Measure N Narrative

The Measure N Commission would like to track the overall process that schools used to develop their plans so that the Commission can understand how different communities engaged in the process in order to lean from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland.   In order to do this, the Commission requires that each school write a narrative to capture the school's overall design process.   In the cells below, please describe your school's process.   To the right are the design criteria that will be used to assess your process.

Complete this by:	March 1, 2017

Process Narrative

In the space below, please describe your schools and pathway's overall design process.   This should be a narrative that describes your school communities overall process.

Design Criteria
Design Teams have included a wide range of activities that allow the school community to engage in the design process. Evidence exists in the form of site visits, literature review, and design meetings that document best practices and areas of growth. Research process includes feedback from and involvement of key stakeholders including students, families, industry partners, etc. The resulting Design articulates how it was developed based on the research, deeper learning, and strategies developed by the team.

Our school's design process began with forming a small team of staff, including administration, teachers, coaches, and counselors, and establishing a weekly meeting time. The initial task was for all design team members to familiarize themselves with Linked Learning and Measure N. We then began the process of data collection, asking ourselves what was not working as well as possible at school. We decided to use our student body as our biggest source of data. We drafted a lengthy survey considering many aspects of a student's experience at our school, and had all high schoolers complete it. We also pulled data that was already available to us after considering the factors sent by our Measure N liaison (academic success, disaggregated by race, gender, zip code, etc.). This data showed the biggest disparity in achievement across the board with our English learners. We conducted more personal, anecdotal interviews with a selection of students designated as EL to further inform us on how they experience school.

Several members of our design team visited another charter school (in San Francisco) to broaden our understanding of academic rigor at different schools. This school we visited has an "AP for All" program. Next, we participated in the 2017 Linked Learning conference, which included a site visit to Envision Impact Academy and multiple conference sessions around Linked Learning, Pathways, etc. Some workshops we attended were: social emotional learning, dual enrollment, developing EL learners, project-based learning, teacher leadership and sustainability, and Capstone projects. Our team also attended the National Equity Project's Leading For Equity Institute which was a four-day intensive workshop designed to address inequitable practices in schools. We have supplemented our data dive with reading resources around Linked Learning and EL instruction. We invited Joanna Vazquez from the Measure N commision to sit in on one of our meetings to give us feedback on our process.

Afterwards we conducted interviews with a math teacher at Impact. The interview was about the Academic Numeracy class and first year experience class for 9th graders. Next, a teacher and counselor did a site visit at Christo Rey in San Jose. The purpose of the visit was to see how they implemented their work-based learning project. On February 21 the Measure N committee held a presentation and met with BUILD, families, students, and more GSP teachers. We got some great feedback from all participants. Families were interested and excited by the internship opportunities. BUILD provided great insight into possible pathways which ultimately helped us decide on the Entrepreneurship pathway. We read World Class Learners and built out rubric components that graduating seniors will have. This rubric will help us backwards plan for other grades in high school. Two team members worked to build out a potential advisory curriculum and came up with a pilot program and budget for next year. Over Spring Break we all read Creating Innovators: The Making of Young People Who Will Change The World to continue developing and building out our Entrepreneurship pathway and action plan.

Research Question

Design Criteria:
The design team has developed clear research questions that lead the inquiry process for the design team. The research questions should drive the root-cause analysis for targeted sub-groups that are not achieving in key outcome indicators. Research questions should determine area of focus and identify key areas for root cause analysis

What are the specific needs of EL students, and what strategies can be implemented to increase EL students' achievement levels, including a reading level beyond 5th grade?

Deeper Learning

Design Criteria:
Evidence of root-cause analysis into specific areas of focus outlined by Measure N and Linked Learning as driven by research analysis above. Evidence of at least 2 additional site visits and further exploration into best practices, literature review, and survey, as driven by results of root cause analysis. Clear commitment to sharing information with the broader community.

Based on the data we gathered at the beginning of the school year we found that students who are not on track to graduate by the end of 11th grade tend to transfer out. Almost all of these students first got off track in 9th grade. We defined off track is defined as failing one or more core classes at the semester. There were two site visits that were instrumental in exploring best practices that we will adopt during the 17-18 school year. The first was Envision Impact Academy in Hayward. Impact Academy spends both time before the academic year starts and during the academic year building a strong class culture for all grade levels, but especially their 9th graders. Before school even begins, freshmen attend an offsite retreat and during the year they participate in Challenge Day. This purposeful culture building has demonstrated instrumental to the success of the freshman class. Because a majority of our students are with us in middle school we don't invest the appropriate time in building class culture. This combined with a stronger SEL curriculum and purposeful advisory will positively impact high school culture. Moreover, this focus on culture revealed the importance of implementing a multi-tiered system of supports and hiring a Restorative Justice coordinator. While we have seen a decrease in suspensions we found that students are are suspended are suspended more than once during the school year.

Toward the beginning of our process, we read "Double the Work" which we read to see how other schools have implemented ELL supports. This case study provided us with the framework for building out our ELL supports. We realized the need for a reading specialist which could act as support for both teachers and students. Also, the data showed us that our students are not progressing past a certain reading level which demonstrated the importance for interventions. The reading specialist we hire will focus on intervention and specific ELL strategies that GSP can adopt. Additionally, students need more time and explicit language development. The "Double the Work" article was important in building out our literacy focus with a dedicated reading block, intervention, and more academic support to bring students up to grade level.

The second site visit was Cristo Rey in San Jose. This school has an extremely built out work-based learning program for their students. This, coupled with our reading of Creating Innovators, was instrumental in helped us build out a rubric and potential scope and sequence for our end-of-year Exhibitions. Reading World Class Learners helped us think about and name the core competencies we wanted to see out of our graduating seniors. This helped us plan backwards and create an Entrepreneurial pathway with our partnership with BUILD.

Throughout this process we spent a lot of time working with and discussing our sister school's (Lionel Wilson) success with Measure N. They gave us insight into ways in which we can develop our dual enrollment and their success with their reading block. Currently, the entire GSP staff is participating in PLC's. There is a PLC group for the following: ELL's and differentiation, advisory curriculum, and SEL learning. This is all part of ensuring that all voices at GSP are participating in next year's changes.

1. ABOUT THE SCHOOL	*Complete this by:* January 31, 2017

Instructions: (For OUSD Schools Only)

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

School:	Aspire Golden State College Preparatory		**School ID:**

1A. School Description

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

1B. School Mission and Vision

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

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

1C. School Multi-Year WASC Goals

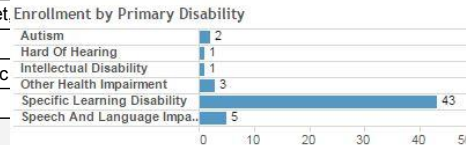| *Length of WASC Accreditation:*	*Last WASC Self-Study:*	*Next Self-Study:*

SCHOOL WASC GOALS	LCAP Goal Category
Goal #1: Cultivate a college-going culture that fosters an academic sense of urgency	
Goal #2: Improve communication with all stakeholders regarding the alignment, prioritization and decision making of long term goals, budget,	
Goal #3: Align 6-12 college knowledge curriculum to better prepare students for the academic rigors of college	
Goal #4: Examine the school's curriculum, instruction, resources, and PD for ways to meet the needs of students not yet fluent inn academic	

Enrollment by Primary Disability:
Autism 2; Hard Of Hearing 1; Intellectual Disability 1; Other Health Impairment 3; Specific Learning Disability 43; Speech And Language Impa.. 5

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	49.2%	50.8%	96.5%		29.8%		11%%		

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	13.5%	0.40%	0.20%	85.3%			0.20%	0.2%	

1E. School Performance Data

Indicator	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*

Linked Learning Pathways (All Students)	NA	NA	NA	NA	53.3%	41.8%
Linked Learning Pathways (Grade 10)	NA	NA	NA	NA	57.0%	58.1%
Graduate Outcomes	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
Four-Year Cohort Graduation Rate (All Students)	65.7%	83.0%	76%	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	17.1%	7.5%	16.0%	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	28.6%	11.8%	12.0%	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	0%	33.3%	33.3%	TBD	TBD	TBD
Percent of Students Leaving	Unavailable	10.0%	22.0%	45.0%	TBD	TBD
On Track to Graduate (Grade 9)	Unavailable	Unavailable	Unavailable	78.0%	46.7%	TBD
On Track to Graduate (Grade 10)	Unavailable	Unavailable	Unavailable	81%	33.6%	TBD
On Track to Graduate (Grade 11)	Unavailable	Unavailable	Unavailable	86%	35.4%	TBD
On Track to Graduate (Grade 12)	Unavailable	Unavailable	75.0%	90.0%	44.8%	TBD
A-G Completion (Grade C or Better)	83.3%	95.9%	98.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	100%	100%	100.0%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	100.0%	100.0%	66.0%	TBD	15.6%	TBD
A-G Completion (English Learners)	100.0%	100.0%	100	TBD	33.9%	TBD
A-G Completion (Foster Youth)	N/A	N/A	100.0%	TBD	20.8%	TBD
Post-Secondary Readiness	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
AP Course Access (All Students)	58.3%	45.8%	10.0%	10.0%	25.7%	TBD
AP Course Access (African American Students)	40.0%	50.0%	2.0%		14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	0.0%	0.0%	0.0%	TBD - these scores come out in August	7.9%	TBD
% of Seniors with GPA > 3.5	20.8%	22.0%	22.0%	26.0%	TBD	TBD
Average SRI Reading Level, Grade 11	948	N/A	N/A	1150L	TBD	TBD
Average SRI Reading Level, Grade 12	1078	N/A	N/A	1140L	TBD	TBD
Dual Enrollment with Community College	100.0%	100.0%	100.0%	100.0%	TBD	TBD
Dual Enrollment (Grade C or Better)	100.0%	100.0%	100.0%	100.0%	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	Class of 2014 - 54%	Class of 2015 - 46%			TBD	TBD
Number of Students Enrolling in Two-Year Colleges	33.3%	32.0%	Class of 2016 matriculation survey in process, will finish May 15, 2017		TBD	TBD
Climate and Culture	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
Chronic Absence (All Students)	12.7%	13.6%	15.8%	14.5%	11.2%	TBD
Chronic Absence (Special Education Students)	30.0%	17.0%	28.8%	26.3%	18.7%	TBD
Chronic Absence (Foster Youth)	N/A	N/A	N/A	N/A	19.2%	TBD
Suspension Rate	23.0%	15.6%	10.2%	7.2%	TBD	TBD
No Suspensions (African American Males)	26.0%	50.0%	94.6%	78.4%	91.2%	TBD
No Suspensions (Foster Youth)	N/A	N/A	N/A	N/A	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	N/A	N/A	N/A	N/A	TBD	TBD
Rigorous Academics	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
English Learner Reclassification Rate	35.6%	7.1%	5.2%	TBD	13.2%	TBD

Long Term English Learner Reclassification Rate	8.3%	2.0%	3.2%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	N/A	21.6%	51.0%	TBD	19.5%	TBD
SBAC Proficiency (Math)	N/A	10.9%	21.0%	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	42.9%	N/A	N/A	TBD	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*	*Complete this by:* **February 1, 2017**

2A. Schoolwide Strengths and Challenges

Instructions:

Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.

• What strengths and challenges do you see in your current data?
• Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

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

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

Focal Area	Strengths	Challenges *(List all challenges impacting each focal area.)*	Highest Leverage Challenge *(List one challenge.)*
Graduate Outcomes	- 100% of our graduates satisfy A-G requirements - 100% of graduates have been admitted into a four-year college (required) - 100% of student do dual enrollment with college course	- The four-year cohort graduation rate for the class of 2016 was 76%. - EL (11.8%) dropout rate is higher than general population. In 2013-14, EL dropout rate was 28.6% compared to general population, 17.1%. In 2014-15, EL dropout rate was 11.8% compared to general population rate of 7.5%. -Students who are not on track to graduate by the end of 11th grade tend to transfer. Most of these students first got off track in 9th grade.	- Students who are not on track to graduate by the end of 11th grade tend to transfer. Most of these students first got off track in 9th grade.
Post-Secondary Readiness		- 0% pass rate of AP exams for 14-15 and 15-16 - 11/41 (27% of) seniors in the class of 2017 have a 3.5 GPA or higher. 10/11 students are female. -Low exit reading levels. All students: 1140L; EL is 5.9 (800-900L); SpEd is 1000L. - 51%(ELA), 85%(math) of students take remedial courses in college (English and Math)	Low exit reading level (1140L for seniors)
Climate and Culture	- Suspension rate has steadily declined since '13-'14 through current data (23% in 13-14 to 10.2% in 15-16 school year) - In student survey, 60% of students reported high levels of motivation to do their best work (chose 4 or 5 on 5-point scale) - (65%) 89/136 were female and 35% (47/136) were male - In student survey, 60% of students reported that their friends and classmates motivate them to do well academically (chose 4 or 5 on 5-point scale) - Students have an advisory period daily (128 minutes per week)	- Suspension rate is 10% - Chronic absences have stayed constant at ~15% - Chronic absence rate is higher for SPED (~26%) - In student survey, more than half of students reported neutral or negative when asked if their learning needs are met at school - No cohesive advisory curriculum - No SEL curriculum - SPED students suspended at a higher rate (19.2%)	Suspension rate is 10%

Rigorous Academics	- 29 11th and 12th graders take AP English Language (16-17) - All students attend a designated reading period (160 minutes/week) - Classroom libraries in all English classrooms - BUILD offered to all 9th graders and opt-in for 10th and 11th - Teachers trained in PBL in both 15-16 and 16-17	- EL students are not receiving EL interventions/appropriate supports - No designated EL teacher/support - Average reading level of EL students is 800 which prevents access to higher level courses - SPED department (16-17) is entirely new to GSP - Students enter high school below grade level, and do not receive the interventions needed to accellerate their reading levels so they are college-ready when graduating - Low teacher retention (NEED TO INCLUDE DATA)	- Students enter high school below grade level, and do not receive the interventions needed to accelerate their reading levels so they are college-ready when graduating
Pathway Development	Have found success in initial partnership with BUILD	- Do not have specific pathway options for students or elective options	Creating our entrepreneurship pathway and building it out for our students

2B. Schoolwide Root Cause Analysis from Measure N Design

Instructions:	*Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.* • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. *Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.*	Root Cause Analysis Primer.

Focal Area	Highest Leverage Challenge *(from the table above)*	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Students who are not on track to graduate by the end of 11th grade tend to transfer. Most of these students first got off track in 9th grade.	- Inflexible schedule - High teacher turnover, particularly in 9th grade - Lack of intervention for missing skills in both middle and high school	Program of Study & Master Scheduling
Post-Secondary Readiness	Low exit reading level (1140L for seniors)	- Students enter significantly below grade level - High student population of ELs and no teacher support around EL instruction	Equity/Access/ Achievement
Climate and Culture	Suspension rate is 10%	- Students with high needs are not receiving adequate services and not getting needs met in class which is translating to extreme behaviors - School is focused on punitive discipline actions versus relationship building which leads to recidivism - Advisory not used for SEL purposes	Personalized Student Support
Rigorous Academics	Students enter high school below grade level in reading and math, and do not receive the interventions needed to build skill levels so they are college-ready when graduating	Schedule has not allowed for time for students to accelerate their learning while also getting intervention and support necessary to succeed in on grade level tasks	Personalized Student Support
Pathway Development	Pathway is not developed	lack of funding to develop pathway and schedule that accommodates pathway	Program of Study & Master Scheduling

3. EQUITY IMPERATIVE FOR YOUR SITE	Complete this by: February 1, 2017

As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
On average EL students come in at 4th grade reading level in 9th grade and do not progress past a 5th grade reading level in high school (this is true for the last three years of data). It is clear that instruction in classrooms is not helping EL students develop langauge skills and reading skills they need for college and career readiness. In order to raise EL student achievement, we need to teach curriculum that students find relevant and engaging, and allow more opportunities for students to practice speaking and writing skills within the classroom.	In three years, we will: -increase our RFEP rate for students in the high school from 5.2% in the 15-16 school to 20% in the 17-18 school year and eventually almost 50% in three years -teachers will collaborate and design engaging project based learning units -EL students will read at grade level, and make significant growth in reading in high school so that EL students graduate at at least a 10th grade reading level -all students will present and defend portfolio/exhibition work to demonstrate their academic skills and speaking + writing skills at the end of the year

4. ANNUAL SCHOOL GOALS

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.

FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	-Increase 4 year cohort graduation rate to 95%	Graduation Rate	All Students	76%	80%	85%	Goal #1: Cultivate a college-going culture that fosters an academic sense of urgency
Post-Secondary Readiness	-80% of students scoring proficient or above on SBAC ELA	SBAC ELA	All Students	51%	61%	71%	Goal #3: Align 6-12 college knowledge curriculum to better prepare students for the academic rigors of college
Climate and Culture	Decrease suspension rate to 3% by 2020.	Suspensions	All Students	10.2%	8.5%	7.5%	Goal #1: Cultivate a college-going culture that fosters an academic sense of urgency
Rigorous Academics	Increase AP course access so that 100% of students have taken an AP Course and 50% have scored a 3 or higher	AP Course Performance	All Students	10% have access and 0% have passed.	10% have access, 5% score a 3 or higher on AP English Language	20% have access and 10% score a 3 or higher	Goal #1: Cultivate a college-going culture that fosters an academic sense of urgency
Pathway Development	50% of students participate in Entrepreneurship Pathway	Pathway Participation	All Students	0%	0%	25%	Goal #4: Examine the school's curriculum, instruction, resources, and PD for ways to meet the needs of students not yet fluent inn academic English

5. STRATEGIES

Focused Annual Plan (FAP) Major Improvement Strategies

Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	-develop ethnic studies history course that will help students build critical literacy skills -PD for teachers around EL strategies and EL instruction -hire reading specialist to run PD and small group reading interventions	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	-intervention period to build academic numeracy skills	Personalized Student Support	Program of Study & Master Scheduling
Culture & Climate/SEL Improvement Strategy:	-vertically aligned advisory curriculum with an emphasis on study habits and providing space for emotional processing, especially of work based learning experiences -build culture and community amongst 9th grade class through retreats and challenge day	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Pathway Development/ Implementation Strategy:	- All 9th grade students will take introductory BUILD course focused on entrepreneurship - 2/3 of 10th graders choose to participate in BUILD - 50% of 11th and 12th graders participate in BUILD and/or entrepreneurship pathway and take related dual enrollment college courses	Program of Study & Master Scheduling	Program of Study & Master Scheduling

Measure N Design Features

Identify up to three Measure N design features that support your goals.

	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1: Pathway Theme of Entrepreneurship & partnership with BUILD	Program of Study & Master Scheduling	School Leadership & School Vision
Measure N Design Feature #2: Professional Development to support ELs	Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
Measure N Design Feature #3 Intervention Block for math and reading support	Personalized Student Support	Program of Study & Master Scheduling

Signature Elements (Established Practices)

Identify up to three established signature elements that support your goals.

	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established): Early College High School	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Signature Element #2 (Established): Advisory	Program of Study & Master Scheduling	Personalized Student Support

Signature Element #3 (Established):	Exhibitions		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	Complete this by: **February 1, 2017**

Instructions:	**Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.** *Target Student Group:* For each action, choose a primary student group that you expect to benefit. *Title I Requirements:* If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers). *REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.*

Schoolwide Language & Literacy Improvement Strategy:	**-develop ethnic studies history course that will help students build critical literacy skills -PD for teachers around EL strategies and EL instruction -hire reading specialist to run PD and small group reading interventions**

Strategic Action	Associated LCAP Action Area *(required for all funded actions)*	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Hire a Reading Specialist to work with below grade level ELLs	A3.2: Reading Intervention	English Learners	Measure N	$83,000.00		Literacy Intervention Block	
Adjust master schedule to provide time for both intervention and electives		All Students		N/A		Master Schedule adjusted to offer intervention and elective periods	
Strengthen reading intervention block to increase student reading levels		All Students		N/A		Literacy Intervention Block	
Train whole staff in EL strategies and instruction		English Learners		N/A		Literacy Intervention Block	
Offer 9th grade ethnic studies history course focused on critical literacy and non-fiction reading skills		All Students		N/A		-develop ethnic studies history course that will help students build critical literacy skills -PD for teachers around EL strategies and EL instruction -hire reading specialist to run PD and small group reading interventions	

Schoolwide Mathematics Improvement Strategy:	**-intervention period to build academic numeracy skills**

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Partially fund hiring of additional math teacher and create intervention period	A2.1: Implementation of CCSS & NGSS	All Students	Measure N	$58,000.00		-intervention period to build academic numeracy skills	
Adjust teacher program to free up time for math intervention		All Students		N/A		Master Schedule adjusted to offer intervention and elective periods	

Culture & Climate/SEL Improvement Strategy:	-vertically aligned advisory curriculum with an emphasis on study habits and providing space for emotional processing, especially of work based learning experiences -build culture and community amongst 9th grade class through retreats and challenge day

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Hire Restorative Justice Coordinator	A2.2: Social Emotional Learning	All Students	Measure N	$70,000.00		-vertically aligned advisory curriculum with an emphasis on study habits and providing space for emotional processing, especially of work based learning experiences -build culture and community amongst 9th grade class through retreats and challenge day	
Hold Challenge Day and 9th grade retreat	A2.2: Social Emotional Learning	Other	Measure N	$20,000.00		-vertically aligned advisory curriculum with an emphasis on study habits and providing space for emotional processing, especially of work based learning experiences -build culture and community amongst 9th grade class through retreats and challenge day	

Strategic Action		Primary Target Student Group		Funding			Description	
				N/A			-vertically aligned advisory curriculum with an emphasis on study habits and providing space for emotional processing, especially of work based learning experiences -build culture and community amongst 9th grade class through retreats and challenge day	
Decrease advisory size and increase advisor role		All Students						
Create first year experience course for 9th graders		Other		N/A			Pathway Theme of Entrepreneurship	
Implement schoolwide SEL program		All Students		N/A			-vertically aligned advisory curriculum with an emphasis on study habits and providing space for emotional processing, especially of work based learning experiences -build culture and community amongst 9th grade class through retreats and challenge day	
Addition of Assistant Principal of Academic and Behavior Supports to monitor interventions for all students		All Students		N/A			-vertically aligned advisory curriculum with an emphasis on study habits and providing space for emotional processing, especially of work based learning experiences -build culture and community amongst 9th grade class through retreats and challenge day	

Pathway Development/Implementation Strategy:	- All 9th grade students will take introductory BUILD course focused on entrepreneurship - 2/3 of 10th graders choose to participate in BUILD - 50% of 11th and 12th graders particpate in BUILD and/or entrepreneurship pathway and take related dual enrollment college courses

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Expand partnership with BUILD	A1.1: Pathway Programs	Other	Measure N	$17,000.00		Community Partnership with BUILD	

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Expand partnership with Laney for dual enrollment		All Students		N/A		Early College High School	
Hire HS Art Teacher to offer more elective options		All Students	General Purpose: Unrestricted BASE	$83,000.00		Other	

Instructions:

Instructions:		KEY:	
Please complete this self-assessment for your school. The 2015-16 Score refers to the score you gave yourself in the original Planning Grant application.		1: Beginning & Designing	3: Meeting and Advancing
Click here for the full *Measure N rubric.*		2: Developing & Approaching	4: Excelling and Sustaining

1. SCHOOL LEADERSHIP AND VISION	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	1	3	-Pathway team created in 16-17 school year using Measure N planning funds -Measure N design team consists of small group of teachers, families and students as we do action research on our school site -Measure N design team worked with our home office to make sure our site vision aligns with overall Aspire charter network vision	We do not have a full pathway yet since this year was our planning year, so teachers do not yet identify as pathway teachers. Our team collaborated with our home office team to ensure successful program implementation - we met about our master schedule, hiring, budget, math intervention programs, and post-secondary plans.	-Lack of funds to support a pathway vision or pathway design team -Lack of direction from home office around designing a pathway --this has not been a priority for Aspire Public Schools prior to Measure N
Leadership Configuration	1	1			
Distributive Leadership	1	2			

2. EQUITY, ACCESS AND ACHIEVEMENT	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	2	2	-Partnership with BUILD is in 4th year and has since expanded into a mandatory course for all 9th graders; Ss then elect about whether or not to continue with BUILD afterschool in 10th-12th grade	All students take BUILD (E1 course) in 9th grade during the school day. After this course, they can elect into taking BUILD E2 in 10th grade and BUILD E3 in 11th grade. These courses are not built into the school day so not all students are able to take the course, even if they want to. We have many EL students and students are not the highest academic achievers who elect to continue with the BUILD program.	-master schedule is four blocks and dedciated primarily to core classes to meet A-G requirements. This left little room in a students schedule for anything else besides A-G required courses
Diverse Student Representation	2+	2+			
Closing the Opportunity Gap	1	1			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	1	2	-in 15-16 and 16-17 we did not have an explicit theme selected; this year in our design year, we polled students and reviewed data from student participation in BUILD to select our entrepreneurship pathway -Is not aligned to specific coursework yet with our dual enrollment program --will build this out as we develop our pathway next year and in the future -Ss are not scheduled in cohorts; Ss do have advisory groups, but these groups will be adjusted to create more better conditions for SEL education -Ts in grade levels do not have a common prep period	We offered BUILD just as an organization that we partnered with but did not develop it into a pathway. BUILD has been a very successful partnership for us, and our students have walked away from the program with very positive results which is why we're excited to develop this partnership into a full pathway for students.	We are a small school and developing pathways was not a priority prior to Measure N. Due our small size and limited funding, we had to limit our course options for students since we are also A-G aligned. Our size and limited master schedule have prevented pathway development in the past.
Integrated Core	1	1			
Cohort Scheduling	1	1			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)	
Rigorous, Relevant and Integrated Learning	1	1	-no pathway this year nor in 15-16 school year -We will slowly build up to a level 3 or 4 in pathway development during 17-18 school year	We are still designing and piloting our pathway, so instruction does not align to the pathway.	Pathways and project based learning have not been priorities for Aspire Public Schools, but with Measure N, this has become a priority and we are looking forward to having the funds to be able to execute pathways at GSP.	
Collaborative Learning	1	1				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)	
Sharing Best Practice	2	2+	-Every Friday is a minimum day to allow for staff PD time where there is space for collaboration and sharing best practices -We do not have an explicit system for observing one another or have this built in as a standard practice amongst staff -Due to block scheduling and small school size, teachers do not have common prep with their grade level or subject departments. Also, we usually only have one teacher teaching a specific grade level and subject so it leaves little room for collaboration -Due to no pathway, there is no specific PD for pathway teachers	All teachers receive weekly feedback on their teaching. Some teachers observe one another and give feedback as well, but this is not yet a staff-wide norm. We are still designing our pathway, so our professional development does not align with the pathway.	Pathways and project based learning have not been priorities for Aspire Public Schools, but with Measure N, this has become a priority and we are looking forward to having the funds to be able to execute pathways at GSP. Furthermore, our size and master schedule have not allowed a lot of space for collaboration.	
Collaboration Time	1	1				
Professional Learning	1	1				

6. WORK-BASED LEARNING	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)	
Types of Student Experiences	1	1	-We do not have one this year or have had in the past a work based learning program -10th graders for final end of year exhibition, go out and do apprenticeships and internships for a few days; we would like to expand this program into our pathway development	-Work Based Learning is in development, especially as we develop entrepreneurship pathway	We have had limited opportunities to implement work based learning due to lack of resources. Work based learning, from our research, requires a dedicated team to facilitating and we have not had the resources to have such a team just yet. This would be something we would want to make happen in the future as we develop our pathway.	
Pathway Outcomes	1	1				
Pathway Evaluation	1	1				

7. PERSONALIZED STUDENT SUPPORT	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)	
Support of Student Needs	1	1+	-Students are not explicitly enrolled in pathways because we do not have pathways yet -Plans to expand our current advisory structure and provide students with individual learning plans that would help with addressing remedial work and	No pathway yet so many items on rubric are not addressed	Pathways and project based learning have not been priorities for Aspire Public Schools, but with Measure N, this has become a priority and we are looking	

			would help with addressing remedial work and future career planning		a priority and we are looking forward to having the funds to be able to execute pathways at GSP. Furthermore, our size and master schedule have not allowed a lot of space for collaboration.
College & Career Plan	1	1+			

Measure N 2017-18 Action Plan

The Measure N Commission requires that each team complete an Action Plan that highlights key objectives and milestones to be reached each year. This Work Plan will be updated yearly to reflect the school's focus to meet the 3 year targets. These Milestones will be key topics of discussion during site visitations during the 2017-18 school year.

	Key Actions and Objectives: What are the key implementation actions and objective that will happen during this phase. This should be the key actions that must happen in order to support the outcomes of your plan.	Major Implementation Milestones/Deliverables What are some key milestones/deliverables of your plan that will be accomplished during this phase of implementation?
Example:	*1. Hire a Computer Science Teacher for Computer Science Pathway.* *2. Hold Summer Transition Program for 9th Graders* *3. PBL Workshop for 10th and 11th grade team to design intergrated units that integrate Common Core EL standards into all projects.* *4. Develop a new teacher support system including calendar, teacher manual, and hire instructional coaches to help support and retain new teachers,*	*Program for Summer Transition Program (July 30th, 2017)* *Creation of Teacher Support Handbook (August 15, 2017)* *2 New Integrated Projects Created Using Buck Institute Template (August 1, 2017)*
Summer 2017-18	1. Hire a restorative justice coordinator, additional math teacher and reading specialist 2. Restorative Justice and Deescalation PD for all staff members 3. Restructure advisory to decrease number of students and increase advisor accountability. 4. 9th Grade Teacher retreat to plan and build community 5. Creation of Student Culture and Climate Committee 6. Train teachers in ELL strategies	- Yearlong advisory scope and sequence - Creation of individualized learning plans for each student - Creation of 9th grade community plan - Master schedule finalized to meet intervention needs of below grade level students with math and reading intervention - PD Plans for Summer PD for teachers (Advisory Curriculum, Restorative Justice)
Fall 2017	1. Challenge Day to build community for 9th graders 2. Student Culture and Climate Committee Weekly Mtgs 3. Weekly Grade Level Meetings to create and adust individualized learning plans for students 4. Continuation of Restorative Justice PD 5. STAR reading test #1 to assess baseline levels and create intervention groupings 6. Math diagnostic assessment to create intervention groupings	- Choose and administer math diagnostic assessment - Creation of groupings for math and literacy intervention; student schedules adjusted (start of Quarter 2) - Creation of plan for Challenge Day & implement 9th grade community plan - Monitor to ensure 100% of students have individualized learning plans by October 1, 2017
Winter 2018	1. STAR Reading Test #2 to progress monitor students and strategically group students for quarter 2 2. Math Interim testing and data analysis to assess for math intervention grouping 3. Weekly Grade Level Meetings to adjust individualized learning plans for students 4. 9th grade retreat to Yosemite for community building 5. BUILD showcase for 9th graders	- 9th grade retreat as part of 9th grade community plan - Creation of data analysis templates and plans for teacher analysis of Winter Interim results - Redjustment of 100% of learning plans based on semester grades - Adjustment of Intervention groupings for Quarter 3
Spring 2018	1. STAR Reading Test #3 to progress monitor students and strategically group students for quarter 3 2. Math Interim testing and data analysis to assess for math intervention grouping 3. Weekly Grade Level Meetings to adjust individualized learning plans for students 4. BUILD Spring Bazaar for 9th graders 5. STAR Reading Test #4 in June to assess final growth 6. Exhibitions and reflection on 9th grade -- college and career planning project 7. Plan expansion of Entrepreneurship Pathway	- Finalize exhibition project plans, including 9th grade College and Career Project - Adjustment of Intervention groupings for Quarter 4 - Draft and finalize master schedule for 2018-2019 school year - Finalize Entrepreneurship Pathway curriculum and plan for 10th and 11th graders. - Finalize cohort of students continuing in Entrepreneurship Pathway for 2018-2019 school year -Reflection of 9th grade data and pathway from 17-18
Summer of 2018 What signature practices do you think you will be sharing at the Measure N Summit?	Advisory scope and sequence and lesson plans Individualized learning plans created during weekly grade level meetings Exhibition Projects	