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**Measure N - College & Career Readiness - Commission**

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June 21, 2016

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By: e

To: Board of Education  
Oakland Unified School District

From: Measure N – College & Career Readiness – Commission  
David Kakishiba, Chairperson

Re: **2016-2017 School Planning Grants (Cohort 2)**

**Legislative Action Request to the Board of Education**

To approve the allocation of 2016-2017 Measure N School Planning Grants, in the amount of \$200 per student, to the following high schools:

American Indian Public High School

Conservatory of Vocal/Instrumental Arts High School

East Bay Innovation Academy

Golden State Preparatory Academy

**Background**

At its June 21, 2016 meeting, the Measure N Commission voted unanimously to recommend to the Board of Education approval of 2016-2017 Measure N planning grants to the aforementioned high schools in the amount of \$200 per student. Attached are two documents related to the Office of College & Career Readiness evaluation of each school's planning grant proposal.

## American Indian Public High School - Measure N Checklist

Category:	Ranking: Approved/ Approved with Recommendations// Denied Until Revised	Comments:
Is the application complete (all fields completed)?	Approved with Recommendations	Yes
<p>Is there a clear and logical flow between your:</p> <ul style="list-style-type: none"> <li>● demographic and pathway data (from the excel sheet Kevin Schmidke prepared)</li> <li>● self assessment (language and rankings)</li> <li>● self assessment and the narrative reflection on the self assessment in each of the 5 categories</li> <li>● actions you plan to take during your planning period align to the self reflection</li> <li>● outcomes you've set for those activities feel like a direct result of the planning and piloting.</li> <li>● if you follow the logic in your application will you meet the overall outcomes outlined by Measure N</li> </ul>		<p>There doesn't appear to be a clear logical flow.</p> <p>Application uses some of the self assessment language in the current narrative. Planned activities listed in each section are general and don't address some of the needs highlighted in the narrative that would support pathway development.</p> <p>Some of the outcomes of Measure N don't seem to be addressed in the logic of the plan.</p> <p>Pathway theme: Science, Engineering, and Math There is very general and very little as to strategies/planned activities that will help the school build out the career component of the pathway.</p>
Did you enter your vision and mission, if your pathway or school site has one (if not, is there an activity to develop those)?		Mission and vision are stated. The historical turnover is acknowledged as a reason as to why holding that clear vision and mission has been difficult although the school is coming to a

		<p>sense of stabilization.</p> <p>The planning activities listed would need to address how the school will work with the current staff to ensure there is buy-in and alignment around the vision and mission after so much turnover. Planning activity listed is to use Design Team to evaluate and revise the vision and mission but with so much turnover it seems like an all school strategy would be more effective.</p>
Do you have signature practices of your school or pathway (if not do you have a plan to get there?)		Yes
Does the language in the self assessment and reflection sections match the language in the Measure N Self Assessment rubric (i.e. if a school ranked itself a Level 3 in a certain category, did they use Level 3 language in their assessment and reflection)?		<p>Some specific language from the rubric is used in the application.</p> <p>Self-assessment should draw directly from the language of the Measure N rubric describing current reality for each area of the application.</p> <p>Planning activities “outcomes” should reflect the language of the goals as indicated on the rubric in each category.</p>
Do you have a section in category 1 that addresses the creation and development of your Design Team (in the fall or summer)?		<p>Planned activities highlight the creation of a pathway advisory board, gathering stakeholder input, and identifying faculty to co-lead pathway operations (pathway leads?).</p> <p>There is no planned activity that specifically highlights how and when a Design Team will get established.</p>
Do you include opportunities for Design team members and others to visit programs,		No

pathways, academies, and/or schools that have model programs that you want your pathway to emulate or learn from, that might stimulate your imaginations and spark your creativity and innovation?		
Do you include ways to gain feedback on various stages of your planning process from industry and/or community partners during the planning period?		<p>The plan does have some planning activities listed that includes feedback from industry and/or community partners.</p> <p>Planning activities are general and could be more specific as to how and when the feedback would be gathered and integrated in the planning and pathway development. Also, there could potentially be more opportunities for feedback by key stakeholders.</p>
Did you include the investigation of research and/or research-based practices that bear on the areas you want to develop in your planning process?		No
Do you include opportunities for study groups or text study groups to work together to investigate aspects of your plan?		Not clear
Do you include opportunities for cycles of inquiry into practices you may wish to pilot in the planning year?		Some reference to cycles of inquiry although could be more explicit and intentional. There doesn't appear to be references to piloting.
Do you include retreats for planning time, and other opportunities to get together with your Design team, pathway teachers, and other		Some references to engagement strategies but no specific plan to have retreats across stakeholder groups.

stakeholder groups to plan together?		
Do you include opportunities to exchange best practices or even emerging practices with other pathways at your site, or at other schools in the district?		No
Do you include opportunities to gain "critical friends" (using protocols) feedback from other pathways at your site or at other sites in the district?		No
And, finally, did you show how you will spend all of but not more than the projected allocation of planning funds?	Approved with Recommendations	<p>Based on student enrollment the amount of funds available is \$72,000.</p> <p>\$35,000: "Retain designated staff as manager of all Measure N grant initiatives." (Category 1)  From the planned activity listed it appears that the school might be supplanting although it isn't completely clear. Also, unsure as what this staff member's work will be due to the majority of this planning process being held by the Design Team and the Design Team lead with a major collaborative effort across key stakeholder groups.</p> <p>\$2,000: "Bi-monthly cohort collaboration luncheons"  Activity needs some clarity on who exactly will be attending the luncheons and the incorporation of disaggregated data.</p> <p>\$35,000: "Retain designated staff to develop and facilitate WBL, career and college counseling plans for all students..."  From the planned activity listed it appears that the school</p>

		<p>might be supplanting although it isn't completely clear. This planned activity appears to have this staff hold the majority of personalize supports work and doesn't address how the development of the pathway will incorporate and systemically hold the personalized student supports.</p> <p>All other planned activities listed do not listed a budget allocation.</p>
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## Conservatory of Vocal/Instrumental Arts High School - Measure N Checklist

Category:	Ranking: Approved/ Approved with Recommendations/ Denied Until Revised	Comments:
Is the application complete (all fields completed)?	Approved with Recommendations	No, there are multiple sections of the application that are blank.
<p>Is there a clear and logical flow between your:</p> <ul style="list-style-type: none"> <li>● demographic and pathway data (from the excel sheet Kevin Schmidke prepared)</li> <li>● self assessment (language and rankings)</li> <li>● self assessment and the narrative reflection on the self assessment in each of the 5 categories</li> <li>● actions you plan to take during your planning period align to the self reflection</li> <li>● outcomes you've set for those activities feel like a direct result of the planning and piloting.</li> <li>● if you follow the logic in your application will you meet the overall outcomes outlined by Measure N</li> </ul>		<p>There doesn't appear to be a clear logical flow.</p> <p>Application doesn't use the self assessment language in the current narrative and narrative provided is limited.</p> <p>Planned activities listed in the different section are general and don't address pathway development.</p> <p>Some of the outcomes of Measure N don't seem to be addressed in the plan.</p> <p>Pathway theme: Music/Performing Arts</p> <p>There is very general and very little as to strategies/planned activities that will help the school build out the career component of the pathway.</p>
Did you enter your vision and mission, if your pathway or school site has one (if not, is there an activity to develop those)?		School vision is stated.

Do you have signature practices of your school or pathway (if not do you have a plan to get there?)		Yes
Does the language in the self assessment and reflection sections match the language in the Measure N Self Assessment rubric (i.e. if a school ranked itself a Level 3 in a certain category, did they use Level 3 language in their assessment and reflection)?		<p>The application does not include specific language from the rubric.</p> <p>Self-assessment should draw directly from the language of the Measure N rubric describing current reality for each area of the application.</p> <p>Planning activities “outcomes” should reflect the language of the goals as indicated on the rubric in each category.</p>
Do you have a section in category 1 that addresses the creation and development of your Design Team (in the fall or summer)?		There is no planned activity that specifically highlights how and when a Design Team will get established.
Do you include opportunities for Design team members and others to visit programs, pathways, academies, and/or schools that have model programs that you want your pathway to emulate or learn from, that might stimulate your imaginations and spark your creativity and innovation?		No
Do you include ways to gain feedback on various stages of your planning process from industry and/or community partners during the planning period?		The plan does have some planning activities listed that includes connecting with industry but there is no specifics as to how and when this will occur and how the feedback will be incorporated.
Did you include the investigation of research		No



and/or research-based practices that bear on the areas you want to develop in your planning process?		
Do you include opportunities for study groups or text study groups to work together to investigate aspects of your plan?		No
Do you include opportunities for cycles of inquiry into practices you may wish to pilot in the planning year?		No
Do you include retreats for planning time, and other opportunities to get together with your Design team, pathway teachers, and other stakeholder groups to plan together?		There is a planning activity listed of common teacher planning time. It is unclear as what specific aspect of the pathway they will planning for and there is no mention as to collaborating with other key stakeholders.
Do you include opportunities to exchange best practices or even emerging practices with other pathways at your site, or at other schools in the district?		No
Do you include opportunities to gain "critical friends" (using protocols) feedback from other pathways at your site or at other sites in the district?		No
And, finally, did you show how you will spend all of but not more than the projected allocation of planning funds?		Based on student enrollment the amount of funds available is \$7,800. \$2,000: "Common teacher planning time." (Category 1) From the planned activity listed it is unclear as to what

		<p>teachers will be working on and how the building out of the pathway will be integrated.</p> <p>\$2,000: "Training and connection with industry" (Category 1) Activity needs some clarity on the specifics of this activity. It is unclear who will be connecting, how, when, and how this will be integrated into pathway development.</p> <p>\$2,000: "College level course work in the arts" Activity needs some clarity on the specifics of this activity. It is unclear what this means and how this will be integrated in the pathway.</p>
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## East Bay Innovation Academy - Measure N Checklist

<b>Category:</b>	<b>Ranking:</b> Approved/ Approved with Recommendations/ Approved with Reservations/ Denied Until Revised	<b>Comments:</b>
Is the application complete (all fields completed)?	Approved with Recommendations	Yes
Is there a clear and logical flow between your: <ul style="list-style-type: none"> <li>● demographic and pathway data (from the excel sheet Kevin Schmidke prepared)</li> <li>● self assessment (language and rankings)</li> <li>● self assessment and the narrative reflection on the self assessment in each of the 5 categories</li> <li>● actions you plan to take during your planning period align to the self reflection</li> <li>● outcomes you've set for those activities feel like a direct result of the planning and piloting.</li> <li>● if you follow the logic in your application will you meet the overall outcomes outlined by Measure N</li> </ul>		Yes, there appears to be a logical flow in the application although there needs to be a clearer connection to demographic data.  Some of the outcomes of Measure N don't seem to be addressed in the plan.  Pathway theme: Science, Technology, Engineering, Arts, and Math

<p>Did you enter your vision and mission, if your pathway or school site has one (if not, is there an activity to develop those)?</p>		<p>School vision is stated.</p>
<p>Do you have signature practices of your school or pathway (if not do you have a plan to get there?)</p>		<p>Yes</p>
<p>Does the language in the self assessment and reflection sections match the language in the Measure N Self Assessment rubric (i.e. if a school ranked itself a Level 3 in a certain category, did they use Level 3 language in their assessment and reflection)?</p>		<p>Some of the specific language from the rubric is included in the application.</p> <p>Self-assessment should draw directly from the language of the Measure N rubric describing current reality for each area of the application.</p> <p>Planning activities “outcomes” should reflect the language of the goals as indicated on the rubric in each category.</p>
<p>Do you have a section in category 1 that addresses the creation and development of your Design Team (in the fall or summer)?</p>		<p>There is no planned activity that specifically highlights how and when a Design Team will get established.</p> <p>Plan still needs a specific timeline for the formation of the Design Team as well as some information on how it will be formed and be representative.</p>
<p>Do you include opportunities for Design team members and others to visit programs, pathways, academies, and/or schools that have model programs that you want your pathway to emulate or learn from, that might stimulate your imaginations and spark your creativity and innovation?</p>		<p>Yes, a general planned activity to conduct site visits. This planned activity needs more specific information as to when these would occur, who would attend the site visits, how they incorporate key stakeholders who aren't able to attend, and how they integrate what they learned.</p>

<p>Do you include ways to gain feedback on various stages of your planning process from industry and/or community partners during the planning period?</p>		<p>No, there doesn't appear to be clear specific strategies to build opportunity and engagement of industry partners and community partners during the planning period.</p> <p>The plan needs to articulate how these stakeholders will be integrated into the development of the pathway.</p>
<p>Did you include the investigation of research and/or research-based practices that bear on the areas you want to develop in your planning process?</p>		<p>Yes</p>
<p>Do you include opportunities for study groups or text study groups to work together to investigate aspects of your plan?</p>		<p>No</p>
<p>Do you include opportunities for cycles of inquiry into practices you may wish to pilot in the planning year?</p>		<p>No</p>
<p>Do you include retreats for planning time, and other opportunities to get together with your Design team, pathway teachers, and other stakeholder groups to plan together?</p>		<p>There is consistent mention staff researching and developing different aspects of the pathway but there is no mention of retreats for planning and other opportunities to collaborate across key stakeholder groups.</p>
<p>Do you include opportunities to exchange best practices or even emerging practices with other pathways at your site, or at other schools in the district?</p>		<p>No</p>
<p>Do you include opportunities to gain "critical</p>		<p>No</p>

<p>friends" (using protocols) feedback from other pathways at your site or at other sites in the district?</p>		
<p>And, finally, did you show how you will spend all of but not more than the projected allocation of planning funds?</p>		<p>Based on student enrollment the amount of funds available is \$20,000.</p> <p>\$5,000: "Professional development... and site visits"</p> <p>\$5,000: "Stipend for staff to research and develop academic programs for high school grades that supports STEAM college and career readiness"</p> <p>\$4,000: "Stipend for staff to research and develop 9-12 innovation lab program"</p> <p>\$3,000: "Stipend for pathway program faculty member to develop and manage work-based learning partnership program"</p> <p>\$3,000: "Development of social emotional learning curriculum" and "Professional development in supporting students in social emotional skills development for advisors"</p> <p>Overall, planned activities are good and need to become a bit more specific and there is still a need for a Design Team to be established in the beginning.</p>

## Golden State Preparatory Academy - Measure N Checklist

Category:	Ranking: Approved/ Approved with Recommendations/ Denied Until Revised	Comments:
Is the application complete (all fields completed)?	Approved with Recommendations	Yes
<p>Is there a clear and logical flow between your:</p> <ul style="list-style-type: none"> <li>● demographic and pathway data (from the excel sheet Kevin Schmidke prepared)</li> <li>● self assessment (language and rankings)</li> <li>● self assessment and the narrative reflection on the self assessment in each of the 5 categories</li> <li>● actions you plan to take during your planning period align to the self reflection</li> <li>● outcomes you've set for those activities feel like a direct result of the planning and piloting.</li> <li>● if you follow the logic in your application will you meet the overall outcomes outlined by Measure N</li> </ul>		<p>Yes, there appears to be a logical flow in the application although there needs to be a clearer connection to demographic data.</p> <p>Some of the outcomes of Measure N don't seem to be addressed in the plan.</p> <p>Pathway theme: To be determined</p>
Did you enter your vision and mission, if your pathway or school site has one (if not, is there an activity to develop those)?		School mission and vision is stated.

Do you have signature practices of your school or pathway (if not do you have a plan to get there?)		Yes
Does the language in the self assessment and reflection sections match the language in the Measure N Self Assessment rubric (i.e. if a school ranked itself a Level 3 in a certain category, did they use Level 3 language in their assessment and reflection)?		<p>The application does include specific language from the rubric.</p> <p>Self-assessment draws directly from the language of the Measure N rubric describing current reality for each area of the application.</p>
Do you have a section in category 1 that addresses the creation and development of your Design Team (in the fall or summer)?		<p>Yes, there is a planned activity to create a design team that provides information on how often they would meet and some of the work they will be focusing on.</p> <p>Plan still needs a specific timeline for the formation of the Design Team as well as some information on how it will be formed and be representative.</p>
Do you include opportunities for Design team members and others to visit programs, pathways, academies, and/or schools that have model programs that you want your pathway to emulate or learn from, that might stimulate your imaginations and spark your creativity and innovation?		<p>Yes, a general planned activity to conduct site visits. This planned activity needs more specific information as to when these would occur, who would attend the site visits, how they incorporate key stakeholders who aren't able to attend, and how they integrate what they learned.</p> <p>Also, this planned activity needs a budget allocation.</p>
Do you include ways to gain feedback on various stages of your planning process from industry and/or community partners during the planning period?		<p>No, there doesn't appear to be clear specific strategies to build opportunity and engagement of industry partners and community partners during the planning period.</p> <p>The plan needs to articulate how these stakeholders will be</p>



		integrated into the development of the pathway.
Did you include the investigation of research and/or research-based practices that bear on the areas you want to develop in your planning process?		No
Do you include opportunities for study groups or text study groups to work together to investigate aspects of your plan?		No
Do you include opportunities for cycles of inquiry into practices you may wish to pilot in the planning year?		There is a planned activity of ongoing analysis of student performance data although no clear articulation to the cycle of inquiry in this analysis.  There is no mention of cycles of inquiry in other aspects of the plan.
Do you include retreats for planning time, and other opportunities to get together with your Design team, pathway teachers, and other stakeholder groups to plan together?		There is consistent mention of design team meetings although there is no specific information as to how key stakeholders will engage with the design team.
Do you include opportunities to exchange best practices or even emerging practices with other pathways at your site, or at other schools in the district?		Best practices will be highlighted within the school but there is no mention as to that information being shared out with other school sites.
Do you include opportunities to gain "critical friends" (using protocols) feedback from other pathways at your site or at other sites in the		No

district?		
And, finally, did you show how you will spend all of but not more than the projected allocation of planning funds?		<p>Based on student enrollment the amount of funds available is \$75,000.</p> <p>The plan does not indicate any budget allocations for any of the planned activities listed.</p>



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure N Application  
Planning Grant 2016-17  
Individual Pathway<sup>^</sup>**

School:	American Indian Public High School	Principal	Joel Julien
Pathway Industry Areas:	Science, Engineering, and Mathematics	Principal Phone:	510-220-5044
School Address	746 Grand Avenue, Oakland, CA 94610	Principal Email:	joel.julien@aimschools.org
School Phone	510-220-5044	School Fax:	510-893-0345
2016-17 Enrollment (9-12)	360	Anticipated Grant* (\$200) x enrollment.	\$72,000

<sup>^</sup> For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

\*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
104	115	84.02		2.28	10.09	

**Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
30		141	36	3		6	3

<b>Planning Team Members and Role (Who is completing the Planning Grant Application?)</b>	
<b>Name</b>	<b>Role</b>
<b>Joel Julien</b>	<b>Head of School</b>
<b>Tareyton Russ</b>	<b>Dean of Students</b>
<b>Tiffany Tung</b>	<b>Senior Administrative Assistant/Operations</b>
<b>Marisol Magana</b>	<b>Operations Manager</b>

**School Vision:**

AIPHS exists to prepare all students, especially those who have been traditionally underserved to enter a four-year college after graduation from high school, and successfully complete at minimum a four-year degree with the skills necessary to be competitive in a 21st century workforce.

**Vision**

AIPHS will cultivate a community of diverse learners who achieve academic excellence in developing 21st century skill sets. The Community's commitment to high expectations in attendance, academic achievement, social justice and character development will result in our students achieving lifelong success.

**Signature School Practices:**

*What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!*

At AIPHS we value:

- Commitment to excellence in all that we do
- Pursuit of wisdom and knowledge as intrinsically valuable
- Recognition of dignity and worth of every human being
- Building of family and community
- Social awareness and justice that leads to action
- The continued preservation and development of Americans Indian Model Schools methodologies customized for 21st century learners and educators.

**Educational Philosophy***Summary*

Ninth through twelfth grades are the formative years when students are seeking answers to fundamental questions about life and identity. They are deciding on values and standards, which will determine their successes in the future. This is a time for them to explore. AIPHS provides students an opportunity to do so in a structured, student-centered learning environment. AIPHS staff instills the values of mutual respect and hard work.

Student learning is scheduled into self-contained classrooms as individual cohorts with faculty rotations designed to facilitate grade-level academic instruction.

AIPHS provides a rigorous, standards-based curriculum with a focus on language arts, higher mathematics, science, social studies, foreign language, fine and performing arts, and college planning.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers are better able to get to know those students on a deeper level and thereby better evaluate and meet the needs of those students. Research also shows that smaller high schools have resulted in higher attendance rates, reduced dropout rates, and increased academic performance for economically disadvantaged students.

AIPHS has proven that an extended calendar year will provide increased opportunities for targeted

intervention to assist low-performing students. Through this process we will provide an environment that will ensure that students not only meet, but also exceed the English, mathematics, science, and social studies requirements for high school graduation.

**School and Pathway Assessment:**

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<b>Pathway and Leadership &amp; Direction</b>		<b>Building Rigorous Academic Core</b>	
<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>2</i>
<i>Leadership Configuration</i>	<i>1</i>	<i>Collaborative Learning</i>	<i>1</i>
<i>Distributed Leadership</i>	<i>1</i>	<i>Teacher Shared Best Practice</i>	<i>1</i>
<b>Equity</b>		<i>Teacher Collaboration Time</i>	<i>1</i>
<i>Open Access &amp; Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Divers Student Representation</i>	<i>3</i>	<b>Personalized Student Support</b>	
<i>Closing the Opportunity Gap</i>	<i>2</i>	<i>Support of Student Needs</i>	<i>2</i>
<b>Program of Study/Master Schedule</b>		<i>College and Career Plan</i>	<i>1</i>
<i>Pathway Theme</i>	<i>2</i>	<b>Work Based Learning</b>	
<i>Integrated Core</i>	<i>2</i>	<i>Types of Student Experiences</i>	<i>1</i>
<i>Cohort Scheduling</i>	<i>2</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

## **Budget Justification and Narrative**

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

### **The Goals of the Measure**

- Decrease the high school dropout rate
  - Increase the high school graduation rate
  - Increase high school students' readiness to succeed in college and career
  - Increase middle school students' successful transition to high school
  - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
  3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
  4. Add additional lines if you would like add additional budget items.
  5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

## **1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity**

### **Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains**

*These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.*

AIPHS leadership possesses the abilities and comprehensive educational vision that is consistent with the school's mission and educational program. The key to a successful high school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on hard work and engaging academics. Families and community members will be continuously encouraged to participate in students' educations throughout the year. It is through a system of productive working relationships that boundaries and expectations are established.

The staff meets to discuss strategies for program implementation, but historically high turnover in staff had prevented a sense of continuity, clarity of vision and stability. Recent WASC reports and charter reviews suggest that the school has begun the process of stabilization as 100% of the staff is returning for the upcoming school year along with the site leadership. However, the majority of pathway work is led by the Principal with limited faculty or stakeholder supports. There is not a general sense of teachers identifying as pathway members and as such have chosen to organize across the system. Teachers request support from Site Leaders to maintain necessary classroom conditions and while this is improving, there is yet a tremendous amount of work yet to be done in this area.

Budget	2016-17 Planning Activities	Anticipated Outcome
	Identify and engage new stakeholders to join pathway advisory board as part of current SSC.	Establish a formal advisory board to serve as the organizing structure for the pathway.
	Identify and add pathway advisory board meetings and goals to administrative and PD calendars.	Provide a technical structure to assure and support achievement of the board's goals.
	Utilize Design Team to evaluate and revise pathway vision and mission aligned with stakeholder needs.	Assess relevance of existing pathway to stakeholders.
	Gather and analyze stakeholder input surrounding pathway development.	Ensure pathway is constantly aligned with stakeholder needs.
	Assess feasibility of developing alternative pathways and apply all planning activities where appropriate.	Aid in development of additional pathways to support individual student success.
	Utilize Design Team to craft a clear, concise, compelling narrative of what the pathway expects to achieve, describing its fundamental reason for existence.	Provides the organization with the ability to effectively communicate clear goals to all stakeholders.
	Evaluate current standards for pupil performance and recommend necessary changes.	Assure standards are aligned with and reflected by organization's SPSA.
	Establish a list of priorities that are meaningful, measureable, and attainable.	Establish measurable goals for the board.
	Research and develop a plan for integrating the mission and vision into most aspects of the pathway.	Assure proper implementation of board goals.
	Identify Faculty team to co-lead all existing and newly established pathway operations.	Integrate faculty stakeholders into board leadership to maximize consistency and effectiveness
	Add line item to PD for collaborative strategic development.	Foster collaborative environment for all content and pathway teachers.
35,000	Retain designated staff as manager of all measure N grant initiatives.	Continuity and Accountability

## 2. School-Wide Rigorous and Challenging Academics for All Students

### Current Programmatic Narrative Based on Rubric

#### Program Design

AIPHS' educational program is founded on the belief that high expectations and high support leads to high-achieving students. AIPHS courses are designed to support a pathway for students interested in Science, Engineering and Mathematics to prepare students to exceed the California Content Standards for the relevant subject and to exceed the a-g requirements for entrance into the UC/CSU systems. There are some occurrences of integrated academic and technical lessons that are project based and of a group nature in the content areas of math and science. Although stakeholder input greatly supported the initial coursework plan, there is little evidence of continued community input of a diverse nature.

As a Physics First institution, AIPHS collaborates with its primary feeder school (AIPCS and AIPCS) communities to gather community input surrounding pathway theme and coursework selection while strengthening fine and performing arts offerings. Currently, students progress through a courses based on historically taught sequences.

Skills in Algebra have been identified as a significant element to pathway success and recovery support is offered to all students across all grade-levels to create multiple points of pathway entry for a diverse group of learners.

AIPHS' target student population is heterogeneous, thus the school provides additional support and scaffolds to students through individual tutoring sessions and pull out interventions. AIPHS is committed to providing access to the curriculum for all students. The curriculum includes honors, advanced placement, and college level course. These supports have provided students the opportunity to earn admission to the world's top-ranked colleges and universities. Students also have access to concurrent enrollment opportunities that allow them to graduate with college credits and aid in informing student career and educational decisions.

AIPHS works closely with American Indian Public Charter School, Johns Hopkins University CTY program, Berkeley's Academic Talent Development Program (ATDP) and other Bay Area community organizations to provide services for AIPHS students. AIPHS also believes that students who test below grade level on California state tests, or whose grades or classroom performance display a lack of success in a core subjects are to attend tutoring during designated times in the school day, as well as on weekends and during the summer. Blended learning opportunities are provided for additional satellite support and credit recovery when needed.

Budget	2016-17 Planned Activity	Anticipated Outcome
	Establish relevant survey to engage student and family stakeholders regarding interests, personal student qualities, and subject matter preferences.	Identification of individual student academic, personal, and social-emotional needs to inform scheduling, structure, and coursework selection.
	Use data to evaluate individual cohorts allowing for increased course selection and availability.	After evaluating existing course offerings, the Board will be able to create options within existing pathway to expand input opportunities for developing and implementing individualized student supports and timely interventions that are



		relevant to the individual student.
	Expand and develop appropriate community partnerships.	Increase business and community involvement and contribution through engagement.
	Establish practices and policies to promote open access and diversity through collaboration with business and community partners.	Increase diversity of enrollment through business and community involvement and contribution.
	Identify staff to monitor and report to board on developing trends in student demographics in a manner that coincides with scheduled meetings.	Inform relevant interventions.
	Identify and revise pathway benchmarks for all students.	Inform relevant and timely student interventions.

### 3. Program of Study

#### Current Programmatic Narrative Based on Rubric

AIPHS aims to build motivated students who are prepared to enter college. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. Small classrooms and a structured learning environment with emphasis on language arts, writing, math, science, music, and social science will be featured to ensure students build a strong academic foundation. That classroom structure incorporates a social-skills program that allows faculty to create a forum for reinforcing respect among students and AIPHS staff.

Students at AIPHS have the opportunity to build productive relationships with motivated teachers who will provide them with a better chance for higher academic achievement. As a small school, AIPHS has the ability to facilitate these interactions. AIPHS students are engaged in learning with the guidance and instruction of skilled teachers.

Budget	2016-17 Planned Activity	Anticipated Outcome
	Review current areas of teacher expertise.	Inform Professional Development planning.
	Revise Professional Development to assure linked learning, multidisciplinary project planning, and integrated lesson development.	Creation of system for delivering integrated and linked-learning opportunities to cohorts.
	Designate PD on use of ConnectEd Studios.	Inform best practices in Integrated Curriculum mapping and lesson planning.
	Evaluate and clarify pathway theme based on broad ranged stakeholder feedback.	Assures pathway theme appeals to broad diversity of students and community stakeholders.

	Evaluate existing scheduling for feasibility and implementation of grade-level common preparation periods for pathway faculty and flexibility of instructional time.	Ensure pathway teachers collaborate as a team on creation of multidisciplinary projects and flexibility of scheduling for project-based learning opportunities.
	Identify and gather evidence of daily instruction of specific skill instruction and collaborative learning projects.	Documentation of individual student growth in team building, project management, accountability, and conflict resolution.
	Evaluate and inform current teacher lesson planning for integrated teaching and learning practices to include strategies that are: <ul style="list-style-type: none"> <li>• Student-centered</li> <li>• Research-based</li> <li>• Standards-based</li> <li>• Project-based</li> <li>• Problem-based</li> </ul>	Ensure teachers are creating relevant lessons that engage students in linked learning opportunities that involve critical thinking, problem solving, and production practices.
	Add peer observation and feedback schedules to Administrative and PD Calendars utilizing existing TCRP practices.	Inform pathway community on nourishing a culture of best practices in pathway coursework planning, scheduling, and professional development.
2,000	Establish bi-monthly cohort collaboration luncheons allowing for the creation of integrated projects and design assessments.	Ensure collaboration on project and assessment design.
	Designate specific PD sessions focused on pathway development.	Continuous improvement.
	Engage Industry partners in PD's focused on content specific project design and assessment.	Support focused PD on application of academic content within an industry context.
	Survey Stakeholders for pathway needs.	Inform PD planning of cycles for continuous improvement.

#### 4. Work-based Learning

##### Current Programmatic Narrative Based on Rubric

Currently, AIPHS does not have a well developed work-based learning plan for all students. The school works with limited community organizations such as the Oakland Public Library, Chabot Science, Lawrence Hall and various public service organizations and leaders to provide internship experiences for students throughout the year.

Faculty and administration plan guest speakers and field trip activities to expose students to careers in various career markets although these instances are not clearly aligned to existing pathway.

Budget	2016-17 Planned Activity	Anticipated Outcome
	Conduct Outreach to identify WBL experiences for students and staff.	Provide students with personalized WBL experiences spanning career awareness to preparation.
	Examine existing models for developing individualized WBL plans for all students at all grade levels.	Inform planning of individualized WBL sequencing plan for all students at all grade levels.

	Create a plan and timeline for for developing and evaluating WBL experiences.	Effective implementation
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	Identify Industry and postsecondary stakeholders to review and provide feedback on WBL plans.	Inform development of WBL evaluation strategies
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	Implement bi-annual impact study.	Identification of WBL plan areas in need of improvement
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	Implement annual revision of master WBL vision and planning.	Creation of cycle for continuous improvement
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**5. Personalized academic, social, and emotional support services.**

**Current Programmatic Narrative Based on Rubric**

Each AIPHS student is guided through the college planning process beginning at the end of eleventh grade . A significant percentage of AIPHS 'student population will be first-generation college students and a main program goal is to assist students in building relevant skills and goals, while preparing every student for college entrance. Through classroom activities, small groups, and individual counseling, students clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. Recruiters from top colleges and universities visit and meet with students. AIPHS pays for SAT, ACT, and AP exams. AIPHS also pays for a maximum of four college application fees per senior.

AIPHS has developed support of student needs by collaborating to identify student academic, personal and socio-emotional needs however have not been able to hire a psychologist or student counselor. We have been able to sustain support by utilizing lead teachers and administrative staff with peer mentoring and mental health support background to support students individually. We have targeted IEP, 504 and academically disadvantaged students to provide additional support such as Special Ed services, resource and tutoring services.

Budget	2016-17 Planned Activity	Anticipated Outcome
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35,000	<p>Retain designated staff to develop and facilitate WBL, career and college counseling plans for all students and administration of systems for updating and monitoring existing student databases with individual student information in the following areas:</p> <ul style="list-style-type: none"> <li>● Skills</li> <li>● Strengths</li> <li>● Challenges</li> <li>● Interests</li> <li>● Aspirations</li> <li>● Academic needs and progress</li> <li>● Personal needs</li> <li>● Socio-emotional needs</li> <li>● Health needs</li> </ul>	<p>Assurance that every student is well known and that there is a system for maintaining, monitoring and supporting students at an individual level and planning appropriate interventions. Provide tools, procedures, and learning opportunities that empower students to make informed decisions, execute and monitor their college and career plans, and successfully navigate the pathway to college and career success.</p>
	Collaboratively identify intervention and acceleration strategies.	Support individual student success.

	Collaboratively identify strategies to engage community stakeholders in addressing individual student needs.	Increased communication and community support.
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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure N Application  
Planning Grant 2016-17  
Individual Pathway<sup>^</sup>**

School:	Conservatory of Vocal/Instrumental Arts High School (COVAH)	Principal/Administrator	Dr. Valerie Abad
Pathway Industry Areas: Music/Performing Arts	Music/Performing Arts	Principal Phone:	510-328-1119
School Address Mailing Address:	3800 Mountain Blvd., Oakland, CA	Principal Email:	<a href="mailto:vabad@covaconservatory.org">vabad@covaconservatory.org</a>
School Phone:	510-328-1119	School Fax:	
2016-17 Enrollment (9-12)	39	Anticipated Grant* (\$200) x enrollment.	\$7,800

<sup>^</sup> For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

\*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
30%	70%	66%	-	10%	2%	79%

**Student Body Ethnic Composition**

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
51%	N/A	5%	33%	N/A	3%	8%	N/A

**Planning Team Members and Role (Who is completing the Planning Grant Application?)**

Name	Role
Dr. Valerie Abad	Team Coordinator
Daniel Eng	Academic counseling and advising
Andrew Aguiniga	Teacher Academic Support
John Lovato	Teacher Academic Support

**School Vision:**

The Conservatory of Vocal/Instrumental Arts High (COVAH) will provide structured music and performing arts training in conjunction with a rigorous academic program designed to prepare students for academic, career, and life success. COVAH believes that through participation in music and performing arts, every student develops greater self-discipline, confidence, cooperation, teamwork, perseverance, and sense of community. COVAH views music and performance as a motivator for students to graduate from high school and pursue higher education. COVAH's music and performing arts program is designed to enrich students through life long participation in music careers or community music.

**Signature School Practices:**

*What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!*

COVAH believes that high school students become college and career ready through a variety of life experiences. By providing students with academic, performance, and college experiences, students are able to become college and career ready academically, socially, and emotionally. Our signature pedagogy relies on extensive research into music and the arts and the connection between academic success and participation in the arts. Students participate in extensive music and performance opportunities. Students study music with professional musicians, studying a variety of music genres including Classical, Rock, R & B, Jazz, Musical Theater, and Ethnic and World music styles. Students participate in a variety of regional and state competitions and performances. Students develop exceptional poise and self-confidence, which prepares them for careers not only in music, but any other career where personal presentation is a critical skill.

**School and Pathway Assessment:**

*Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:*

**Pathway and Leadership & Direction**

**Building Rigorous Academic Core**

<i>Mission and Vision</i>	2	<i>Rigorous, Relevant, and Integrated</i>	2
<i>Leadership Configuration</i>	1	<i>Collaborative Learning</i>	2
<i>Distributed Leadership</i>	1	<i>Teacher Shared Best Practice</i>	1
<b>Equity</b>		<i>Teacher Collaboration Time</i>	1
<i>Open Access &amp; Equitable Opp.</i>	2	<i>Teacher Professional Learning</i>	2
<i>Divers Student Representation</i>	2	<b>Personalized Student Support</b>	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	2
<b>Program of Study/Master Schedule</b>		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	2	<b>Work Based Learning</b>	
<i>Integrated Core</i>	2	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	2	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

### **Budget Justification and Narrative**

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

#### **The Goals of the Measure**

- Decrease the high school dropout rate
  - Increase the high school graduation rate
  - Increase high school students' readiness to succeed in college and career
  - Increase middle school students' successful transition to high school
  - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
  3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
  4. Add additional lines if you would like add additional budget items.
  5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

**1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity**

**Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains**  
*These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.*

[Required: Please reflect on self assessment here] – Being our first year of operations, COVAH is in the early stages of development, so our primary goal in the first year of Measure N will be to develop a strong team.

Budget	2016-17 Planning Activities	Anticipated Outcome
\$2,000	Common teacher planning time.	Teachers develop knowledge and team building for the pathway.
\$2,000	Training and connection with industry	Develop our industry connections.

**2. School-Wide Rigorous and Challenging Academics for All Students**

**Current Programmatic Narrative Based on Rubric**

[Required: Please reflect on self assessment here] – One of our core programs is the partnership with the local junior college that allows students to advance their knowledge and skills in the arts.

Budget	2016-17 Planned Activity	Anticipated Outcome
\$2,000	College level work in the arts	Students will receive rigorous arts curriculum.

**3. Program of Study**

**Current Programmatic Narrative Based on Rubric**

[Required: Please reflect on self assessment here]

Budget	2016-17 Planned Activity	Anticipated Outcome



**4. Work-based Learning**

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2016-17 Planned Activity	Anticipated Outcome
\$1,800	Develop an industry internship program using teacher outreach.	Students will have real-life experiences that will support the transition to higher education or career pathways.

**5. Personalized academic, social, and emotional support services.**

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2016-17 Planned Activity	Anticipated Outcome

**Measure N  
Application  
Planning Grant  
2016-2017  
Individual Pathway**

Due: June 1, 2016

School:	East Bay Innovation Academy	Principal	Devin Krugman
Pathway Industry Areas:	Science, Technology, Engineering, Arts and Math	Principal Phone:	510-577-9557
School Address	3400 Malcolm Ave, Oakland, CA 94605	Principal Email:	dkrugman@eastbayia.org
School Phone	510-577-9557	School Fax:	
2016-2017 Enrollment (9-12)	100	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$20,000

<sup>^</sup> For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

\*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
59%	41%	17%	11%	11%	7%	82%

**Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian, Filipino and/or Pacific/Islander	Hispanic/Latino	Caucasian	Multiracial
16%	0%	6%	25%	37%	16%

<b>Planning Team Members and Role</b> ( <i>Who is completing the Planning Grant Application?</i> )	
<b>Name</b>	<b>Role</b>
Devin Krugman	Head of School
Joy Delizo-Osborne	Director of Upper School
Lansine Toure	Director of Equity and Social-Emotional Learning
Renee Cooper	Director of Operations

<b>School Vision:</b>
<p>EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21<sup>st</sup> century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond.</p> <p>In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:</p> <ul style="list-style-type: none"> <li>• To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.</li> <li>• To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland.</li> <li>• To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.</li> </ul> <p><b>Core Beliefs:</b></p> <p>We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:</p> <ul style="list-style-type: none"> <li>• We believe in <b>POSSIBILITY and PERSEVERANCE</b>: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.</li> <li>• We believe in <b>CREATIVITY and CURIOSITY</b>: we aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.</li> <li>• We believe in <b>COMMUNITY</b>: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students’ success. We value relationships, kindness, integrity, and respect.</li> <li>• We believe in the <b>GREATER GOOD</b>: Our school will open students’ minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.</li> <li>• We believe in <b>DIVERSITY</b>: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves in all aspects of life.</li> </ul>

## **Signature School Practices:**

*What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!*

EBIA is a rigorous, college preparatory school in which students of all previous preparation levels find success. We have a collaborative model that incorporates technology to engage students in scientific, mathematical, literary, historical, and artistic pursuits. While emphasizing inquiry-driven, interdisciplinary, collaborative projects, significant time and resources are invested into programs that develop students’ social-emotional skills and character strengths. Through blended and project based learning, our academic program is differentiated and personalized to meet students’ individual needs and interests. Our model is based upon the following core elements:

- **STEM Based:** Our school includes features that will prepare students to work in Science, Technology, Engineering and Math fields, such as a coding class, innovation labs, and rigorous math and science requirements.
- **Rigorous Academic Course Load:** In EBIA’s high school program our graduation requirements will exceed UC A-G requirements in order to best prepare students for college, career, and a 21<sup>st</sup> century economy.
- **Project Based Learning:** Students engage in long-term, “real-world”, collaborative, interdisciplinary, learning experiences that will culminate in authentic products to be placed in digital portfolios.
- **Blended Learning:** In order to offer a more personalized and differentiated approach, especially to a diverse group of learners, we incorporate two types of blended and optimized learning: a rotation model (including flipped classroom), where students rotate between independent learning, small group work and whole class work, and a self-blended model in the later grades where students are able to take classes online on their own.
- **Service Learning:** To instill our core value of giving back to the community and to ensure authentic, real world experiences, students engage in external service based projects in which they will both help contribute to and improve their community.
- **Personalized Learning and Advisory:** EBIA believes that all students learn differently. In order to provide support and a personalized experience, every EBIA student is paired with an educator, who stays with the student throughout the school year at EBIA. The advisory group meets for a significant period of time per week and conducts Personalized Learning Plan (PLP) meetings two times a year with each family to map out personal academic, social-emotional, and career goals for each student.
- **Integrated Classrooms and a Heterogeneous Student Body:** EBIA reflects the larger society that our students will someday join. We maintain a common intellectual mission where students of all demographic and educational groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to enroll in and complete college.
- **Community Based Intersessions:** Students at EBIA participate in 1-2 week long in-depth elective courses three times during the school year (October, January and June) and in later years in internships that are run in collaboration with community organizations and local businesses.
- **High Quality Professional Development:** EBIA faculty have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they have those weeks to focus on developing as professionals, to collaboratively plan lessons, discuss how to support students, analyze student work and data, and make decisions as a faculty.
- **Data Driven and Competency Based Instruction:** EBIA collects, analyzes, presents, and acts upon student data with teachers, students, school leaders, and parents to optimize and accelerate learning.
- **A Focus on Social-Emotional Learning:** In order to best prepare students to be citizens of a 21st century interconnected world, students learn to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

**School and Pathway Assessment:**

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<b>Pathway and Leadership &amp; Direction</b>		<b>Building Rigorous Academic Core</b>	
<i>Mission and Vision</i>	4	<i>Rigorous, Relevant, and Integrated</i>	4
<i>Leadership Configuration</i>	4	<i>Collaborative Learning</i>	4
<i>Distributed Leadership</i>	3	<i>Teacher Shared Best Practice</i>	3
<b>Equity</b>		<i>Teacher Collaboration Time</i>	3
<i>Open Access &amp; Equitable Opp.</i>	4	<i>Teacher Professional Learning</i>	3
<i>Divers Student Representation</i>	3	<b>Personalized Student Support</b>	
<i>Closing the Opportunity Gap</i>	4	<i>Support of Student Needs</i>	4
<b>Program of Study/Master Schedule</b>		<i>College and Career Plan</i>	3
<i>Pathway Theme</i>	4	<b>Work Based Learning</b>	
<i>Integrated Core</i>	3	<i>Types of Student Experiences</i>	3
<i>Cohort Scheduling</i>	4	<i>WBL Pathway Outcomes</i>	3
		<i>WBL Pathway Evaluation</i>	3

### ***Budget Justification and Narrative***

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

#### **The Goals of the Measure**

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.

3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.

4. Add additional lines if you would like add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

## 1. Design Team Establishment and Pathway Leadership Development

### Current Programmatic Narrative Based on Rubric

As described above, EBIA's staff and board are driven towards the realization of the school's mission and vision, wherein all students are supported in developing 21<sup>st</sup> century college and career readiness skills. Since it's inaugural year, EBIA's leadership team has focused on bringing the mission of the school to life by providing students with project-based learning experiences that support readiness for STEAM-based fields, namely through our intersession program, innovation labs and project-based learning instructional model (all three programs described in following sections). In order to do so, the board, administration and faculty have undergone extensive professional development wherein they visited and received support from mission-aligned partner schools, sought guidance and input from leaders in STEAM fields and implemented a collaborative leadership model wherein all stakeholders took part in developing school structures to ensure the realization of the mission and vision. EBIA has also implemented a shared leadership model, which includes grade level team leaders, and department chairs to support clear accountability and defined leadership for various work streams.

In order to support the development of a pathway program at EBIA, our 2016-2017 planning activities are intended to create the supports structures, exemplar-based experiences and professional development program necessary to build on our middle school success at the high school level.

Budget	2016-17 Planning Activities	Anticipated Outcome
\$5,000.00	<ul style="list-style-type: none"> <li>• Professional development for the planning team and all pathway faculty members.</li> <li>• Site visits to model schools implementing similar pathway models.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development provides for collaborative learning time to ensure shared leadership is possible for all stakeholders. This professional development will include opportunities to develop project management and planning systems as related to pathway program accountability structures, as well as pedagogical development in pathway program mission and goals.</li> <li>• Site visits provide opportunities for the planning team to see similar mission driven pathway programs to support planning.</li> </ul>

## 2. School-Wide Rigorous and Challenging Academics for All Students

### Current Programmatic Narrative Based on Rubric

EBIA's instructional model is built on the mission of preparing students to be college and career ready through a rigorous academic program delivered with an instructional model that is built around an integration of blended learning, project-based learning and innovation and design thinking. All curriculum and instruction developed is standards aligned to the Common Core State Standards and Next Generation Science Standards, ensuring that students engage with complex texts, Level 3 and 4 Depth of Knowledge Skills, academic vocabulary and mathematical and scientific practices. Our integration of technology through our one-to-one student to Chromebook ratio and use of diverse blended learning platforms ensures that we are able to strategically differentiate instruction and accelerate learners at all levels. Further, our project-based learning curriculum design emphasizes depth over breadth of learning and pushes students to demonstrate learning through applied practice, problem solving and presentation of knowledge. Early NWEA MAP assessment data from our first year and a half shows that we have been successful in this mission as students below, at and above grade level have demonstrated substantial academic gains in our first year.

We have created a planning committee that furthers this commitment to academic rigor for all students by providing a stipend opportunity for lead staff members to build high school curriculum scope and sequence documents. This pre planning assures that rigor remains front and centers in our academic program and allows us to strategically support a variety of postsecondary readiness topics, skills and experiences across our 9-12 academic program.

Budget	2016-17 Planned Activity	Anticipated Outcome
\$5,000.00	<ul style="list-style-type: none"> <li>Stipend for staff to research and develop academic programs for high school grades that supports STEAM college and career readiness.</li> </ul>	<ul style="list-style-type: none"> <li>Development of high school course scope and sequence documents that demonstrate our instructional model while also providing opportunities for students to develop postsecondary readiness skills, including access to Advanced Placement courses and field-related certificate programs.</li> </ul>



### 3. Program of Study

#### Current Programmatic Narrative Based on Rubric

As mentioned in other sections, much of EBIA's program of study development work has been based on bringing our instructional model to life in our core classrooms, alongside our innovation lab and intersession programs. The emphasis of this work has been on providing faculty, partner organizations and volunteers with the professional development and ongoing support structures needed to engage students in a rigorous academic program, real-world learning experiences, STEAM fields and differentiated academic programs based on personalized need. In practice, for students, this has meant the development of a craft shop where students engage in textile-based art making, a bike shop where students learn an introduction to bike mechanics and repair, interdisciplinary projects culminating in an end of year multidisciplinary capstone exit project and exhibition night, all alongside ongoing inclusion support services. These programs have been successful because they have been developed through ongoing review and collaboration across all stakeholders, while also leaving room for individual leadership of specific programs.

Given the diversity of STEAM fields, our 2016-2017 program of study planned activities are aimed at increasing student engagement with an increasing variety of hands-on career readiness projects.

Budget	2016-17 Planned Activity	Anticipated Outcome
\$4,000.00	<ul style="list-style-type: none"><li>Stipend for staff to research and develop 9-12 innovation lab program.</li></ul>	<ul style="list-style-type: none"><li>The expansion of our innovation lab program will provide all students with increased opportunities to engage in hands-on career readiness projects in STEAM fields through the use of a maker lab and other lab-based hands-on programs of study.</li></ul>

#### 4. Work-based Learning

##### Current Programmatic Narrative Based on Rubric

Currently, our intersession program provides an opportunity for students to engage in work-based learning at a developmentally appropriate level for middle school students. Through this program, three times a year for two weeks at a time, students participate in STEAM-focused hands on projects with partner organizations from across Oakland. In our first year, these partners have included Destiny Arts, Chabot, Oakland Zoo and Nimby. These projects have had students create stop motion films on climate change, design and test habitat features for animals at the zoo, learn Afro-Peruvian drumming, as well as develop wilderness survival skills while camping. Throughout all of these experiences, students have been exposed to and learned about the demands of various fields of study and career and developed content expertise that has led to academic success in their core classes. Further, these partnerships have provided opportunities for experts in the field to support our teachers in ensuring that their instruction adequately prepares students for future STEAM-focused careers.

Throughout the 2016-2017 school year, a lead member of our planning committee will work to build partnerships with Bay Area organizations and business in order to develop a work-based learning program that strategically pairs students with partners to experience “in the field” learning.

Budget	2016-17 Planned Activity	Anticipated Outcome
\$3,000.00	<ul style="list-style-type: none"> <li>Provides a stipend for pathway program faculty member to develop and manage work-based learning partnership program.</li> </ul>	<ul style="list-style-type: none"> <li>Partner manager will create a diverse catalogue of work-based learning experiences in STEAM fields that will provide students with choice and the ability to engage in on-site work based learning.</li> </ul>

**5. Personalized academic, social, and emotional support services.**

**Current Programmatic Narrative Based on Rubric**

EBIA's instructional model is built around the idea that faculty will provide personalized academic, social and emotional support services to students throughout their day. In its inaugural year, the school has divided this work into two major streams. One is via our school's advisory program. All students are organized into 16-18 student advisories with an assigned advisor who will loop up with them across grades 6-12. This advisor teaches students a diverse social emotional learning curriculum that touches on such topics as goal setting, conflict resolution, identity development and individual organization and project management. Students work with their advisor to develop a personalized learning plan monitored by the student, advisor across the year and containing goals for academic and social emotional growth. This personalization is furthered by the differentiation present throughout our academic program, monitored and supported for students by their core content teachers, their advisor and our resource specialist. Teachers use a variety of blended learning tools (including but not limited to Accelerated Math, Curriculet, and Activate Playlists) to provide students with coursework at their instructional level and aimed at producing academic growth across the K-12 spectrum. This coursework is paired with grade-level projects, providing opportunities for both personalized and collaborative learning for students.

In anticipating the move towards college and career counseling at the high school level, our planning committee will develop goals, benchmarks and a scope and sequence for our high school advisory program to support these needs. Further, we will provide professional develop to our rising-9<sup>th</sup> grade advisors to ensure they are prepared to provide personalized support services to high school students.

Budget	2016-17 Planned Activity	Anticipated Outcome
\$3,000.00	<ul style="list-style-type: none"> <li>• Development of social emotional learning curriculum for pathway program.</li> <li>• Professional development in supporting students in social emotional skills development for advisors of pathway program students.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a high school advisory curriculum scope and sequence that provides opportunities for students to engage in college and career planning, goal setting and research.</li> <li>• Professional development for high school advisors will ensure high school students receive adequate support in postsecondary planning.</li> </ul>



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure N Application  
Planning Grant 2016-17  
Individual Pathway<sup>^</sup>**

School:	Golden State Preparatory Academy	Principal	Greg Dutton (incoming for 2016-2017)
Pathway Industry Areas:	To be determined during the planning process based on stakeholder research	Principal Phone:	(510) 567-9631
School Address	1009 66 <sup>th</sup> Avenue	Principal Email:	greg.dutton@aspirepublicschools.org
School Phone	(510) 567-9631	School Fax:	510-632-1569
2016-17 Enrollment (9-12)	375	Anticipated Grant* (\$200) x enrollment.	\$75,000

<sup>^</sup> For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

\*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48.4%	51.6%	91.8%	?	?	29.7%	97.4%

**Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13.68%	.35%	.35%	77.19%			.18%	.18%

**Planning Team Members and Role (Who is completing the Planning Grant Application?)**

Name	Role
Greg Dutton	Incoming Principal, 2016-2017
Bronwyn LaMay	Interim Principal, 2015-2016
Joanne Lin	Assistant Principal

Jacqueline Grimaldi	Academic Counselor
Lauren Sabia	Academic Counselor
Rassamee Hayes	Lead Education Specialist
Deanna Beach	10 <sup>th</sup> English and AP English teacher

### **School Vision:**

Golden State Preparatory Academy strives to provide an academically rigorous instructional program for all students in a college preparatory environment. The majority of our students are economically disadvantaged, and would be the first in their families to attend college. We hold all of our students to high expectations with the goal of providing opportunities for students to explore their interests and passions beyond high school. We uphold the vision of Aspire Public Schools and aim to prepare all students to earn a college degree.

Towards this vision, we work to:

- Increase academic opportunities and educational access for students in our community
- Provide effective professional development for all teachers and staff, under the guiding belief that we are all practitioners who play a role in creating a college-ready environment
- Collaborate with educators across Aspire to build, share, and sustain academically rigorous and culturally-relevant practices
- Create opportunities for students to explore future careers and passions

Our school mission focuses on our five core values: family, equity, identity, inquiry, and rigor. Through a combination of these values, we hope to cultivate lifelong learners, and instill in our students a belief that high school and higher education can offer genuine value and provide real answers to hard questions in school as well as life. Through the realization of these values, students will find and explore pathways towards future success and happiness.

### **Signature School Practices:**

*What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!*

Golden State Preparatory Academy strongly aligns with the “College for Certain” mission of Aspire Public Schools. We strive to prepare 100% of our students for college, and we commit to a 100% college acceptance rate for our GSP graduates. We require A-G requirements for all of our students, and acceptance to a four year university is a graduation requirement. This year we expanded our Early College High School program. Students in our ninth and tenth grades enrolled in off-site community courses for the first time. We also increased our capacity to provide community college courses on-site. This spring we offered multiple sections for grades 9-12 through our experienced teaching staff with M.A. degrees. Expanding our Early College High School program allows for students to explore various fields of study and find pathways that they are passionate about.

As a 6-12 school, teachers and staff begin talking about college and career pathways beginning in 6<sup>th</sup> grade. In 8<sup>th</sup> grade, students complete an end of year project that synthesizes their research about careers of interest and knowledge of high school and college graduation requirements. Their culminating task in 8<sup>th</sup> grade is to create a plan that clearly outlines what steps they will take in high school and beyond to work towards a future career goal. From this goal, teachers in grades 9-12 build on this foundation and help

students explore pathways through electives and clubs on campus, and through local community college courses. Most students take courses in art, technology, and foreign languages at community college and end up pursuing these fields post high school. In the 10<sup>th</sup> grade, students participate in a job shadow with a person who is in a field of interest. From this experience, students are able to explore career interests and better determine a pathway for themselves throughout high school to college. To accomplish all of this, it is a collective effort amongst teachers in the respective grade levels, academic counselors and administrators working to support students in exploring career interests and pathways.

Family is a core GSP value. We emphasize student-teacher relationships and ensure that students have access to their teachers. Teachers hold office hours every week, and students attend for one-on-one academic support. Advisories of 12-18 students exist at every grade level, and students stay with their advisors over the course of their time at GSP. Students in advisory discuss college requirements, majors and career fields. Advisory activities include annual field trips to local CSUs, UCs, and private universities, and advisor-planned trips each spring to various fun and intellectually stimulating destinations. We hold a school-wide retreat aimed at building family and community as we start the year each fall. Through advisory, students are able to find a consistent support group that they can rely on as they navigate and explore their options throughout high school and beyond.

Students and families have many opportunities to engage with teachers and staff about their academic progress and success. We hold biannual Student-Led Conferences in advisories, whereby families attend to meet teachers, to learn about their child's progress, and discuss their academic grades and future plans. We have increased students' access to academic counselors by creating two counselor positions that focus on different grade levels. Our students work closely with their counselors to apply for college and financial aid and create a post-graduation plan. This year we created a monthly evening series called Family University to help parents prepare for the steps at every grade level for their child to take towards college. Families complete an annual survey about their experience at GSP. Next year we will continue to increase our family outreach.

Our mental health counselors and our GSP Culture and Climate team partner with Seneca Family of Agencies to provide resources and professional development for our teachers and support staff to address students' social-emotional needs and holistic well-being. We rely on our mental health counselors to help us support students who are experience emotional distress so that our students feel entirely supported throughout their high school experience.

Professional development for our teachers involves collaboration at the grade level and in academic departments. Our focus as a school and throughout the Aspire region is on student reading, so that all of our students read at grade level and identify as readers. We hold all teachers as teachers of literacy. Our department lead teachers and administrators strive to be instructional leaders who coach teachers and facilitate our instructional lead team. Our math department has adopted and implemented the CPM curriculum. For 2016-2017, we are adopting rigorous science curriculum that aligns with NGSS standards. We are also adopting ELA curriculum that aligns with Common Core standards. The teacher evaluation process pushes teachers to create a classroom culture that is conducive to academic rigor, and to engage students in inquiry-based learning and meaningful dialogue. Teachers also complete an annual peer survey to reflect on their practice and engagement with colleagues. These practices allow for greater collaboration as we support our students to continue on their path towards college.

Teachers routinely examine student data in the form of the STAR-REN reading assessment, the interim assessment, the writing snapshot, and the SBAC. Teachers also examine their students' work in grade levels and academic departments. Teachers are encouraged and expected to assess and plan based on multiple forms of data that capture a range of student abilities and outputs.

### ***School and Pathway Assessment:***

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<b>Pathway and Leadership &amp; Direction</b>		<b>Building Rigorous Academic Core</b>	
<i>Mission and Vision</i>	2	<i>Rigorous, Relevant, and Integrated</i>	2
<i>Leadership Configuration</i>	3	<i>Collaborative Learning</i>	2
<i>Distributed Leadership</i>	3	<i>Teacher Shared Best Practice</i>	2
<b>Equity</b>		<i>Teacher Collaboration Time</i>	3
<i>Open Access &amp; Equitable Opp.</i>	2	<i>Teacher Professional Learning</i>	2
<i>Divers Student Representation</i>	2	<b>Personalized Student Support</b>	
<i>Closing the Opportunity Gap</i>	2	<i>Support of Student Needs</i>	2
<b>Program of Study/Master Schedule</b>		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	1	<b>Work Based Learning</b>	
<i>Integrated Core</i>	1	<i>Types of Student Experiences</i>	1
<i>Cohort Scheduling</i>	1	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

### **Budget Justification and Narrative**

In the following sections, please review the self-assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

#### **The Goals of the Measure**

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.

3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

**1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity**

**Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains**

*These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.*

Golden State Preparatory Academy emphasizes the “College for Certain” mission and the 4-year university plan for all students. We have a clear pathway to prepare students to be eligible for 4-year universities. We also emphasize the Early College High School program and 100% of our students must complete 15 units at community in order to graduate. Part of the process for developing pathway leadership will include our expansion of this vision and model. While 100% of our students graduate with 4-year college eligibility and acceptance from at least one 4-year university, our graduation rate from 4-year universities is low, and we hope to increase our Early College High School program to foster greater resilience and preparation for 4-year universities.

Our work will entail the formal establishment of a design team to connect college and career more effectively. It will also entail the establishment of a pathways program that is differentiated from the Early College High School program. We need to develop a clear programmatic vision to offer multiple pathways that culminate in post-university careers that are compelling and meaningful for students, and better connect to student choices, interests, and long-term goals. This work will include the collaboration between design team members and other leaders within the school and network to distribute the leadership and involve stakeholders through advisories, department and grade level teams, and the school’s instructional lead team. It will also include a clear focus on subgroups within our school, especially SPED and ELL students who we are dedicated to serving more effectively.

Budget	2016-17 Planning Activities	Anticipated Outcome
	Create a design team that meets monthly and develop a three-year strategic plan. Distribute leadership, engage stakeholders, and connect to school-wide and network-wide work.	Develop an effective three-year strategic plan. Generate stakeholder buy-in. Increase pathways options for students and offer more opportunities for them to connect college and career planning.
	Select design team leader and clarify 2016-2017 responsibilities.	Same as above.

**2. School-Wide Rigorous and Challenging Academics for All Students**

**Current Programmatic Narrative Based on Rubric**

Golden State Preparatory Academy has a consistent focus to strengthen our ability to provide rigorous academic learning opportunities for our students. Currently, all students must fulfill A-G requirements and successfully complete community college courses in order to graduate. All students must also gain



acceptance to a 4-year university.

As part of our transition to the Common Core, GPS has focused on critical literacies, including academic writing and close reading. We have emphasized more hands-on learning experiences through the BUILD curriculum and project-based learning. Next year we will broaden our academic focus to include metacognitive strategies for reading, meaning-making, and active learning to increase student engagement. Teachers frequently engage in collaborative data analysis and professional development, and take opportunities to attend conferences and pursue off campus professional development opportunities during the summer and school year.

Our growth goals include a focus on pushing all students to read at grade level. We will continue to focus on Common Core implementation as we adopt and implement more rigorous CCSS-aligned ELA and science curriculum in 2016-2017. We will tie this to WestEd's reading apprenticeship framework, and all teachers will attend WestEd training this summer. We continue to align our program to increase college readiness as measured by our students' STAR-REN, SBAC, and ACT results.

Budget	2016-17 Planned Activity	Anticipated Outcome
	Our action plan includes ongoing analysis of SBAC, STAR-REN, and ACT data.	Develop and modify a data-driven plan to increase student achievement.
	Professional development for teachers and staff on academic curriculum and instruction at site and regional level.	Clarity around Common Core-aligned curriculum and instruction, and academic outcomes.
	Initiate regular design team meetings.	Continued development and revision of three-year strategic plan.

### 3. Program of Study

#### Current Programmatic Narrative Based on Rubric

Golden State Preparatory Academy offers academic instruction with the goal of college readiness, but we have not fully explored or created options for coursework that makes explicit connections to real-world technical skills. We have not identified or developed clear pathway themes that align with our academic program. The design team will prioritize this task, and undertake the research of career interests and their connection to college-ready instruction and the 4-year college pathway. The team will develop lessons, and identify resources and best practices for project design and assessment. The team will also develop professional development to facilitate the integration of work-based curriculum with rigorous academic coursework.

Budget	2016-17 Planned Activity	Anticipated Outcome
	Conduct site visits of schools to observe and learn from different models.	Learn, develop and incorporate best practices.
	Develop career-aligned projects, and opportunities for students and families to research and explore work-based learning through career fairs and other events. The design team will build connections between work-based learning and advisory curriculum, Family University, student-led conferences, and exhibitions.	Develop and create on-site best practices in what we already do and augment.

	Regular design team meetings facilitated by team leader for the purpose of research and collaboration.	Sustain focus on three-year strategic plan to create work-based curricular opportunities.
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#### 4. *Work-based Learning*

<b>Current Programmatic Narrative Based on Rubric</b>		
<p>A priority of the design team will be to develop technical learning opportunities and integrate them into various aspects of our school. This will necessitate our developing relationships with community and post-secondary partners. This is our greatest area for growth.</p> <p>The design team will research local and community organizations and resources to explore internship, volunteer, and work opportunities for students. We will develop pathways for students to identify and engage with career interests as they connect to academic learning and college-preparatory curriculum.</p>		
<b>Budget</b>	<b>2016-17 Planned Activity</b>	<b>Anticipated Outcome</b>
	Research local and community resources to create potential partnership opportunities with non-profit and community agencies.	Needs assessment and analysis of potential community partnerships and resources.
	Expand community college course options for students on and off site.	Increased alignment between academic curriculum and technical learning opportunities.
	Regular design team meetings facilitated by team leader for the purpose of research and collaboration.	Sustain focus on three-year strategic plan to create work-based curricular opportunities.

#### 5. *Personalized academic, social, and emotional support services.*

<b>Current Programmatic Narrative Based on Rubric</b>		
<p>Students have access to their teachers at Golden State Preparatory Academy through advisories, office hours, and other small group settings. This year we have worked with Seneca Family of Agencies to build the Care Team, which is part of grade level professional development time and supports teachers in providing individualized interventions and supports for students in Tiers 2 and 3 of the Rtl pyramid. Academic counselors work with students and families to individualize the college planning process. Mental health counselors have individual and group sessions to support students' social-emotional learning and well-being. Student-led conferences provide opportunities for communication with families to provide personalized student and family support.</p> <p>Providing individualized supports to ensure that career planning and unique student interests are part of the college readiness pathway is an area of growth, as is a deeper focus on student career and post-graduation goals and plans. We need to increase family outreach and communication, and build more sustained structures to help students develop and modify their college and career plans in tandem.</p>		
<b>Budget</b>	<b>2016-17 Planned Activity</b>	<b>Anticipated Outcome</b>
	Identify and analyze current supports and where augmentation is needed.	PD. Vision adjustment towards more personalized, college-career aligned opportunities for students.

	Develop personalized pathways and college-career readiness program as distinguished from the Early College High School program.	Clarify program goals to individualize college and career pathways for students.
	Regular design team meetings facilitated by team leader for the purpose of research and collaboration.	Sustain focus on three-year strategic plan to create work-based curricular opportunities.