organization to bring them on campus to run the day. The relationships and the trust this day builds will help us reach our most at-risk youth.	All Students	Measure N	\$12,000.00		Comprehensive Student Supports	

<p>Hire a HS Student Support Manager based on our success with MS Support Managers so that we can catch kids who need additional support earlier and more intensely. This person will help monitor and plan with students who are off-track for graduation. Our MS Student Support Managers currently have caseloads of students who receive Tier 3 services. Our SSMs have daily check-ins, push into classrooms and provide support in emergency situations. Next year, we plan to provide similar support to our HS students, but with a strong focus on helping students who are off-track. Our HS SSM will be able to help us tailor supports specifically to the needs of our students who are most likely to drop out.</p>	<p>African American Males</p>	<p>Measure N</p>	<p>\$60,000.00</p>		<p>Comprehensive Student Supports</p>	
<p>Reconfigure our SPED caseloads and structure so that each SPED staff's caseload is within 1 grade level to allow for more consistent support.</p>	<p>Students with Disabilities</p>		<p>\$0.00</p>		<p>Comprehensive Student Supports</p>	
<p>To pay for staff stipends to work at Fall, Winter, and Spring Break School; Break School was piloted in the 2017-2018 school year. Break School is a time for off-track students to come in and get support from teachers in small groups. Each Break School this year served 50-120 students--focused on our students with IEPs and other most at-risk students.</p>	<p>Students with Disabilities</p>	<p>Measure N</p>	<p>\$13,500.00</p>		<p>Comprehensive Student Supports</p>	

SPSA ENGAGEMENT TIMELINE

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

EXAMPLES:

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

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
July 2017	Admin	Reviewed feedback from the Measure N Commission report based on 2016-2017 Site Plan and course corrected budget/action items
Aug/Sept 2017	Staff/Students/Families	Convened Linked Learning Team with diverse stakeholders (staff/admin/parents/students); The team has continued to meet monthly all year.
10/1/2017	Students	12th grade student (Eddy) led a student focus group to gather feedback on our graduate profile and student experiences that would make that profile a reality..
Nov 2017	Teachers	Two of our Pathway Teachers joined Pivot in school-site visits and planning for integrated projects.
2/1/2018	Students	Used integrated projects in Algebra & Biology to explain the pillars of Linked Learning and what it means to be part of GSP's first Linked Learning cohort.
2/1/2018	Admin/Teachers	Linked Learning Pathway Leaders attended the Linked Learning Conference in Anaheim to learn and see best practices from similar institutions. This conference was used as a launch pad to create our 2018-2019 initiatives and plans.
3/1/2018	Staff	Created Linked Learning sub committees to take on Integrated and EOY projects. After each project, teacher met with administrator to discuss successes and areas for improvement.

