

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools. Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Measure N Commission

From Matin Abdel-Qawi, High School Network Superintendent

Board Meeting Date _____

Subject 2022-2023 Measure N Education Improvement Plan and Assessment
Services For: Aspire Golden State College Preparatory Academy

**Action Requested and
Recommendation**

Adoption by the Measure N – College and Career Readiness Commission of the 2022-2023 Education Improvement Plan and Assessment for Aspire Golden State College Preparatory Academy as “Approved – Developing & Implementing” in an amount not to exceed \$254,150.00.

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2022-2023 Measure N Education Improvement Plan
- 2022-2023 Measure N Education Improvement Plan Assessment

2022-2023 MEASURE N BUDGET

**School: ASPIRE GOLDEN STATE COLLEGE PREPARATORY
ACADEMY**

Effective July 1, 2022-June 30, 2023

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$254,150.00	\$254,150.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Hire a Pathway Coordinator, at 0.5 FTE This is a new, full time position that directly supports the development and integration of our engineering pathway throughout the school by: supporting teachers with project based learning, instructional practices, and authentic assessment; collaborating with College and Career counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; coordinating Pathway Advisory Board and other opportunities with professional and industry partners; managing pathway grants and Linked Learning Certifications; developing pathway marketing materials; and developing MOUs and partnership agreements with partnership organizations. All 275+ high school students will benefit from access to resources to ensure engaging and hands-on cross-curricular projects. The position will be split across two Aspire schools. (Salary only.)	\$60,000.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	.50 FTE	Cultivating Social Change: Entrepreneurship Pathway
2	Supplies & Materials: BUILD's Project-Based Blended Learning Entrepreneurship Curriculum and Resources: BUILD offers a 3-year, blended learning, digital curriculum that incorporates the fundamentals of entrepreneurship, social-emotional learning, CTE Career Ready Skills, and foundational Common Core standards in a dynamic, gamified, project-based context. It includes a robust learning management system which provides teachers an easy way to deliver BUILD projects, track student learning, and demonstrate impact. In addition, students who have finished three years of BUILD gain access to BUILD's national alumni network which includes ongoing opportunities to access resources, connections, and volunteer opportunities aimed to support continued success in college, career, and entrepreneurial endeavors.	\$12,048.00	4301	Supplies and Materials			Cultivating Social Change: Entrepreneurship Pathway

3	<p>Supplies & Materials: Experiential Learning Materials: Student Entrepreneurship Business Plan and Design Funds materials and supplies needed for experiential learning lessons for all grade levels. Those materials include but are not limited to poster boards, easels, student business cards, cardboard boxes, cricut designer and supplies, button maker machine/supplies, and class business products. This area will also contribute to student business funding needed for students in 9th and 10th grade to prototype and manufacture their business products. By empowering students to earn real money to support their businesses, BUILD transforms a theoretical concept into actual real life experiences to better prepare students for future Entrepreneur endeavors. Lastly, students will also be able to take field trips to state-wide entrepreneurial networking events.</p>	\$15,832.00	4301	Supplies and Materials			Cultivating Social Change: Entrepreneurship Pathway
4	<p>Pathway Teacher Training and Ongoing Coaching BUILD will provide pathway teachers with a robust 2-3 day summer training to support effective project based learning in a blended environment. The training will include an introduction to BUILD's project based blended learning curriculum and best practices, collaborative pacing guide creation, and connection with teachers across California implementing BUILD Linked Learning programming. Ongoing coaching will be provided to pathway teachers that include bi-weekly office hours and monthly collaborative check-ins/ observations to review student data and progress toward course goals. The BUILD CA team will host 4-6 regional teacher transformation network sessions a year aimed at building community, sharing effective practices, and problem-solving in a collaborative environment.</p>	\$22,048.00		Professional Development			Cultivating Social Change: Entrepreneurship Pathway
5	<p>Student/Staff Pathway Field Trips/Events: BUILD will work closely with pathway teachers and coordinator to provide templates and planning support for key events in the BUILD model such as: 9th Grade: Back to school night, Idea Pitch, Investor Pitch, Business Plan Competition 10th Grade: Venture Capital meetings, Sales Bazaar, Graphic Design Sessions 11th & 12th Grade: College and Career readiness workshops, Career Panels, and special recognition for BUILD students during GSP's graduation In addition, these funds will allow for college field trips for all HS students.</p>	\$15,098.00		Linked Learning Pathway Events			Cultivating Social Change: Entrepreneurship Pathway

6	<p>Hire a High School Student Support Manager at .5 FTE: This staff member has a caseload of our most struggling high school students (11/12 graders ---approximately 15-20 students throughout the school year.) He/she meets regularly with these students providing both in-class supports, social and emotional support, and post-high school career planning support. This position has been vital in supporting our high school students and building the conditions necessary for successful Linked Learning. Specifically they have helped us advance on the "Support of Student Needs" line of the Self-Assessment Rubric. Lastly, they help support family communication by regularly sharing student interventions and progress. In 22-23 and beyond they will be integral in expanding our Behavior Wellness Team to be a more robust multi tiered system of supports that includes more academic intervention/support. (Salary and benefits)</p>	\$42,978.00	1300	Student Support Manager	Classified	.5 FTE	Cultivating Social Change: Entrepreneurship Pathway
7	<p>Hire a College & Career Readiness Specialist at 0.5 FTE. This position was funded at 0.5 FTE for the first semester of 2021-22 but was not filled. We plan to increase the position to 1.0 FTE for the 22-23 SY. This position supports family communication by regularly sharing student updates and progress for our Entrepreneurship pathway. They are vital in communicating with scholars and their families to ensure students meet A-G requirements, receive support in college application and financial aid process, and understand graduation requirements including our school expectations regarding early college credit courses, work-based learning/internships, and opportunities for credit recovery. There is a high need for this position because students and families have misconceptions about how their participation or lack of participation in distance learning is affecting their path towards graduation. Increased individual support and large group learning (through parent workshops, for example) is necessary to ensure that students get back on track to graduate. This position will focus on our 12th graders who are at risk of not graduating, (approximately 30+ students). These students were at risk prior to the pandemic, and the pandemic exacerbated their disengagement in school. We expect student engagement to increase as a result of this increased family involvement and attention towards their graduation. (Salary only.)</p>	\$42,000.00	2200	Non Certificated Support Salaries	Community Culture Coordinator	.5 FTE	Cultivating Social Change: Entrepreneurship Pathway

8	<p>Hire an additional High School Student Support Manager at .50 FTE (Salary). We have added this additional Student Support Manager this year to specifically address the transition of our 9th and 10th graders from distance to in-person learning and the associated SEL needs of our scholars. The SSM has a caseload of our most struggling high school students. He/she meets regularly with these students providing both in-class supports and career planning support. They push into classrooms and pull out for 1:1 services and group interventions for both academic and social-emotional learning.</p> <p>This position helps scholars cultivate their independent learning skills. Specifically, the Student Support Manager helps promote students' independent learning which is critical to students' confidence and capacity to direct their own learning and develop goals related to college and career. This position also supports students in being able to engage in and fully participate in our CTE courses successfully.</p> <p>This position serves our most at-risk 9th and 10th graders, approximately 20-30 students.</p>	\$44,146.00	1300	Student Support Manager	Classified	0.5 FTE	Cultivating Social Change: Entrepreneurship Pathway
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School: ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY

Pathway Name: Entrepreneurship

School Description

ASPIRE Golden State Preparatory Academy is a 6th-12th grade charter school serving ~600 students in East Oakland. The school is located at 1009 66th Ave and is part of the Aspire Public Schools network. We serve a community with many rich assets and strengths. Our communities strengths include a deeply committed staff, numerous multi-lingual scholars, standards-aligned curriculums, intensive teacher/coaching support, and many strong traditions such as end-of-year exhibitions, honor roll ceremonies, First Friday celebrations, integrated projects, and more. Our students are 99% students of color and 89% of them qualify for free or reduced lunch. Our now fully formed Entrepreneurship Pathway is the bedrock of our 9th-12th grade experience and our instructional program is grounded in the four pillars.

School Mission and Vision

Our school vision statement speaks to our hopes for students, families, and staff. Our students are critically literate and empowered. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, they become leaders, ready to leverage college and careers to enhance their lives and those of their families and communities. #leaders Our staff is connected and purposeful. By embodying our GSP values, especially equity and purpose/passion, they work collaboratively to prepare our students to thrive in their post-secondary lives and challenge injustices in our world. #teammates Our families are valued and active partners. By embodying our GSP values, especially family and equity, they take collective ownership of the success of our school and ensure our students are on the path of college/career readiness and to become leaders in our society. #partners Our vehicle to create critically literate and empowered students is our Linked Learning pathway in Entrepreneurship. We know that when students are involved in integrated projects, gain technical skills, and have opportunities to apply those skills to real-world scenarios, they are more likely to thrive and persist with their education. We also know that an entrepreneurial skills and mindset can be applied to any future career path and that our students are served well if they leave us with well-developed skills in Communication, Collaboration, Problem Solving, Innovation, Grit, & Self-Management.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	50.0%	50.0%	95.0%	90.70%	24.2%	13.0%	1.9%	11.2%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	16.9%	<1%	<1%	81.4%	<1%	<1%	<1%	N/A	1.0%
Target Student Population	Which student population will you focus on in order to reduce disparities?					English Learners and Black scholars (2023)			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	95.4%	95%	96.0%	91.1%	97.0%	Not Available	90.0%
Four-Year Cohort Dropout Rate	4.6%	3.2%	4.0%	1.0%	3.0%	Not Available	2.5%
A-G Completion	91%	95%	90%		92.0%	Not Available	85.0%
On Track to Graduate- 9th Grade	81%	72%	90%	52.0%	90.0%	Not Available	80.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	80%	>99%	>99%	>99%	>99%	>99%	100.0%
Percentage of students who have passed dual enrollment courses with a C- or better	62%	65%	70%	60.0%	75.0%	72.0%	80.0%
Percentage of students in Linked Learning pathways	60%	75%	100%	75.0%	100.0%	75.0%	100.0%
Target Student Population Indicator: EL Students	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	92.0%	93.20%	94.0%	84.6%	95.0%	Not Available	90.0%
Four-Year Cohort Dropout Rate	8.0%	0%	6%	1.5%	5.0%	Not Available	3.5%
A-G Completion	88%	73.61%	85%	75.0%	88.0%	Not Available	82.0%
On Track to Graduate - 9th Grade	44%	30%	60%	42.0%	70.0%	Not Available	80.0%
Percentage of students who participated in at least 1 Work-Based Learning activity	80%	>99%	>99%	>99%	99.0%	>99%	100.0%
Percentage of students who have passed dual enrollment courses with a C- or better	58%	58%	60%	60.0%	75.0%	72.0%	80.0%
Percentage of students in Linked Learning pathways	60%	75%	100%	75.0%	100.0%	75.0%	100.0%

ROOT CAUSE ANALYSIS			
<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	Graduation Rate continues to be an area of strength for our school - 95% of our students are graduating compared with the state average of 85%. Our pathway has contributed to this insofar as it has made sure that students see more often their post-secondary possibilities. In the last 3 years we have also widened our traditional definition of college to include all post-secondary education (not just 4-years). This has helped keep students interested and engaged in their learning, even if they have decided not to go to a 4-year college.	Our highest leverage challenge is that the GPAs of our English Learnings continue to, on average, be below their non EL peers. For example, in 9th grade, 1/2 of the EL students had at least one failing grade while only 20% of the general population did. While they are graduating at a similar rate, their post-secondary options are limited because of this difference in performance.	As of this year, the deepest underlying cause is that we as a school cannot name a particular instructional strategy or intervention that was consistently in place to directly address these scholars. While some teachers included strategies in their practice, they were by no means universally implemented. Until we have school wide instructional strategies and interventions for our EL students, we cannot assume that they will be well-served.
Four-Year Cohort Dropout Rate	Dropout rate continues to be an area of strength (less than 5% of students dropping out). We are likely to see this number decrease further as we adapted policies this year in which students can still graduate from ASPIRE with D's (as opposed to previous years when students needed C- or higher to graduate)	As mentioned previously, our ELs don't have a higher dropout rate per se, but our highest leverage challenge is that their options are limited because of their lower overall performance (specifically as it relates to their GPAs).	The deepest underlying cause is that while we have a robust behavior wellness team and intervention staff (including 2 positions at least partly funded by Measure N), we do not currently have robust academic interventions and ways to identify students in need of additional academic support.
A-G Completion	Our network has consistently had high A-G Completion rates because up until this past summer, A-G completion was a graduation requirement for our school. This was a strength from a high expectations standpoint but an area of weakness from an equity standpoint. We now allow juniors to opt out of A-G completion so students have more options/paths within our school.	Our highest leverage challenge is grading misalignment - we as a school still need to engage in a fundamental grading beliefs/philosophy conversation. There are still individual classes with +25% fail rate which makes meaningful credit recovery especially challenging	The deepest underlying cause is that we haven't given ourselves the space and time to align on a grading philosophy. Nor are we clear on our "Grading Northstar." Conversations about grading tend not to lead anywhere because of the lack of grounding/foundation.
On Track to Graduate - 9th Grade	This year we have refined our credit recovery practices so the consequences of failure are clearer and more consistent with students. Now students are likely to retake the course in their sophomore year (instead of being able to rely on summer school). Our aligned curriculums in ELA and Math that we adopted within the last 5 years are supportive of students.	Our highest leverage challenge is the current lack of an academic RTI team/set of supports. We have a strong behavioral wellness team that meets regularly and evaluates data but that doesn't exist yet on the academic side of things.	The deepest underlying cause is that our academic counseling team focus on the progress of our Juniors and Seniors, who by then would be playing catch-up. We don't currently have a robust academic intervention system and need to focus our energy on creating one so that we can find students off-track to graduate sooner and build supports for them. This will be a focus of the work for our Community Culture Coordinator in 20-21. Right now, nearly all of our non-teaching staff are focused more on behavioral interventions than academic ones.

Percentage of students who participated in at least 1 Work-Based Learning activity	Strong staff-buy in and WBL activity traditions now on campus. 100% of EOY Exhibitions for all students are aligned to the WBL continuum. Teachers are receiving at least quarterly PD about incorporating careers into their core content.	Our highest leverage challenge is that we are currently missing strong multi-year internship partners - as a result the connections for WBL opportunities still feel piecemeal every year. We are expanding partnerships with partner organizations like BUILD/Code Nation which are helping but only reaching 20-25% of our junior class.	The deepest underlying cause is that we are trying to build these relationships in isolation of other schools and other best practices. We haven't leveraged contacts/schools doing this well as much as we should have -- nor have we leveraged our overall network capacity. We should be working with ASPIRE Lionel Wilson Academy as well as area schools to learn best practices and to build on existing partnerships.
Percentage of students who have passed dual enrollment courses with a C- or better	In addition to funding a This spring we offered to courses on campus - Spanish & Intro to Business through Peralta Colleges. We also modified the Junior Schedule to allow for them to leave earlier in the day if they are enrolled in a college class. This helped both encourage their enrollment and support them by lowering their on-campus demands if they were taking a college class.	Students are not always prepared for the rigor and independence depends of college classes. Nor are we able to control for college professors that are supportive of HS students and their development.	The deepest underlying cause is that many students continue to read well below grade-level. The ability to access college level texts without the same instructional supports is even more challenging. We need a more robust academic intervention system to catch and support students earlier/more often. The other root cause to address is the additional burden that comes from going to a college campus and being supported solely by the college professor instead of having more consistent on campus support. Our model this spring of having both Spanish and Intro to Business on campus will hopefully continue so that we can provide more hybrid college opportunities.
Percentage of students in Linked Learning pathways	Every year we have added at least one pathway class to the curriculum, strengthened community college partnerships with pathway related courses, and provided additional WBL opportunities. Staff buy-in continues to be incredibly high.	Our highest leverage challenge is our lack of in-house expertise on Entrepreneurship. We need to continue to develop our own institutional understanding of what entrepreneurship is, what it looks like in the workforce, and how to develop entrepreneurial skills for our students. Staff are great at incorporating ideas, we just need to continue to leverage our advisory board and entrepreneurship teacher to make sure those ideas are aligned with the industry standards/expectations	The deepest underlying cause is a lack of staff externships and opportunities for staff to engage with industry professionals more often. While staff have dove into the CTE Standards for Entrepreneurship and been part of integrated projects, they haven't talked to as many experts as we would have liked. We look forward to adding more of these opportunities in 2020-2021

PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following.	Evidence of Strengths	Areas For Growth	Next Steps

<p>Rigorous Academics (pages 3, 4, 5 of rubric)</p>	<p>This year, we have dedicated consistent quarterly professional development to developing and implementing rigorous integrated academic projects. We have responded to feedback and developed projects that cut across all contents -- instead of just one content and entrepreneurship. We also modified our Wednesday schedule so grade levels have more regular collaboration time. Lastly, we continue to ground in rigorous data cycles and performance based assessments</p>	<p>We still feel like we are producing cross-curricular products in house instead of leveraging best practices. We are also continuing to work to strengthen our industry advisory board and to make sure that your work reflects processes and products of industry professionals more explicitly and more often.</p>	<p>Our next steps are to spend time this summer investigating strong entrepreneurship pathways across the country and plan for professional learning opportunities through external site visits as well as create more opportunities for industry professionals to visit our pathway courses and provide feedback on our curriculum/implementation.</p>
<p>CTE (pages 3,4,5 of rubric)</p>	<p>This year we launched our 3rd course in the Entrepreneurship course sequence: Design & Marketing. All three of our entrepreneurship courses were aligned with college-level texts and instruction to help make sure that students were aligned with the demands of college level course-work in Entrepreneurship. Every one of the three courses is aligned to meaningful real-world projects that allow students to implement their entrepreneurial skills as well as have a positive impact on the overall school community.</p>	<p>While we are aligning to college level work and courses, our internal understanding of Entrepreneurship and business needs continued development. We lost our Entrepreneurship Teacher in November and are actively working to hire someone with more explicit background in business for the 20-21 school year to maximize both student and staff learning.</p>	<p>We have already recruited and hired an entrepreneurship teacher with applicable real-world experience. Our next steps are to onboard him and work with him to provide ongoing PD to staff to build a better collective understanding of what an entrepreneurial mindset is as well as necessary technical skills. We will also have our advisory board on campus at least quarterly to provide feedback to us on the strengths and pushes for our pathway courses/instruction.</p>
<p>WBL (page 6 of rubric)</p>	<p>Our WBL continuum continues to strengthen each year because we are able to innovate on prior successes instead of re-inventing the wheel. For the first time, we started WBL based exhibitions at the beginning of the year in 11th grade. As a result, students were able to take advantage of rigorous WBL opportunities such as a fellowship with Code Nation or continuing into E3.</p>	<p>Our internship opportunities are not stabilized yet. While we have expanded partnerships with BUILD and Code Nation, we need to extend our WBL partnerships. We know that these partnerships take time and resources to build and we need to better allocate staff time/resources to that effort.</p>	<p>Our next steps are to collaborate with ASPIRE Lionel Wilson Prep (along with our partner organizations BUILD & Code Nation) to see how we can collectively find, share, and leverage WBL opportunities for our students.</p>
<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>This year our Behavior Wellness Team was in full swing. This fully staffed group of administrators, mental health counselors, ed specialists, and student support managers met weekly with our Community Culture Coordinator to review data and plan next steps for students in need of Tier 2/Tier 3 intervention. We strengthened our use of aligned documentations strategies include OnCourse and Rycatcher. Our Ed Specialists have also been instrumental in providing students with empowering tools and processes that allow them to lead their own IEP meetings and articulate their hopes/post-secondary plans. The Measure N funded Student Support manager also continues to provide robust and meaningful services such as check-in/check-out, goal setting, and replacement behavior training to our most at-risk scholars.</p>	<p>One area of growth is that while our behavior wellness team is robust and effective, we still do not have effective academic based interventions and responses. Next year, our Community and Culture Coordinator will expand the Behavior Wellness Team to be a full MTSS team that looks at both behavioral AND academic data. The team will also expand to include academic counselors and academic interventionists.</p>	<p>Our next steps are to work to create a broader MTSS team that can look more holistically at both students academic and behavioral performance. With the help our Measure N funded Community Culture Coordinator, Student Support Manager, and Pathway Teachers, We will plan and build out academic supports and interventions for students in need of Tier 2/Tier 3 intervention.</p>

Pathway Student Outcomes (page 2 of rubric)	This year our entire high school's academic focus was deepening implementation of linked learning. We developed stronger internal metrics to assess the degree by which teachers/staff were providing meaningful and effective linked learning opportunities. Our graduation rate and A-G completion rate continue to be higher than our peers in a similar context. We have continued to have a distributed leadership model with leaders at both the grade level and the department taking ownership over linked learning implementation. We have also closed the opportunity gap in some ways such as an increase in black student belonging at our school so much so that there is no longer racial disparity in the sense of belongingness.	One area of growth is closing the opportunity gap for English Learners. Right now, English Learners are integrated in all pathway projects and courses but they are not strategically supported in any way. Similarly, our students with IEPs are well integrated into the pathway. They have shown academic progress and are completing/passing integrated projects at rates similar to their general education peers; however, they are still well behind their general education peers in terms of academic performance, as measured by state testing/ACT.	Our next steps are to implement effective integrated and designated ELD supports throughout the high school to provide more equitable access and outcomes for EL learners. We will also continue our strong integration of EL students and students with IEPs in all projects and courses.
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2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
95% of GSP graduates take and pass a 3-year course sequence in Entrepreneurship	95% of graduates take and pass a 3-year course sequence in Entrepreneurship
GSP's Entrepreneurship Pathway will be Gold Certified by 2021-2022	GSP will be on track to be gold certified by the Linked Learning Alliance by 2021-2022. This summer we will examine the gold specifications and create an action plan as well as milestones to make sure we are on track.
Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students	GSP builds on the 2-years of learning with WBL exhibitions to continue to build out the Junior Year Internship Exhibition Requirement/Experience which sees at least 50% of students involved in a 50+ hour internship or service learning opportunity

Pathway Strategic Actions

Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
Train and support new Linked Learning Administrator by archiving and organizing what's happened to date, providing curated resources from the Linked Learning Alliance, and grounding in the Measure N Self-Assessment Rubric	Given our Assistant Principal's departure this summer, it will be important to capture his institutional knowledge and to make sure that the 20-21 administration team is well positioned to continue to build on our pathways assets. Success will look like sustained or growth in performance as it relates to the Measure N Self-Assessment in all rows of the rubric.
Create 2020-2021 Everything Calendar with a lens of Linked Learning	Before the start of the year codify the GSP Linked Learning traditions in next year's calendar including integrated projects and WBL opportunities
Support staff development through on-campus and off-campus opportunities to engage with industry professionals	Staff have at least quarterly professional development that connects them with external industry partners to learn more about what entrepreneurship is and how the work of entrepreneurship can/should continue to show up through the whole school

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Continue to pay for 1 GSP Staff to facilitate College Readiness Class designed to support students in developing the skills and mindset necessary to succeed in pathway related dual enrollment programs (likely online); (0.4 FTE);	\$35,000.00	1100	Certificated Teachers' Salaries	Teacher	0.4 FTE	Entrepreneurship
Continue to pay for an Art Entrepreneurship Teacher to refine and teach the 3rd pathway course in our sequence: Design & Marketing (0.6 FTE - started 19-20)	\$49,350.00	1100	Certificated Teachers' Salaries	Teacher	0.6FTE	Entrepreneurship

Continue to pay for an Entrepreneurship 102 Teacher for 10th graders as the second course of our CTE Sequence (0.6 FTE)	\$50,000.00	1100	Certificated Teachers' Salaries	Teacher	0.6 FTE	Entrepreneurship
Continue to fund our Community Culture Coordinator (0.50 FTE), (started in 2016-2017 with Measure N Funds) This position has been vital in support our school culture and building the conditions necessary for successful Linked Learning. Specifically they have helped us advance on the "Support of Student Needs" line of the Self-Assessment Rubric. This staff member is responsible for coordinating and running our Behavior Wellness team which meets weekly to identify and respond to students personal and emotional needs. They have also been instrumental in assuring that each student is known well by gathering and sharing behavior/culture data throughout the year to all stakeholders. Lastly, they help support family communication by regularly sharing student interventions and progress. In 20-21 and beyond they will be integral in expanding our Behavior Wellness Team to be a more robust MTSS model that includes more academic intervention/support.	\$42,000.00	1300	Certificated SUPervisors' and Administrators' Salaries	Community Culture Coordinator	0.5 FTE	Entrepreneurship
Continue to fund our expanded Student Support Manager role in HS (started in 2016-2017 with Measure N funds). This staff member has a caseload of our most struggling high school students. He/she meets regularly with these students providing both in-class supports, SEL support, and post-high school career planning support.	\$62,000.00	2200	Non Certificated Support Salaries	Student Support Manager	1.0 FTE	Entrepreneurship
Continue to fund our partnership with ScriptEd which supports our 10th Grade Entrepreneurship 102 course. ScriptEd is an organization that provides 2-5 coders on campus twice a week to teach coding/computer skills to our students which is part of our 10th Grade Course: Financial and Technological Literacy. Students turn around and use these skills to support their business visions/plans. ScriptEd also provides students with Job Site Visits throughout the year to workplaces such as Lyft and Pixar so students can see how their technological skills could be applied.	\$6,000.00	5800	Professional/Consulting Services	Partner Organization	NA	Entrepreneurship
Continue to fund our expanded Dual Enrollment opportunity began in 18-19 by offering classes led by on-campus staff in Intercultural Communication and critical thinking. These courses are through Alliant University, but it is our on-site staff that teach them. These funds will help us pay for that staff member, without whom we couldn't offer the course. These courses align with and focus on 3 of the 6 Entrepreneurial Skills: Communication, Problem Solving, and Self-Management.	\$20,000.00	1100	Certificated Teachers' Salaries	Teacher	0.35 FTE	Entrepreneurship

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
95% of GSP graduates take and pass a 3-year course sequence in Entrepreneurship	We have students in all grade levels engaged in BUILD from Freshman to Seniors. Additionally, we continued to build out our art class (Design and Marketing)	We are hoping to have E2 (BUILD) on campus during the day. Additionally, we are planning on adjusting our master schedule to include E3 and E4 as part of Junior and Senior Seminar
Increase the amount of student pass rate (C-) enrolled in dual enrollment classes.	Based on our data we have some areas of growth in this area. We will be successful if students do not drop the class and see an increase in how many students pass the class.	Because we will most likely be on campus we will be able to support students in small groups in monitoring their progress.
Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students	We were not able to make much progress on this goal due to the pandemic. Students engaged in BUILD, Code Nation, and Girls Who Code were able to continue their work, but for students who did not already have an existing internship this was a huge challenge.	Utilize Zoom and new technologies and formats to get students more access to work-based learning opportunities. Continue to build out opportunities and pathways.

For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:

2021-22 Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Continue to strengthen and build out our graduation and postsecondary support through strengthening seminar classes.	During the 20-21 school year our college and career counselors built out strong postsecondary success plans for students with more of a focus on career technical education and community college access. We want to continue to more strategically support students with their specific postsecondary goals if they don't include a 4-year college. Due to the pandemic many students are now shifting and adjusting their goals and we want to ensure students are aware of all their choices. Currently most students graduate A-G eligible, but the graduating class of 2020 and 2021 saw a slight decrease due to Covid. We want to ensure we increase this number and continue graduating students that are A-G eligible.
Continue to build out yearlong internships and work-based learning partnerships with students.	Prior to the pandemic GSP had built out a strong work-based learning internship for sophomores and juniors, but this progress was halted due to the pandemic. We're hoping to launch work-based internships in the fall by incorporating virtual internships leveraging Zoom and new video technologies.
Purposefully and strategically support students as they come back on campus after over a year of being off campus both academically and emotionally.	GSP's Behavior Wellness Team worked tirelessly all year to support students who fell under Tier 2 and Tier 3. Students engaged in brief therapy cycles, small group work and had consistent contact with a BWT team member all year. Additionally, behavior wellness team welcomed a special education lead team member which helped us better support students with IEP's that also are experiencing Tier 2 and 3 behavioral challenges. GSP now has designated English learner courses that will support our English learner students.
Continue to strengthen Tier 1 academic and SEL supports for all students.	During the 20-21 school year GSP aligned on pre-reading strategies, strengthening our culture of reading, and SPED and general ed co-planning structures. Additionally, we rolled our Year 3 of RULER/SEL curriculum. Qualitative and quantitative data demonstrate that aligning on these instructional strategies supported student learning of accessing rigorous grade-level texts and tasks. As we bring students back on campus after over a year we will need to have strong and aligned Tier 1 supports for all students that they can expect to exist in all classrooms at all grade levels.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
 - How did distance learning impact your budget expenditures?
 - What did you find was the most effective use of resources towards your goals and strategic actions and why?

The only budget item that was impacted by distance learning was ScriptEd. Because most of our budget expenditures are dedicated to staff salaries we were able to maintain the budget during distance learning.

During the 2020-2021 school year our student support manager role was critical to supporting students.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Art Entrepreneurship Teacher: This will be the salary and benefits for a .6 FTE credentialed teaching position. This position will ensure that we have a strong 2nd pathway course as part of our three year course: Art Entrepreneurship: Design & Marketing. This course began in 19-20. This will support and engage all sophomores which is approximately 95 students. Prior to the 20-21 school year our partnership with BUILD for sophomores was offered as an opt-in course and only available to students who stayed after school. During the 20-21 school year 100% of sophomores were able to be enrolled in this course. This will improve student engagement because it will expand on the second year of BUILD E2 Entrepreneurship course.	\$64,744.00	1100	Certificated Teachers' Salaries	Art Entrepreneurship Teacher	.60 FTE	Entrepreneurship

<p>High School Student Support Manager: This is the salary and benefits for a 1.0 FTE classified position. This staff member has a caseload of our most struggling high school students (approximately 15-20 students throughout the school year.) He/she meets regularly with these students providing both in-class supports, social and emotional support, and post-high school career planning support. This position has been vital in supporting our high school students and building the conditions necessary for successful Linked Learning. Specifically they have helped us advance on the "Support of Student Needs" line of the Self-Assessment Rubric. Lastly, they help support family communication by regularly sharing student interventions and progress. In 20-21 and beyond they will be integral in expanding our Behavior Wellness Team to be a more robust multi tiered system of supports that includes more academic intervention/support</p>	\$85,956.00	1300	Student Support Manager	Student Support Manager	1.0 FTE	Entrepreneurship
<p>Junior Financial and Technological Literacy Teacher: This will be the salary and benefits for a .60 FTE credentialed teaching position. This will be for 11th graders as the third pathway course which will be a financial literacy course paired with coding through our partnership with ScriptEd. This course will be available to all Juniors which is approximately 90 students. This will continue our pathway development because it will be focused on and in support of career and technical education for our Juniors.</p>	\$41,238.00	1100	Certificated Teachers' Salaries	Art Entrepreneurship Teacher	.60 FTE	Entrepreneurship
<p>Consulting Services: partnership with ScriptEd which supports our 11th Grade Entrepreneurship 102 course. ScriptEd is an organization that provides 2-5 coders on campus twice a week to teach coding/computer skills to our students which is part of our 11th Grade Course: Financial and Technological Literacy. Students turn around and use these skills to support their business visions/plans. ScriptEd also provides students with Job Site Visits throughout the year to workplaces such as Lyft and Pixar so students can see how their technological skills could be applied.</p>	\$5,650.00	5800	Professional / Consulting Services	Partner Organization		Entrepreneurship
<p>Dual Enrollment Teacher: This is the salary and benefits for a .50 FTE position. Continuing to pay this teacher will mean we can continue our Dual Enrollment opportunities by offering classes led by on-campus staff in Intercultural Communication and critical thinking. These courses are made available to all Seniors which is approximately 90 students. These courses are through Alliant University, but it is our on-site staff that teach them. These funds will help us pay for that staff member, without whom we couldn't offer the course. These courses align with and focus on 3 of the 6 Entrepreneurial Skills: Communication, Problem Solving, and Self-Management.</p>	\$40,868.00	1100	Certificated Teachers' Salaries	Teacher	.50 FTE	Entrepreneurship
<p>Dual Enrollment Teacher: This is the salary and benefits for a .50 FTE position. Continuing to pay this teacher will mean we can continue our Dual Enrollment opportunities by offering classes led by on-campus staff in Intercultural Communication and critical thinking. These courses are made available to all Seniors which is approximately 90 students. These courses are through Alliant University, but it is our on-site staff that teach them. These funds will help us pay for that staff member, without whom we couldn't offer the course. These courses align with and focus on 3 of the 6 Entrepreneurial Skills: Communication, Problem Solving, and Self-Management.</p>	\$32,694.00	1100	Certificated Teachers' Salaries	Teacher	.50 FTE	Entrepreneurship

2022-2023: YEAR THREE ANALYSIS

<p>Pathway Strategic Goals</p>		
<p><i>Pathway Quality Strategic 3 Year Goals</i></p>	<p>What actions did you take that improved outcomes? How do you know you were successful?</p>	<p>What will you do differently next year to continue to improve?</p>

95% of GSP graduates take and pass a 3 year course sequence in Entrepreneurship	We have students 9-12 grade engaged in BUILD. Additionally we continue to innovatively design a four year sequence that will eventually engage 100% of our scholars in HS.	Our goal is to have BUILD E1-E4 in our master schedule. This year, we were unable to hire an additional College Counselor to teach the Junior College Success course until Q3. Next year, we will be able to have all components in place 9-12.
GSP's Entrepreneurship Pathway will be Gold Certified by 2021-2022	At the start of the 21-22 SY, GSP had a brand new admin team with little institutional knowledge. Since the start of the SY, many admin have transitioned from Aspire. We were not successful in applying for Gold Certification.	We hope to hire a Pathway coordinator that can lead this work during 22-23 SY to ensure an action plan is created, monitored, and tracked.
Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students 9-12	Despite challenges presented by the Pandemic, we were able to continue to provide some work based learning experiences for our 9-12 grade students.	We plan to continue to build on the 2-years of learning with WBL exhibitions and continue to build the Junior Year Internship Exhibition Requirement/Experience. Our Seniors have the WBL experience but we plan to include Juniors during the 22-23SY.

Pathway Strategic Actions

2021-2022 Strategic Actions	Impact of 2021-22 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic action did not work as effectively as you would have liked? Why?	
Continue to strengthen and build out our graduation and postsecondary support through strengthening seminar classes in 11th and 12th grades.	Despite not hiring a College and Career Readiness Specialist for most of the SY, GSP was able to hire an 12th grade College Readiness Teacher that taught the College Seminar course. This was especially helpful in assisting students in the College application process, applying for scholarships/financial aid, and hearing directly from professionals in the entrepreneurship field. However, during Q4, an additional Academic College Counselor will join our team and support our Junior College Success course. - We want to continue to broaden our post-secondary exposure that includes a focus on career technical education and community college options, as well as 4 year universities. - Pivot to virtual work based opportunities but limited student engagement. - Weekly meetings with Academic Counselor to review on track status with 11/12 graders - A-G requirement quarterly meetings/check-in w/ Academic Counselor. - Once hired, our College & Career Readiness Specialist will focus on supporting Seniors in ensuring fulfillment of A-G requirements, and are in risk of graduating.	
Continue to build out yearlong internships and work-based learning partnerships with students by partnering with BUILD.	Prior to the pandemic, GSP had built out a strong work based learning internship program for HS students.	
Purposefully and strategically support students as they come back on campus after over a year of being off campus both academically and emotionally.	During the 21-22 SY, we prioritized SEL and ensuring students felt connected and a sense of belonging. - ALL students attended advisory Monday thru Friday for at least 30 min - Year 4 implementation of SEL/RULER curriculum. - Behavior Wellness Team, supported by our Student Support Managers, Mental Health Therapist, and Deans of Students, meet weekly to review discipline data in order to alter Tiered interventions. - Designated ELD courses taught every day to support our EL students.	
Continue to strengthen Tier 1 academic and SEL supports for all students.	At the beginning of the year, all teachers implemented Tier 1 procedures and structures in the classroom. -Continued training on scaffolding and reading strategies for ALL students in order for them to access rigorous grade level texts and task. -Submitted Unit Plans to DOIs -Submitted Weeks At a Glance that reviews weekly objectives and assignments. - Advisory RULER/SEL lessons taught daily for at least 30 min - Grade Level & Heritage Months Town Hall Celebrations - Honor Roll Celebrations. - Received grant through Silicon Schools to strengthen ELA instruction 6-12 grade.	

For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below

2022-2023 Strategic Actions - What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?
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Strive for Gold Certification in Linked Learning	We want to strengthen and further develop our Designing for Social Change: Entrepreneurship Pathway based on the Linked Learning Alliance Gold Certification Standards: <ul style="list-style-type: none"> - Conduct a self assessment of our pathway development as measured by Gold Certification Standards for Linked Learning. This data will inform our strategic plan. -Create strategic plan to achieve Gold Certification by reviewing necessary data needed to successfully achieve advanced certification - Continue to monitor progress and ensure sustainability.
Strengthen partnership with BUILD Bay Area and design coherent 9-12 Linked Learning programming.	We will align HS course sequence to align with BUILD. <ul style="list-style-type: none"> - In collaboration with BUILD, utilize their 3-year, blended learning, digital curriculum that incorporates the fundamentals of entrepreneurship, social emotional learning, CTE Career Ready Skills, and foundational Common core standards. - BUILD provide teacher training and ongoing coaching. - Provide coherent sequence of courses 9-12 grade
Provide additional opportunities for experiential learning and event support to teachers and students.	GSP hopes to provide additional opportunities for both students and staff to sustain our Entrepreneur Pathway programming: <ul style="list-style-type: none"> - Support student business development for 9-10 graders to prototype and manufacture their business products in earning real money to support their businesses. - Provide learning materials and supplies for entrepreneurship pathway course - BUILD host 4-6 regional teacher transformation network session a year aimed at building community, sharing effective practices, and problem solving in a collaborative environment. - BUILD provides volunteers--business coaches and VIP judges for pitch and sales events for Years 1 and 2 of BUILD's model. Students in Year 3 and 4 of BUILD's program will have access to more specialized college-career, and entrepreneurship advisors. - BUILD will work closely with pathway teachers and coordinator to provide templates and planning support for key events in the BUILD model.
Continue to strengthen Tier 1 academic and SEL supports for all students.	GSP hopes to continue to strengthen our Tier 1 instruction and SEL supports for all students. We will add/continue this strategic action by: <ul style="list-style-type: none"> - Complete self-assessment; Self Assessment results shows positive progress toward student safety, sense of belonging, and support. - Needs Mapper results are used to identify students that need academic and SEL support - Continue partnership with Silicon Schools and the Elevate Grant to include instructional support for our Math teachers in implementation of curriculum, delivery of instructions, and review of student academic data to inform instruction. - Continue Advisory SEL/RULER curriculum implementation. -Provide scaffolding and reading strategies training to teachers.

Budget Analysis of 2021-2022 Measure N Budget

Impact of 2021-2022 Budget Expenditures
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Funds that funded specific certified/classified positions, like the Student Support Manager. This role has been essential in ensuring students are supported since returning back to in-person learning while ensuring academic support to increase graduation rate.

2022-2023 Budget Expenditures

2022-2023 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

<p>Hire a Pathway Coordinator, at 0.5 FTE This is a new, full time position that directly supports the development and integration of our engineering pathway throughout the school by: supporting teachers with project based learning, instructional practices, and authentic assessment; collaborating with College and Career counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; coordinating Pathway Advisory Board and other opportunities with professional and industry partners; managing pathway grants and Linked Learning Certifications; developing pathway marketing materials; and developing MOUs and partnership agreements with partnership organizations. All 275+ high school students will benefit from access to resources to ensure engaging and hands-on cross-curricular projects. The position will be split across two Aspire schools. (Salary only.)</p>	\$60,000.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	.50 FTE	Cultivating Social Change: Entrepreneurship Pathway
<p>Supplies & Materials: BUILD's Project-Based Blended Learning Entrepreneurship Curriculum and Resources: BUILD offers a 3-year, blended learning, digital curriculum that incorporates the fundamentals of entrepreneurship, social-emotional learning, CTE Career Ready Skills, and foundational Common Core standards in a dynamic, gamified, project-based context. It includes a robust learning management system which provides teachers an easy way to deliver BUILD projects, track student learning, and demonstrate impact. In addition, students who have finished three years of BUILD gain access to BUILD's national alumni network which includes ongoing opportunities to access resources, connections, and volunteer opportunities aimed to support continued success in college, career, and entrepreneurial endeavors.</p>	\$12,048.00	4301	Supplies and Materials			Cultivating Social Change: Entrepreneurship Pathway
<p>Supplies & Materials: Experiential Learning Materials: Student Entrepreneurship Business Plan and Design Funds materials and supplies needed for experiential learning lessons for all grade levels. Those materials include but are not limited to poster boards, easels, student business cards, cardboard boxes, cricut designer and supplies, button maker machine/supplies, and class business products. This area will also contribute to student business funding needed for students in 9th and 10th grade to prototype and manufacture their business products. By empowering students to earn real money to support their businesses, BUILD transforms a theoretical concept into actual real life experiences to better prepare students for future Entrepreneur endeavors. Lastly, students will also be able to take field trips to state-wide entrepreneurial networking events.</p>	\$15,832.00	4301	Supplies and Materials			Cultivating Social Change: Entrepreneurship Pathway
<p>Pathway Teacher Training and Ongoing Coaching BUILD will provide pathway teachers with a robust 2-3 day summer training to support effective project based learning in a blended environment. The training will include an introduction to BUILD's project based blended learning curriculum and best practices, collaborative pacing guide creation, and connection with teachers across California implementing BUILD Linked Learning programming. Ongoing coaching will be provided to pathway teachers that include bi-weekly office hours and monthly collaborative check-ins/ observations to review student data and progress toward course goals. The BUILD CA team will host 4-6 regional teacher transformation network sessions a year aimed at building community, sharing effective practices, and problem-solving in a collaborative environment.</p>	\$22,048.00	5800	Professional Development			Cultivating Social Change: Entrepreneurship Pathway

<p>Supplies and Materials for Student/Staff Pathway Field Trips/Events: BUILD will work closely with pathway teachers and coordinator to provide templates and planning support for key events in the BUILD model such as: 9th Grade: Back to school night, Idea Pitch, Investor Pitch, Business Plan Competition 10th Grade: Venture Capital meetings, Sales Bazaar, Graphic Design Sessions 11th & 12th Grade: College and Career readiness workshops, Career Panels, and special recognition for BUILD students during GSP's graduation</p>	\$15,098.00	4301	Supplies and Materials			Cultivating Social Change: Entrepreneurship Pathway
<p>Hire a High School Student Support Manager at .5 FTE: This staff member has a caseload of our most struggling high school students (11/12 graders ---approximately 15-20 students throughout the school year.) He/she meets regularly with these students providing both in-class supports, social and emotional support, and post-high school career planning support. This position has been vital in supporting our high school students and building the conditions necessary for successful Linked Learning. Specifically they have helped us advance on the "Support of Student Needs" line of the Self-Assessment Rubric. Lastly, they help support family communication by regularly sharing student interventions and progress. In 22-23 and beyond they will be integral in expanding our Behavior Wellness Team to be a more robust multi tiered system of supports that includes more academic intervention/support. (Salary and benefits)</p>	\$42,978.00	1300	Student Support Manager	Classified	.5 FTE	Cultivating Social Change: Entrepreneurship Pathway
<p>Hire a College & Career Readiness Specialist at 0.5 FTE. This position was funded at 0.5 FTE for the first semester of 2021-22 but was not filled. We plan to increase the position to 1.0 FTE for the 22-23 SY. This position supports family communication by regularly sharing student updates and progress for our Entrepreneurship pathway. They are vital in communicating with scholars and their families to ensure students meet A-G requirements, receive support in college application and financial aid process, and understand graduation requirements including our school expectations regarding early college credit courses, work-based learning/internships, and opportunities for credit recovery. There is a high need for this position because students and families have misconceptions about how their participation or lack of participation in distance learning is affecting their path towards graduation. Increased individual support and large group learning (through parent workshops, for example) is necessary to ensure that students get back on track to graduate. This position will focus on our 12th graders who are at risk of not graduating, (approximately 30+ students). These students were at risk prior to the pandemic, and the pandemic exacerbated their disengagement in school. We expect student engagement to increase as a result of this increased family involvement and attention towards their graduation. (Salary only.)</p>	\$42,000.00	2200	Non Certificated Support Salaries	Community Culture Coordinator	.5 FTE	Cultivating Social Change: Entrepreneurship Pathway

<p>Hire an additional High School Student Support Manager at .50 FTE. We have added this additional Student Support Manager this year to specifically address the transition of our 9th and 10th graders from distance to in-person learning and the associated SEL needs of our scholars. The SSM has a caseload of our most struggling high school students. He/she meets regularly with these students providing both in-class supports and career planning support. They push into classrooms and pull out for 1:1 services and group interventions for both academic and social-emotional learning.</p> <p>This position helps scholars cultivate their independent learning skills. Specifically, the Student Support Manager helps promote students' independent learning which is critical to students' confidence and capacity to direct their own learning and develop goals related to college and career. This position also supports students in being able to engage in and fully participate in our CTE courses successfully.</p> <p>This position serves our most at-risk 9th and 10th graders, approximately 20-30 students. (Salary only.)</p>	<p>\$44,146.00</p>	<p>1300</p>	<p>Student Support Manager</p>	<p>Classified</p>	<p>0.5 FTE</p>	<p>Cultivating Social Change: Entrepreneurship Pathway</p>
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Measure N 2022-2023 Education Improvement Plan Assessment - Charter Schools

Aspire Golden State College Preparatory Academy

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Submitted Measure N 4 Pillars of Linked Learning

Criteria 1: Measure N Overall Pathway: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program: Whole School Tab <i>Instructions: Review Linked Learning 1-Pager(s), Analysis of 3 Year Pathway Quality Goals and 2021-22 Strategic Actions for evidence of:</i></p> <ul style="list-style-type: none"> ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Cultivating Social Change Entrepreneurship Pathway includes evidence of 4 pillars of Linked Learning as evidenced by their 4 Pillars one-pager ● CTE Sequence includes: <ul style="list-style-type: none"> ○ 9th Grade: BUILD E-1: Entrepreneurship 101 ○ 10th: BUILD E2: Design & Marketing ○ 11th: BUILD E3: Entrepreneurship 102 - Financial and Entrepreneurship Literacy ○ 12th: BUILD E4: Senior Seminar - College Seminar ● Some progress on 3 Year Strategic Goals. Not all students are engaged in the 4 Year CTE Sequence but a plan is in place for this to occur. ● Work-Based Learning opportunities are not available to all students but a plan is in place to include 11th graders in internships in the 2022-23 school year. ● Staffing challenges inhibited implementation of some 2021-22 Strategic Actions. GSP did have success with <ul style="list-style-type: none"> ○ Providing social-emotional learning and Tier 1 academic supports for all students ○ College Seminar course for 12th graders 			



	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> It is important to build out a Work-Based Learning continuum that includes Career Awareness, Exploration, Preparation and Training that is available to all 9th-12th students The addition of a Pathway Coordinator should assist with the continued implementation of GSP's 3 year goals.
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Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>2022-23 Strategic Actions: Whole School Tab Instructions: Review 2022-23 Strategic Actions in WHOLE SCHOOL TAB for evidence of:</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning: <ul style="list-style-type: none"> Rigorous Academics Career Technical Education Work-Based Learning Pillar Student Supports Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> New/Revised Strategic Actions include: <ul style="list-style-type: none"> Strive For Gold Linked Learning Certification Design coherent 9th-12th grade Linked Learning programming in partnership with BUILD Provide additional experiential learning opportunities Continue to strengthen Tier 1 academic and social emotional supports for all students GSP appears to be in the midst of a redesign of its Linked Learning programming by partnering with BUILD for all its CTE courses. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> It will be important to attend to staff cohesion and communication as you roll out all the new BUILD programming 			



Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned	Compliant & Partially Aligned	Non-Compliant ● Supplanting ● Not Allowable	Missing
	4	3	2	1
<p>2022-23 Budget <i>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab for evidence that school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"> Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Budget includes funding for 0.5 FTE Pathway Coordinator, 1.0 FTE High School Student Support Manager, 0.5 FTE College & Career Readiness Specialist, BUILD Curriculum, BUILD professional development, and Supplies and Materials for Experiential Learning and Pathway Events Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development Proposed Measure N budget is in support of and aligned with outlined goals Proposed Measure N budget appears to be supplemental <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The Pathway Teacher training and coaching provided by BUILD will be essential for supporting and retaining teachers. What other structures will be in place to support teacher capacity-building and cross-curricular projects? 			

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating: Approved - Developing and Implementing

- School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning



pillars of Linked Learning, at minimum

- School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:

- Despite staffing challenges in 2021-22, Aspire Golden State College Preparatory Academy has embarked on a redesign of its Linked Learning programming and has a plan in place to implement comprehensive changes to support student learning and growth in 2022-23.

Key Questions:

- There are major shifts occurring in your Measure N budget for 22-23 including what looks like the elimination of several teaching positions (Art Entrepreneurship Teacher, Junior Financial and Technological Literacy Teacher and Dual Enrollment Teachers) and elimination of partnership with Script Ed. How are you involving staff, students and families in the planning and promotion of all the upcoming changes so that you can set the stage for success in 2022-23?

Budget Feedback:

- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification.

Next Steps:

What	Suggested Lead	Deliverable	Date
2022-2023 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2022-23 Quarterly Dates to be provided
Complete Pathway Change Form and Submit to Measure N Office	Principal	Completed Form	May 27, 2022