



## 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 continue to be grateful for this opportunity to update you on our Measure N Implementation. We appreciate the support, oversight, and advice provided by the commission as it relates to us making sure we are on the right path to redesign our high school effectively with the principles of Linked Learning.

Thanks to your feedback, both throughout this year, and at the site visit, we continue to be 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, we have created an updated graduate profile and worked backwards from that profile to create aligned experiences that make that help make that profile a reality for our scholars.

For this update, we want to highlight three areas:

- 1) Starting with the end in mind
- 2) Our progress to date
- 3) Our next steps

### **Section 1: Starting with the end in mind.**

Thanks to the feedback of the commission and our work with PIVOT last year, we have aligned on basic graduate pathway outcomes (that are copied in our Program of Study):

GSP Graduates will:

- Be rooted in community
- Have confidence in identity, values, and ability to adapt to new experiences
- Have mastery over 21st century skills of collaboration, communication, problem solving, self-management, grit, vision, and competitiveness
- Feel inspired and prepared to envision and execute a business plan or project
- Be financially literate



We are committed to this vision for our graduates and will keep these outcomes at the forefront of our work now and moving forward.

**Section 2: Our progress to date:**

We have progressed considerably since missing the mark in the Spring of 2017 when we did not truly understand what it meant to meaningfully redesign our high school to incorporate the principles of Linked learning.

Much of our progress has been seen and recognized by the commission. In our 2018-2019 Final Recommendations, the commission articulated the following areas of strength:

- Clear articulation of pathway theme and industry sector
- Strong pathway teacher
- Larger staff buy-in and integration of pathway work

*Those strengths remained consistent through the Fall Site Visit where the team recognized:*

- Commitment and consistency to entrepreneurship theme
- Positive school culture
- Students engaged in entrepreneurship class
- Leadership team aware of rising challenges and open to addressing them

In addition to these reviews, we have seen significant growth/progress within all four pillars of Linked Learning. Particularly within Integrated Academics which we recognized last year as our greatest area of growth.

The table below highlights a sampling of our progress:

Integrated Academics	<ul style="list-style-type: none"> <li>• Successfully launched 4 integrated projects that combined the skills of Entrepreneurship with one other core subject (2017-2018)</li> <li>• Successfully redesigned and launched integrated EOY Exhibitions in 9th and 10th grade that integrate all core academic subjects with Entrepreneurship (2017-2018)</li> <li>• Aligned on 8 skills/core competencies (from BUILD/CTE Standards) to incorporate through all HS courses: Communication, Collaboration, Problem Solving, Self-Management, Grit, Innovation, Vision, and Competitiveness (2018-2019)</li> <li>• Spent Professional Development time aligning with staff on the Why and How of Linked Learning including it's connection with Culturally Responsive Teaching and exploring the CTE standards for opportunities for Integration (2017-2018) &amp; (2018-2019)</li> <li>• Enrolled our grade level leads in teaching a "What is Linked Learning" lesson to 100% of 9th and 10th Grade from which one student reflected: <i>"You [the teachers] reflected on how good we were at BUILD, and designed something around us because of that. That makes me really excited to be a part of this!"</i></li> <li>• Developed lessons and project plans for integrated projects that combine Entrepreneurship with every 9-10th core subject (2018-2019)</li> </ul>
CTE	<ul style="list-style-type: none"> <li>• Designed and launched a new UC Approved Entrepreneurship 102 Course called Financial &amp; Technological Literacy in which students learn both basics of personal and retail finance and the basics of coding through a partnership with ScriptEd. This course will design, plan, open, and manage our new school store starting in Spring 2019.</li> <li>• Spent Professional Development time exploring with 9th and 10th grade on the CTE standards and opportunities for Integration</li> <li>• Aligned our Community College Online Course offerings to the Merritt College Certificate of Proficiency in Entrepreneurship</li> <li>• With support of BUILD and their curriculum resources, we are developing the 3rd course in the CTE sequence for Juniors in 2019-2020</li> </ul>



Work Based Learning	<ul style="list-style-type: none"><li>● Implemented successful Job Shadowing 10th Grade Exhibition with 98%+ of students shadowing at work places across the bay (2017-2018)</li><li>● 100% of 9th Grade EOY Exhibitions included resume writing and career exploration including career surveys and research (2017-2018)</li><li>● Launched a longer term pilot internship at Salesforce for 7 Juniors where in addition to learning about Salesforce and their work, students leveraged design thinking to address a systemic problem on campus (2017-2018)</li><li>● Launched GSP's first ever Brown Bag Lunches and provided our students face time with entrepreneurs and other professionals (2017-2018) &amp; (2018-2019)</li><li>● Partnered with BUILD to launch an industry advisory board (December 2018) connected with their executive board that will provide feedback on our graduate profile, outcomes, curriculum, and work-based learning continuum opportunities</li></ul>
Student Supports	<ul style="list-style-type: none"><li>● Hired an additional High School Student Support manager (SSM) to support our most struggling Tier 2/Tier 3 students with behavior and academics. We are now able to support twice as many high school scholars. SSM's have also played a pivotal role in connecting students/families with off-campus resources and alternative post secondary career opportunities.</li><li>● Successfully launched Fall, Winter, and Spring Break Schools to provide additional time and space for students to master elusive content. At least 130 students (45% of our total High School population) attended at least one Break School. (2017-2018)</li><li>● Successfully collaborated with Lionel Wilson Prep to implement a 4-week Summer School that created space and time for credit deficient students to do credit recovery. Collectively, students at GSP recovered 78 semesters worth of work.</li></ul>

**Our Next Steps:**

The commission's fall visit left us with a lot of helpful questions to chew on. While the visit was only a few weeks ago, we have identified three key questions from the commission that we are committed to responding to in Semester 2 of this year:

**How will your site build a pathway development team to ensure pathway development work is not held by one specific person? How can your team begin to build pathway identity?**

We recognize that we need to ensure that our staff are not only enrolled in the idea of pathway development and are involved in small components but are actively designing and seeing the broader picture and developing an identity as a pathway teacher. To that end, we have:

- In the final stages of hiring a Pathway Consultant (John Watkins) who worked with us during 2017-2018 to begin work with us in January 2019
- Finalized a core entrepreneurial skillset that will show up in 100% of our High School classrooms through environmental print and common rubrics. This rubric will be fully piloted during our EOY Exhibitions.
- Redesigned our Semester 2 Lead Team Calendar to include monthly conversations around Pathway Development and to flush out the entrepreneurial skillset and codify how these skills show up across contents.
- Quarterly High School Professional Development on implementing Linked Learning with a specific focus on planning and implementing Integrated Projects



## **How will your team work towards integration beyond Mo and one core content teacher, to build more horizontal and vertical integration?**

We recognize that horizontal and vertical integration are paramount to students and staff feeling enrolled in being part of a pathway. Our current approach of most projects being a combo of Mo, our entrepreneurship teacher, and one core content teacher is a floor and not the ceiling. Given that 75% of our 9th grade teachers are new to GSP, we intentionally started small so that teachers could see and understand what it means to incorporate elements of CTE, PBL, and intentional integration in their instruction. We are committed to building towards broader collaborative opportunities for staff and students so that Linked Learning becomes the identify of the full team. Our EOY Exhibitions continue to be a space of wide cross-curricular collaboration and we are committed to expanding these opportunities in the future by the following next steps:

- By the end of Semester 2, all staff will have aligned on the descriptions and rubrics for the 8 entrepreneurial skills. These rubrics will show up at least once a quarter in every core content area in our High School
- Starting in January, we are committing monthly time for staff-wide PD on the graduate profile/Linked Learning principles as well as monthly time for exhibition planning where teachers get time and space to work together as a pathway team to develop the EOY integrated project. We are also committed to two family events to integrate families into the Linked Learning vision.
- In the past, EOY Exhibitions have been more of a Quarter 4 project than a clear portfolio/exhibition of learning from the year. This year, all exhibitions will feel like a year-long experience with mini-projects and assignments completed throughout the year across contents and will use the entrepreneurial skills rubrics.
- The pathway environmental print and common rubrics will also support this horizontal and vertical integration.

## **How are you balancing college culture and Linked Learning?**

We recognize that there can be some perceived tension between college culture and Linked Learning. Instead of that tension, we see an opportunity to leverage Linked Learning to ensure that our college culture includes a strong “for what?” component. All of our students should leave GSP with a strong sense of a career or career field that they intend to leverage further schooling for. If they go to college, but aren’t exactly sure “for what?”, we haven’t set them up for future success.

While we also recognize that there are alternative post-HS paths for students, we intend to ensure that students have exposure to the wide-range of post secondary opportunities. One of our main initiatives to address that this year is our 1st Annual Career Fair Day in February 2019 in which we are bringing dozens of career professionals on campus to speak with students about their careers, paths, and various post-secondary options.

Additionally, the monthly staff wide PD time and monthly incorporation of Linked Learning into our Lead Team will help ensure that we build schoolwide awareness and embrace of the Linked Learning vision and integrate that vision into our college culture.

A year from now, we hold ourselves accountable to the goal that 100% of our 9-11th 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. Not only can they say what it means, but you can tell from a walk through our high school, by looking at the walls, listening to the teachers, or reviewing students work, you can see that the pathway is meaningfully incorporated across content and space.

Thanks again for the support that you’ve continued to provide. We continue to be energized and excited by the Linked Learning opportunities and know that with your continued support, we are on an excellent track to get there.



*Supplemental Documentation:*

- [Final Summary](#)
- [Statement of Intent](#)
  - [Self Assessment Rubric](#)
- [2019-2020 Master Schedule](#)
- [Program of Study](#)
- [Sample Budget for the 2019-2020 school year](#)