

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 Board of Education

From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date April 21, 2021

Subject 2021-2022 Measure N Education Improvement Plan
Services for: Aspire Golden State College Preparatory
Academy

Action Requested and Recommendation Adoption by the Board of Education of Aspire Golden State Preparatory Academy proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$ \$271,150.00.

Background

(Why do we need these services? Why have you

selected this vendor?)

Adoption by the Board of Education of Aspire Golden State Preparatory Academy proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$ \$271,150.00.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan

2021-2022 MEASURE N BUDGETSchool: **ASPIRE GOLDEN STATE COLLEGE
PREPARATORY ACADEMY**

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$271,150.00	\$271,150.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	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
2	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	\$85,956.00	1300	Student Support Manager	Student Support Manager	1.0 FTE	Entrepreneurship
3	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.	\$41,238.00	1100	Certificated Teachers' Salaries	Art Entrepreneurship Teacher	.60 FTE	Entrepreneurship

4	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.	\$5,650.00	5800	Professional / Consulting Services	Partner Organization		Entrepreneurship
5	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.	\$40,868.00	1100	Certificated Teachers' Salaries	Teacher	.5 FTE	Entrepreneurship
6	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.	\$32,694.00	1100	Certificated Teachers' Salaries	Teacher	.5 FTE	Entrepreneurship

School:	ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY								
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%	14.3%	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
	11.0%	<1%	<1%	89.0%	<1%	<1%	<1%	N/A	0.0%
Target Student Population	Which student population will you focus on in order to reduce disparities?					English Learners (not sure what group makes sense here)			
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%	Not Available	97.0%				
Four-Year Cohort Dropout Rate	4.6%	71%	4.0%	Not Available	3.0%				
A-G Completion	91%	Not Available	90%	Not Available	92%				
On Track to Graduate- 9th Grade	81%	72%	90%	52%	90%				
Percentage of students who participated in at least 1 Work-Based Learning activity	80%	>99%	>99%	>99%	>99%				
Percentage of students who have passed dual enrollment courses with a C- or better	62%	65%	70%	60%	75%				
Percentage of students in Linked Learning pathways	60%	75%	100%	75%	100%				
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%	Not Available	94.0%	Not Available	95.0%				
Four-Year Cohort Dropout Rate	8.0%	Not Available	6%	Not Available	5.0%				
A-G Completion	88%	Not Available	85%	Not Available	88%				
On Track to Graduate - 9th Grade	44%	30%	60%	42%	70%				
Percentage of students who participated in at least 1 Work-Based Learning activity	80%	>99%	>99%	>99%	99%				

Percentage of students who have passed dual enrollment courses with a C- or better	58%	58%	60%	60%	75%		
Percentage of students in Linked Learning pathways	60%	75%	100%	75%	100%		
ROOT CAUSE ANALYSIS							
Indicator	Strengths			Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>		Root Cause Analysis <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
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PATHWAY QUALITY ASSESSMENT

<u>Using the Measure N Self Assessment Rubric, assess the following:</u>	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	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	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.	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.
CTE (pages 3,4,5 of rubric)	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.	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.	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.
WBL (page 6 of rubric)	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.	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.	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.

Comprehensive Student Supports (page 7 of rubric)	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.	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.	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.
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.

2020-2021: YEAR ONE ANALYSIS**Pathway Strategic Goals**

<i>Pathway Quality Strategic 3 Year Goal</i>	<i>What evidence will you look for to know you are successful?</i>
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

<i>Strategic Actions</i> <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	<i>What evidence will you look for to know you are successful?</i>
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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

Pathway Quality Strategic 3 Year Goal	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:

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.
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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
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	\$85,956.00	1300	Student Support Manager	Student Support Manager	1.0 FTE	Entrepreneurship

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.	\$41,238.00	1100	Certificated Teachers' Salaries	Art Entrepreneurship Teacher	.60 FTE	Entrepreneurship
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.	\$5,650.00	5800	Professional / Consulting Services	Partner Organization		Entrepreneurship
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.	\$40,868.00	1100	Certificated Teachers' Salaries	Teacher	.50 FTE	Entrepreneurship
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.	\$32,694.00	1100	Certificated Teachers' Salaries	Teacher	.50 FTE	Entrepreneurship