

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Aspire Golden State Prep

Action Requested and Recommendation

Adoption by the Measures N and H - College and Career Readiness Commission of the 2025-2026 Education Improvement Plan and Assessment for Aspire Golden State Prep as "Approved," for a total amount not to exceed \$189,550.00

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

N/A

Competitively Bid : Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N and H

Attachments

1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment

(Year Three of Three-Year Cycle)

ASPIRE Golden State Prep

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis	Developing Analysis	Emergent Analysis	Unclear Analysis
Evidence of Progress toward Pathway Program(s)' <u>2023-26 College and Career for All and Linked Learning Quality Standards</u>	4	3	2	1
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input checked="" type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)				
<input checked="" type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions				
<input checked="" type="checkbox"/> Evidence of progress toward pathway programs' quality standards				
Score: 3 Rationale: The school is making notable progress toward its 2026 goals in student achievement and college and career readiness. Efforts are underway to increase support for students with IEPs. Dual enrollment and college/career portfolios are being integrated into graduation requirements. Ongoing efforts focus on expanding partnerships, refining academic supports, and enhancing pathway experiences to ensure all students are prepared for post-secondary success.	Suggestions for 25-26 Continued Progress Monitoring: To strengthen its Linked Learning pathway, GSP should ensure the implementation of a full three-year CTE course sequence, with all students enrolled and completing concentrator and capstone courses. Increasing the number of A-G approved courses in the master schedule is also essential. GSP might consider adding an a-g approved internship course.			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input checked="" type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrated Program of Study <input checked="" type="checkbox"/> Work-Based Learning <input checked="" type="checkbox"/> Integrated Student Support 				
<input checked="" type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
<input checked="" type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: 3 Rationale:	Suggestions for 25-26 Continued Progress Monitoring: Design and implement early work-based learning experiences, including career exploration visits and other off-site opportunities, while ensuring integration of work-based learning into core academic classes that are part of the pathway. Engage stakeholders in both backward mapping and forward planning to help create a shared sense of purpose and responsibility.			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input checked="" type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
<input checked="" type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
<input checked="" type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
Score: 4 Rationale: <ul style="list-style-type: none"> The budget line items and budget justifications align with the three domains of Linked Learning. 	Suggestions for 25-26 Continued Progress Monitoring:			

Final Recommendation

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

Rating¹: Approved

Strengths:

- ☐ Increased academic support is being developed, particularly for students with IEPs, to ensure success in CTE and college/career pathways.
- ☐ Expanded dual enrollment options and college/career portfolios are now part of graduation requirements, offering structured post-secondary pathways.

Key Questions:

- ☐ What steps will GSP take to ensure all students are enrolled in a complete three- or four-year CTE course sequence as part of their Entrepreneurship pathway program in 25-26 and beyond, and what actions will be taken to ensure 100% of graduates are CTE completers?
- ☐ How can GSP continue to improve the number of a-g eligible classes?
- ☐ To what extent is ASPIRE GSP working on strengthening their pathway advisory board?

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Budget Feedback:

☐ n/a The budget line items and budget justifications align with the three domains of Linked Learning.

Next Steps (for Conditionally Approved Sites) - add rows as needed

What	Suggested Lead	Deliverable	Date
n/a Not Conditionally approved			

Criterion 4 Evidence of Progress and Linked Learning Implementation

Category to be completed by High School Linked Learning Office

Instructions: Review the *Work-Based Learning* template, *EIP Presentation*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input type="checkbox"/> Program of Study	Clarify the reference to "both pathways" here (Integration Types row). What types of personalized supports are in place at the classroom (Tier 1) level?
<input type="checkbox"/> Work-Based Learning Plan	Design and implement early work-based learning that includes Career Exploration Visits and other off-site work-based learning. To what extent does WBL integrate into core academic classes that are part of the pathway?
<input type="checkbox"/> Master Schedule	Cohorted classes are clearly marked and comprise a minimum of 50% of the school day for scholars.
<input type="checkbox"/> EIP Presentation	It was a pleasure to hear examples of your interdisciplinary units.

School Name:		Aspire Golden State College Preparatory Academy						Site #:	9122	
Pathway Name(s):		Cultivating Social Change: Entrepreneurship Pathway								
School Description										
ASPIRE Golden State Preparatory Academy is a 6th-12th grade charter school serving ~500 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 74% 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										
2023-2024 Total Enrollment Grades 9-12			256							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe	
	46.9%	53.1%	87.5%	99.2%	23.0%	18.4%	5.9%	15.2%	NA	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	11.7%	0.8%	0.4%	84.4%	0.0%	0.4%	0.8%	0.0%	1.6%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Students with IEPs				
SCHOOL PERFORMANCE GOALS AND INDICATORS										
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools										
Whole School Indicator		2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate		82.1%	94.0%	92.0%	98.5%	N/A	93.5%			97.0%
Graduation Rate: Non-Cohort (Continuation)*		N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate		2.0%	6.0%	2.0%	1.5%	N/A	1.5%			1.0%
A-G Completion - 12th Grade (12th Grade Graduates)		30.0%	55.1%	65.0%	66.1%	N/A	80.0%			92.0%
Course Completion Rate (Continuation)*		N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders		95.0%	76.6%	90.0%	80.0%	N/A	92.0%			95.0%
9th Graders meeting A-G requirements		80.0%	68.8%	80.0%	80.0%	N/A	90.0%			95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		25.0%		80.0%	0.0%	N/A	85.0%			90.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better		65.0%	75.8%	80.0%	96.7%	N/A	85.0%			90.0%
Percentage of 10th-12th grade students in Linked Learning pathways		100.0%	100.0%	>99%	100.0%	N/A	>99%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		90.0%	100.0%	>99%		N/A	>99%			100.0%
CTE Participation (Continuation)*		N/A	N/A	N/A	N/A	N/A	N/A			N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation		20.0%	26.6%	20.0%	TBD	N/A	30.0%			40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation		45.0%	20.3%	50.0%	TBD	N/A	50.0%			50.0%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	83.0%	100.0%	75.0%	100.0%	N/A	80.0%			90.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
Four-Year Cohort Dropout Rate	0.0%	0.0%	0.0%	0.0%	N/A	0.0%			0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	20.0%	37.5%	45.0%	45.0%	N/A	65.0%			80.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
On Track to Graduate - 9th Graders	88.0%	57.1%	90.0%	84.6%	N/A	92.0%			95.0%
9th Graders meeting A-G requirements	74.0%	42.9%	80.0%	84.6%	N/A	90.0%			95.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	0.0%	80.0%	0.0%	N/A	85.0%			90.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	63.0%	50.0%	80.0%	55.5%	N/A	85.0%			90.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	>99%	100.0%	N/A	>99%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	67.0%	100.0%	>99%	0.0%	N/A	>99%			100.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A			N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	12.5%	20.0%	TBD	N/A	30.0%			40.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	45.0%	0.0%	50.0%	TBD	N/A	50.0%			50.0%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator	Strengths	Challenges
Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	What is our site doing well that's leading to improvements in this indicator?	What 1-2 challenges are the most significant barriers to improvements in this indicator?
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Graduation Rate continues to be an area of strength for our school, given our current context. Although our graduation rate is below the state average, since returning from distance learning, we have prioritized reviewing transcripts to provide students with a pathway to graduate. 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 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 adopted 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.)	Since returning from distance learning, it has been a challenge motivating students to take ownership for their education journey. Student's stamina and grit has taken a hit since distance learning and we will continue to build capacity through strengthening our academic supports.
A-G Completion - 12th Grade	During the 22-23 School Year, we were able to provide an extensive credit recovery program to ensure students are meeting graduation requirements and completing A-G requirements.	Our highest challenge has been implementing credit recovery for the courses students failed during COVID/Distance Learning. At the start of the 22-23 School Year, the Class of 2023 required extensive recovery of courses, just to meet Aspire's graduation requirement. Meeting A-G requirements is an on-going challenge due to the amount of credit recovery that seniors need.

On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	Over 90% of 9th graders are on track to graduate and complete A-G requirements. We have implemented Break School, which allows students to come to campus to make up work during our scheduled Breaks, to make up any work to keep students from failing classes. During Winter 2022, we had over 30 9th graders on campus to make up work and pass their S1 courses.	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.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	Offering early college opportunities through dual enrollment & AP courses. Each semester we offer 2-3 college courses through Peralta and 2 AP courses to our HS students.	Continue to offer students early access to dual enrollment courses beginning at 9th grade is the current challenge.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Our partnership with BUILD have made this accessible. BUILD provides our students with mentors for our 9-10 graders and industry job shadowing for 11/12 graders. Students have shadowed professionals at First Republic Bank, EY Consulting Services, and Okta IT Service Management Company.	COVID restrictions have limited our ability to provide consistent opportunities but the main restrictions will be lifted for the 23-24 SY. In addition, we are still missing multi-year internship partners.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Offering early college opportunities through dual enrollment & AP courses. Each semester we offer 2-3 college courses through Peralta and 2 AP courses to our HS students.	Students are not always prepared for the rigor and independence needed for college classes. Nor are we able to control for college professors that are not supportive of HS students and their development.
Percentage of 10th-12th grade students in Linked Learning pathways	All HS students take a linked learning course in each grade 9-12.	Our highest leverage challenge is retaining 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
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	Students are motivated to perform well in our CTE courses because course credit goes toward graduation & A-G requirements.	Ensuring our students with disabilities, ELs, and black students receive adequate support in mastery of course concepts.

PATHWAY QUALITY ASSESSMENT

Using the [2023-26 College and Career for All and Linked Learning Quality Standards](#), self-assess in each category

	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	1. 100% of our students are enrolled in a pathway course beginning in 9th grade thru 12th grade. 2. BUILD provides programming support for 9-12 pathway teachers 3. Senior Capstone/Exhibitions 4. Academic Counselor coordinates Dual Enrollment for students. This year we offered over 3 dual enrollment courses this school year on campus, including 2 Entrepreneurship/Business courses. 5. Created system to track credit recovery and A-G eligibility/fulfillment. 6. HS students has weekly grade checks 7. 9th grade students meet with industry professionals 8. 10th grade is participate in year long Marketing & Design Entrepreneurship group project. Students pitch product ideas and sell their products at the end of the year.	We are also continuing to work to strengthen our Pathway advisory board and to make sure that our work reflects processes and products of industry professionals more explicitly and more often. We will continue our partnership with BUILD and with Peralta in order to enhance our early college credit opportunities and exposing students to variety of postsecondary college options.	Pathway teachers will take part in monthly PLC meetings to create cross disciplinary exhibitions aligned to Pathway. Exhibition projects will be part of our 3- year priority.

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Our WBL continuum continues to strengthen each year because we are able to innovate on prior successes instead of re-inventing the wheel. 1. Continue partnership with BUILD to provide job shadowing opportunities by connecting with local professionals 2. 9th graders have industry professional mentors that meet quarterly. 3. 100% of Juniors are completing short term internships with industry professionals.	While we are aligning to college level work and courses, our internal understanding of Entrepreneurship and business needs continued development. We have hired a new Entrepreneurship 101 teacher during the 22-23 SY. In addition, we would like to work more strategically with BUILD in providing early access to work based learning opportunities for both 11 and 12th grade students. Expand our internship opportunities throughout 9-12.	Work-Based Learning is part of our 3-year priority because of the stagnation created with the pandemic, we want to continue building our work based learning programming now that the main COVID restrictions are being lifted. GSP will receive the Community Grant and will hire a Community Liaison to connect with local businesses to organize consistent internship opportunities.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	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 College Readiness Teachers 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 Ryecatcher. 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. Lastly, we plan to utilize 23-24 Measure N funds to fund 2 College Readiness Teachers.	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 College Readiness Teachers, along with our Assistant Principal, 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. We will continue to include credit recovery/interventions for HS students within our Master Scheduling planning sessions.	Continuing utilizing Measure N funds for our Student Support Manager position.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

Goal #1: By 2026	By 2026, we will increase academic supports and opportunities for students to succeed in CTE courses, with an emphasis on students with IEPs, as measured by 92% of all students becoming A-G eligible and 100% of students having earned a C- or better in their CTE concentrator and capstone courses.
Goal #2: By 2026	By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 92% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.
Goal #3: By 2026	By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.

Pathway Strategic Actions

Strategic Actions for 2023-24

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic	Pathway teachers will align & refine mastery based instruction grading policies by adding additional supports for our ELs and IEP students in collaboration with the Pathway Coordinator.
	Pathway teachers will hold "break school" during breaks to support our students with disabilities and at risk of failing with completing their pathway aligned exhibition projects and Senior capstone.

Actions for Goal #1	The master schedule will include additional sections of college seminar to give students with IEPs the option of working directly with their case manager on exhibition projects and complete assignments with the appropriate accommodations and modifications as outlined in their IEP.
	Host semester A-G parent nights to ensure ALL HS students and parents understand the A-G requirements and the pathway expectations. Part of the A-G information sessions will help students complete their College and Career/grad plan.
Strategic Actions for Goal #2	Pathway Coordinator & College Readiness teacher will support students with applying to two and four year colleges.
	College and Career teacher will continue to align the Junior & Senior Seminar courses (College and Career Readiness A-G course) curriculum with the support of the pathway coordinator and BUILD that focuses on a college and career portfolio that includes a personal narrative, resume, cover letter, LinkedIn profile creating
	Students in the 10th grade will invite entrepreneur industry leaders to interview our scholars during their year long product pitch sessions and provide them with feedback using an Entrepreneurship/Pathway aligned rubric in Design & Marketing.
	Assess dual enrollment opportunities and develop and implement a plan to add college courses that are aligned with our pathway theme.
	Offer at least 4 dual enrollment courses, on campus, per semester by 2026
Strategic Actions for Goal #3	Our pathway coordinator will support our teachers with expanding our pathway aligned exhibition projects from one per year to at least one per semester during the SY 23-24 in grades 9-11 in order to provide integrated projects.
	Annual professional development, led by BUILD, to help teachers understand the Pathway work students complete in each CTE course
	Provide staff with opportunities to visit schools that have implemented pathway aligned integrated projects thru release time.
	Project based learning professional development & training for teachers each semester

Budget Expenditures**2023-2024 Budget: Enabling Conditions Whole School**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a College & Career Readiness Teacher/Specialist at 1.0 FTE. This position supports our high school students' readiness to engage in post-secondary careers and college. The position will teach 4 separate sections of our College Readiness class to 11th & 12th graders. Additionally, the position will support family communication and meeting with students regularly in order to progress monitor our Entrepreneurship pathway. This position is vital in communicating with scholars and their families to ensure students are meeting A-G requirements, receive support in college and career exploration, and clearly understand the California graduation requirements. We have an obvious high need for this position, as GSP's A-G requirement fulfillment has drastically decreased over the last 2-3 years. Many families and students have misconceptions regarding graduation requirements and meeting A-G expectations. Increased individual support and large group learning (through parent workshops, for example) is necessary to ensure that students get back on track to graduate. This position will focus on our 12th graders during Semester 1 and 11th graders during Semester 2. We expect student engagement to increase and greater number of students meeting A-G requirements. (Salary & Benefits)	\$121,500.00	1110	Teacher Salaries	College Readiness Teacher	1.00	Cultivating Social Change: Entrepreneurship Pathway

Hire a Pathway Coordinator .5 FTE. This position directly supports the development and integration of our entrepreneurship pathway throughout the school: by supporting teachers with project based learning, instructional practices and authentic assessment; collaborating with College and Career Counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; augmenting pathway curricula to support our students with IEPs; providing pedagogy and content coaching to pathway teachers and teachers in other departments to better integrate our pathway in meaningful ways; updating pathway aligned exhibition projects with clear rubrics that will assist with gaining Gold certification. (Salary)	\$51,589.50	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	0.50	Cultivating Social Change: Entrepreneurship Pathway
Hire a High School Student Support Manager at .50 FTE. We have added this additional Student Support Manager this year to specifically address the transition of our 9th and 10th graders from distance to in-person learning and the associated SEL needs of our scholars. The Student Support Manager has a caseload of our most struggling high school students. They meet regularly with these students providing both in-class supports and career planning support. They push into classrooms and pull out for 1:1 services and group interventions for both academic and social-emotional learning. The Student Support Manager helps promote students' independent learning which is critical to students' confidence and capacity to direct their own learning and develop goals related to college and career. This position also supports students in being able to engage in and fully participate in our CTE courses successfully. This position serves our most at-risk 9th and 10th graders, approximately 20-30 students. (Salary only.)	\$32,135.00	1300	Classified Salaries	Student Support Manager	0.50	Cultivating Social Change: Entrepreneurship Pathway
Transportation for Field Trips - We want to provide students with opportunities to visit job sites, colleges, and museums and other spaces that reinforce that engineering themes and skills we are teaching. These experiences will also support our teachers to better implement themes into their teaching and provide real learning opportunities for students. This funding will provide transportation for approximately 5 field trips over the course of the year. All 200+ high school students will benefit from these opportunities throughout the year.	\$3,875.50	5812	Transportation			Cultivating Social Change: Entrepreneurship Pathway

2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will increase academic supports and opportunities for students to succeed in CTE courses, with an emphasis on students with IEPs, as measured by 92% of all students becoming A-G eligible and 100% of students having earned a C- or better in their CTE concentrator and capstone courses.	On track; The A-G fulfillment rate is projected to reach 68%, marking a 13% increase from the previous year. All seniors are currently meeting the requirement to complete the capstone course with a grade of C or higher. The progress towards these goals has been supported by high school teachers, who have provided clear feedback to students, facilitating their successful completion of the capstone project.
By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 92% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.	On track; We continue to collaborate with Peralta College to provide a dual enrollment program. This initiative allows students to fulfill their three-college-course requirement, which is a component of the Aspire graduation criteria. Additionally, all graduating seniors are required to complete a project outlining their post-secondary plans, including research into their chosen career field. The progress towards achieving these goals has been facilitated by ongoing collaboration among teachers. Each year, they work together to innovate the process, ensuring that students are well-prepared for success.
By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.	On track; Students in grades 9-12 are on track to complete a culminating pathway project and exhibition. This goal has been supported by the high school maintaining full staffing levels, enabling collaboration among teachers and ensuring student accountability in completing projects this year.
Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

23-24 Strategic Actions for Goal #1	Pathway teachers will align & refine mastery based instruction grading policies by adding additional supports for our ELs and IEP students in collaboration with the Pathway Coordinator.	On track; We have implemented credit recovery blocks into our schedule, moving away from relying solely on online recovery methods to boost our A-G completion rate. Additionally, we actively engage in continuous data reflection with both administrative staff and the instructional leadership team. This involves conducting gradebook audits and creating action plans for courses that have a high number of Ds and Fs. Students with IEPs receive targeted interventions from ed specialists. This dedicated time with specialists provides students the necessary guided practice to demonstrate mastery and earn passing grades before final grades are posted to their transcripts.	
	Pathway teachers will hold "break school" during breaks to support our students with disabilities and at risk of failing with completing their pathway aligned exhibition projects and Senior capstone.		We implemented an opportunity during fall, winter, and spring breaks for students who were at risk of failing three or more courses. During these breaks, students were offered additional support from teachers and the opportunity to make up assignments, demonstrating mastery before semester grades were finalized and stored for transcripts. These sessions took place outside of regular school hours, enabling students to fully focus on recovering and relearning the most critical content."
	The master schedule will include additional sections of college seminar to give students with IEPs the option of working directly with their case manager on exhibition projects and complete assignments with the appropriate accommodations and modifications as outlined in their IEP.		The Academic College Counselor and College Readiness Specialist organized events to bolster college readiness, such as College Night for high school parents and students during the first semester, and a Cash for College event during the second semester. During these events, the counselor conducted reviews of graduation requirements, A-G requirements, and hosted workshops on financial aid and scholarships to provide comprehensive support for students' college preparations.
	Host semester A-G parent nights to ensure ALL HS students and parents understand the A-G requirements and the pathway expectations. Part of the A-G information sessions will help students complete their College and Career/grad plan.		
23-24 Strategic Actions for Goal #2	Pathway Coordinator & College Readiness teacher will support students with applying to two and four year colleges.	On track: We have expanded our academic offerings by providing two Business/Entrepreneurship courses each semester, available to all high school students. Additionally, we have successfully formalized a Concurrent Enrollment Program (CCAP) partnership with Merritt College, ensuring consistent availability of dual enrollment opportunities.	
	College and Career teacher will continue to align the Junior & Senior Seminar courses (College and Career Readiness A-G course) curriculum with the support of the pathway coordinator and BUILD that focuses on a college and career portfolio that includes a personal narrative, resume, cover letter, LinkedIn profile creating		In alignment with our commitment to student success, we have restructured the master schedule to minimize disruptions to students' ongoing coursework while accommodating college classes. Moreover, we have developed a comprehensive pathway map to guide students through their academic journey, clarifying expectations for college readiness. Moving forward, our focus will be on engaging students and families in understanding the pathway map, ensuring clarity regarding expectations and requirements. Our college counselor will continue to cultivating a partnership with Meritt College to offer dual enrollment courses.
	Students in the 10th grade will invite entrepreneur industry leaders to interview our scholars during their year long product pitch sessions and provide them with feedback using an Entrepreneurship/Pathway aligned rubric in Design & Marketing.		
	Assess dual enrollment opportunities and develop and implement a plan to add college courses that are aligned with our pathway theme.		
	Offer at least 4 dual enrollment courses, on campus, per semester by 2026		
23-24 Strategic Actions for Goal #3	Our pathway coordinator will support our teachers with expanding our pathway aligned exhibition projects from one per year to at least one per semester during the SY 23-24 in grades 9-11 in order to provide integrated projects.	On track; the 2024-2025 school year, we are committed to enhancing our pathway programming by funding a full-time Pathway Coordinator instead of a .5 FTE. This individual will hold weekly meetings with pathway teachers and partners, ensuring alignment and coherence in our pathway initiatives.	
	Annual professional development, led by BUILD, to help teachers understand the Pathway work students complete in each CTE course		Furthermore, our pathway teachers will attend the Linked Learning Conference this year and for the subsequent two years, enriching their professional development and equipping them with the latest insights and strategies in integrated education.
	Provide staff with opportunities to visit schools that have implemented pathway aligned integrated projects thru release time.		Additionally, we will maintain our partnership with BUILD while also exploring a potential collaboration with Entrepreneur Pathways, Inc., further expanding opportunities for our students and strengthening our network of industry partnerships
	Project based learning professional development & training for teachers each semester		
Pathway Strategic Actions 2024-2025			
2024-2025 Strategic Actions			
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?			
Goal #1: By 2026	By 2026, we will increase academic supports and opportunities for students to succeed in CTE courses, with an emphasis on students with IEPs, as measured by 92% of all students becoming A-G eligible and 100% of students having earned a C- or better in their CTE concentrator and capstone courses.	New or Revised Strategic Actions for Goal #1	
		To ensure comprehensive support for student success, collaborative planning time will be structured to include education specialists. Their presence will facilitate the incorporation of necessary accommodations and modifications to assist students in achieving a grade of C or better on their capstone projects. This collaborative effort will ensure that students with IEPs remain on track with their outlined college and career goals.	
		Ongoing individual coaching for CTE course teachers to work towards improving student outcomes in these courses.	
		Researching and providing students opportunities to apply their knowledge and skills (e.g. workshops, seminars, internships)	

Goal #2: By 2026	By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 92% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.	New or Revised Strategic Actions for Goal #2	GSP received the SWP Workforce grant that will allow expansion of our dual enrollment offerings, with an emphasis on Business Entrepreneurship courses.
			80% of graduates will complete a college class in the pathway and enroll in a 2 or 4 year college or pursue a career after high school.
			Continue to partner with businesses, organizations, and other community partners to offer a variety of internships. Ensure all seniors apply for a at least five scholarships.
			Provide students with ample opportunities to explore college and career options through a variety of school-run events and off-campus experiences. Our initiatives include organizing on-campus events such as college fairs, career exploration workshops, and guest speaker sessions featuring professionals from various industries. Students will use these opportunities to create college & career portfolios as part of their capstone course.
Goal #3: By 2026	By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.	New or Revised Strategic Actions for Goal #3	100% of scholars will complete at least 2 pathway aligned integrated projects a year during 9th thru 11th grades, with one culminating pathway exhibition project during Senior year.
			Share the pathway map, which outlines the progression through our CTE offerings during high school, with families. And share the pathway map with students when referencing credit/ graduation requirements.

Budget Expenditures*Effective July 1, 2024 - June 30, 2025***2024-2025 Budget: Enabling Conditions Whole School**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Continue Funding College & Career Readiness Teacher: Senior & Junior Seminar Courses at 1.0 FTE. This position supports our high school students' readiness to engage in post-secondary careers and college. The position will teach 4 separate sections of our College Readiness class to 11th & 12th graders. Additionally, the position will support family communication and meeting with students regularly in order to progress monitor our Entrepreneurship pathway. This position is vital in communicating with scholars and their families to ensure students are meeting A-G requirements, receive support in college and career exploration, and clearly understand the California graduation requirements. We have an obvious high need for this position, as GSP's A-G requirement fulfillment has drastically decreased over the last 2-3 years. Many families and students have misconceptions regarding graduation requirements and meeting A-G expectations. Increased individual support and large group learning (through parent workshops, for example) is necessary to ensure that students get back on track to graduate. This position will focus on our 12th graders during Semester 1 and 11th graders during Semester 2. We expect student engagement to increase and greater number of students meeting A-G requirements. (Salary)	\$96,700.00	1110	Teacher Salaries	Teacher	1.0 FTE	Business Entrepreneurship		Conditionally Approved

Continue Funding Pathway Coordinator 1.0 FTE. This position directly supports the development and integration of our entrepreneurship pathway throughout the school: by supporting teachers with project based learning, instructional practices and authentic assessment; collaborating with College and Career Counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; augmenting pathway curricula to support our students with IEPs; providing pedagogy and content coaching to pathway teachers and teachers in other departments to better integrate our pathway in meaningful ways; updating pathway aligned exhibition projects with clear rubrics that will assist with gaining Gold certification. (Salary)	\$92,948.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	1.0 FTE	Businiess Entrepreneurship	Approved	
Benefits costs associated with College & Career Readiness Teacher and Pathway Coordinator	\$20,302.00	3000	Benefits			Businiess Entrepreneurship	Approved	
2025-2026: YEAR THREE								
Pathway Strategic Goals								
Pathway Quality Strategic 3 Year Goal	"Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?"							
By 2026, we will increase academic supports and opportunities for students to succeed in CTE courses, with an emphasis on students with IEPs, as measured by 92% of all students becoming A-G eligible and 100% of students having earned a C- or better in their CTE concentrator and capstone courses.	We have made progress in supporting student achievement, with ELL learners increasing by 21.8% in long-term English proficiency and 24.8% increase in our students becoming prepared for college. As we work toward our 2026 goal, we are focused on increasing academic supports and opportunities for students, particularly those with IEPs, to ensure success in CTE courses. Our goal remains for 92% of all students to become A-G eligible and for 100% of students to earn a C- or better in their CTE concentrator and capstone courses. We will continue to refine our strategies to close achievement gaps and provide equitable access to career and college readiness opportunities.							
By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 92% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.	We are making strides toward increasing students' readiness for college and career, with college readiness increasing by 24.8%. This progress reflects our commitment to expanding dual enrollment opportunities and integrating college and career portfolios into graduation requirements. These initiatives provide students with structured pathways to post-secondary success. As we work toward our 2026 goal, we continue to refine and expand these supports, ensuring that students have the necessary tools to transition successfully into college or career pathways. Our progress will be measured by our target of 92% of graduates enrolling in a 2- or 4-year college or pursuing a career pathway of their choice. We remain committed to strengthening these efforts through increased partnerships, academic guidance, and career exploration opportunities							
By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.	We are making significant progress toward our 2026 goal of ensuring that 100% of scholars complete at least four pathway-aligned integrated projects each year from 9th through 11th grade, along with a culminating pathway exhibition project in their senior year. A key component of this initiative is our Junior Seminar course, which provides students with structured opportunities to explore career pathways, engage with industry professionals, and develop real-world skills through hands-on projects. Through Junior Seminar, students participate in career exploration, company visits, guest speaker engagements, and internship opportunities, all of which help them build their pathway-aligned projects. These experiences allow students to apply their learning in meaningful ways, preparing them for their senior exhibition project and their post-secondary goals. As we move closer to 2026, we will continue to refine and expand our Junior Seminar curriculum, strengthen industry partnerships, and provide students with the support needed to successfully complete their pathway projects. Progress will be measured by project completion rates, student engagement, and post-secondary readiness indicators.							
Pathway Strategic Actions Reflection								
2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?							

24-25 Strategic Actions for Goal #1	To ensure comprehensive support for student success, collaborative planning time will be structured to include education specialists. Their presence will facilitate the incorporation of necessary accommodations and modifications to assist students in achieving a grade of C or better on their capstone projects. This collaborative effort will ensure that students with IEPs remain on track with their outlined college and career goals.	<p>Goal Progress Update: Ensuring Academic and Postsecondary Support for Students with IEPs</p> <p>We are on track to accomplish this goal. The following strategic actions have been implemented to support student success:</p> <ol style="list-style-type: none"> 1. Collaborative Professional Development: <ul style="list-style-type: none"> o Wednesday staff professional development (PD) sessions have been utilized to foster cross-curricular collaboration, ensuring alignment in instructional strategies and student support across subjects. 2. Dedicated Study Hall for High School Students with IEPs: <ul style="list-style-type: none"> o A structured study hall period has been established, providing students with IEPs weekly access to their Education Specialist for targeted academic support. o This study hall offers a stigma-free environment where students receive additional guidance on coursework, make-up assignments, and online credit recovery. 3. Comprehensive Student Support Areas: <p>The study hall model provides holistic support beyond academic coursework, ensuring students have access to essential resources for their future success. Areas of focus include:</p> <ul style="list-style-type: none"> o College Application Assistance – Guidance on completing applications, writing personal statements, and meeting deadlines. o Trade School Research – Exploration of vocational and technical programs aligned with students' interests and career goals. o Additional Course Support – Extra help with assignments, projects, and subject-specific challenges. o Extended Time for Exams – Ensuring students receive appropriate accommodations for assessments. o Review of College Admissions Decisions – Assisting students in evaluating their options and making informed decisions. o Career Exploration – Identifying career interests, discussing potential pathways, and connecting students to relevant opportunities. o This approach fosters a well-rounded support system that empowers students to confidently navigate their academic and post-secondary journeys. 4. Individualized Postsecondary Planning for Seniors with IEPs: <ul style="list-style-type: none"> o Seniors with IEPs are receiving one-on-one guidance from the College and Career Manager in collaboration with the Education Specialist.
	Ongoing individual coaching for CTE course teachers to work towards improving student outcomes in these courses.	Ensure that more teachers are aware of the training and provide them with greater opportunities to participate in training with our partner Build and other local and regional training. While we are making progress, teacher turnover remains a challenge as we continue our work in the community.
	Researching and providing students opportunities to apply their knowledge and skills (e.g. workshops, seminars, internships)	<p>We continue to work closely with our current partners to ensure alignment with our goals while also expanding opportunities for students by building new partnerships. In addition to adding new partners, we are enhancing collaborations with existing partners to provide a more comprehensive and impactful experience for our students.</p> <p>Our on-campus and industry-led workshops expose students to professional environments and career pathways. This fall, Ernst & Young (EY) has led a successful series of workshops where students engaged in small group discussions with professionals, focusing on professionalism, non-traditional career pathways, community service, and self-care practices. Mentoring in Medicine & Science, Inc. has provided students with mentorship opportunities and internships in healthcare and STEM fields. Additionally, our partnership with BUILD, in collaboration with Ernst & Young and FTV, has strengthened career exposure and hands-on learning experiences for students.</p> <p>Raising Leaders has also played a critical role in offering mentorship and internship programs that support leadership and career development. Our students have benefited from shadow days with FTV, allowing them to experience a day in the life of professionals in various industries. We have also expanded internship opportunities through FTV, EY, and Mentoring in Medicine & Science, Inc., ensuring that students gain direct industry experience.</p> <p>Looking ahead, we are developing additional opportunities with key partners. FTV is working with us to establish internship programs that provide students with real-world exposure for this Spring 2025. EY has expressed interest in continuing their work with our students this Spring 2025 as well after the success of their Fall 2024 workshop series. We are also in discussions with Cypress Mandela Training Center to create programs tailored for special populations. Additionally, we have coordinated a guest speaker from a manufacturing company in Emeryville to introduce students to career opportunities in the manufacturing sector.</p> <p>Through these initiatives, we aim to provide valuable career exposure, skill-building experiences, and professional connections that will empower students for long-term success.</p>
24-25 Strategic Actions for	GSP received the SWP Workforce grant that will allow expansion of our dual enrollment offerings, with an emphasis on Business Entrepreneurship courses.	By 2026, we will maintain and strengthen our business course offerings by leveraging the Strong Workforce Program (SWP) Grant to sustain industry partnerships and provide students with real-world skills and career-aligned learning opportunities. We will ensure continued access to business education by monitoring course enrollment, refining curriculum based on industry needs, and deepening collaborations with business partners to support student success.
	80% of graduates will complete a college class in the pathway and enroll in a 2 or 4 year college or pursue a career after high school.	By Spring 2025, we successfully increased students' readiness for college and career by strengthening partnerships and expanding post-secondary pathways. As a result, 38% of the Class of 2024 committed to 4-year colleges, 26% to 2-year programs, and 14% to vocational or trade schools. Our College and Career team partnered with SF State for on-site admissions, leading to student acceptances in both Spring 2024 and Spring 2025. Additionally, we supported more students in exploring 2-year specialized education, trades, and transfer opportunities at community colleges. Moving forward, we will continue building new partnerships to expand options for future graduates.
	Continue to partner with businesses, organizations, and other community partners to offer a variety of internships. Ensure all seniors apply for at least five scholarships.	Students have dedicated time in Senior and Junior Seminar to research and apply for scholarships. They receive guidance through presentations and resources from organizations such as Oakland Promise and uAspire, which supports students during high school and beyond with resources from the school and community organizations. Students also explore local scholarship opportunities, college-specific scholarships, and third-party enrichment programs that provide additional financial aid and career development support.

Goal #2	Provide students with ample opportunities to explore college and career options through a variety of school-run events and off-campus experiences. Our initiatives include organizing on-campus events such as college fairs, career exploration workshops, and guest speaker sessions featuring professionals from various industries. Students will use these opportunities to create college & career portfolios as part of their capstone course.	<p>By Spring 2025, we successfully provided students with diverse opportunities to explore college and career pathways through campus visits, professional networking, and career exploration activities. We completed multiple college visits, including Fresno State (Fall 2023), SF State (Spring 2024), and UC Davis, Sacramento State, and San Jose State (Fall 2024). Additionally, we strengthened our partnership with SF State, offering on-site admissions in Spring 2024 and Spring 2025.</p> <p>This year, we expanded access by taking 9th–12th grade students on college visits and plan to offer more opportunities in Spring 2025. Our students engaged with guest speakers covering topics such as college admissions, military IT, and manufacturing careers. They also participated in industry visits, meeting professionals at Ernst & Young and FTV in San Francisco, where they toured offices, interacted with employees, and spoke with company leaders, including the CEO and VP of Marketing.</p> <p>Furthermore, we are partnering with Build to support Junior Seminar students in conducting interviews with professionals for their Career Exploration Projects Spring 2024 and Spring 2025. Through these initiatives, we have expanded students' access to post-secondary options, ensuring they are better prepared for college and career success.</p>
24-25 Strategic Actions for Goal #3	100% of scholars will complete at least 2 pathway aligned integrated projects a year during 9th thru 11th grades, with one culminating pathway exhibition project during Senior year.	<p>By the end of the academic year 2026, all students will complete two pathway-aligned projects to enhance their career readiness and real-world application of skills. We are strengthening collaboration among staff by improving communication around best practices, past successes, and strategies for refining the process moving forward.</p> <p>To further support career exploration, we have reintroduced Junior Seminar, providing students with more opportunities to engage in career-focused activities such as company visits, guest speaker events, and internship opportunities. As we continue to refine this approach, we aim to expand industry partnerships and create meaningful hands-on experiences that prepare students for their post-secondary goals.</p>
	Share the pathway map, which outlines the progression through our CTE offerings during high school, with families. And share the pathway map with students when referencing credit/ graduation requirements.	We provide A-G college requirement presentations for senior students and their families to ensure they understand the academic pathways needed for college eligibility. These sessions offer guidance on graduation requirements, college admissions, and career pathway options, helping students make informed decisions about their future. This year 8th grade students through 12 grade students were invited to the family presentations.

Pathway Strategic Actions 2025-2026**2025-2026 Strategic Actions**

Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	By 2026, we will increase academic supports and opportunities for students to succeed in CTE courses, with an emphasis on students with IEPs, as measured by 92% of all students becoming A-G eligible and 100% of students having earned a C- or better in their CTE concentrator and capstone courses.	New or Revised Strategic Actions for Goal #1	<p>By the end of the 2026 academic year, we will implement a comprehensive A-G college requirement presentation initiative to increase student and parent engagement. Beginning in 8th grade, these sessions will provide families with clear guidance on academic pathways, college eligibility, and career readiness.</p> <p>To enhance impact, we will use these presentations as a collaborative platform to refine and communicate our pathway plan, ensuring alignment with student goals and community needs. We will actively track attendance rates and participant feedback to assess effectiveness and make data-driven improvements for future sessions.</p>
Goal #2: By 2026	By 2026, we will increase students' readiness for college and career by incorporating a college and career portfolio into graduation requirements and expanding dual enrollment offerings. This will be measured by 92% of graduates enrolling in a 2 or 4-year college or pursuing a career pathway of their choice.	New or Revised Strategic Actions for Goal #2	<p>By 2026, we will build on our 24.8% increase in college readiness by further expanding dual enrollment opportunities and fully integrating college and career portfolios into graduation requirement</p> <p>To achieve this, we will strengthen partnerships with colleges, industry leaders, and career programs to expand access to dual enrollment and work-based learning experiences. We will enhance academic guidance and college advising to support students in meeting A-G requirements and successfully transitioning into 2- or 4-year colleges or trade pathways. Additionally, we will implement continuous progress monitoring to ensure that 92% of graduates enroll in a college or career pathway of their choice by 2026</p>
Goal #3: By 2026	By 2026, 100% of scholars will complete at least four pathway aligned integrated projects each year during 9th through 11th grades and at least one culminating pathway exhibition project during senior year.	New or Revised Strategic Actions for Goal #3	<p>We will strengthen the Junior Seminar curriculum by incorporating career exploration, industry partnerships, and hands-on learning experiences that directly support students' pathway projects. We will provide structured mentorship, internship opportunities, and guest speaker engagements to deepen students' understanding of real-world applications within their chosen fields. Additionally, we will implement consistent progress monitoring and student feedback mechanisms to assess the effectiveness of the Junior Seminar and make necessary adjustments to improve project quality and student outcomes. Success will be measured by project completion rates, student engagement levels, and the alignment of pathway projects with post-secondary goals.</p>

Budget Expenditures								
Effective July 1, 2025 - June 30, 2026								
2025-2026 Pathway Budget								
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Fund Pathway Coach 1.0 FTE. This position directly supports the development and integration of our entrepreneurship pathway throughout the school: by supporting teachers with project based learning, instructional practices and authentic assessments; collaborating with College and Career Counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; augmenting pathway curricula to support our students with IEPs; providing pedagogy and content coaching to pathway teachers and teachers in other departments to better integrate our pathway in meaningful ways; updating pathway aligned exhibition projects with clear rubrics that will assist with gaining Silver & Gold certification. (Salary)	\$110,000.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coach	1.0 FTE	Businiess Entrepreneurship	Approved	
Benefits associated with Pathway Coach role	\$40,000.00	3000	Benefits	Pathway Coach		Businiess Entrepreneurship	Approved	
Benefits associated with 10th grade Marketing & Design Entrepreneurship Teacher: This position will ensure that we have a strong 2nd year Pathway as part of our four year pathway sequence. Marketing & Design will support and engage all of our sophomores, 70 students, by ensuring 100% of our 10th grade students are able participate in this pathway course. This course will allow enhancement and provide continuity to our student engagement that allow students to cultivate their entrepreneurship skills/understanding. The teacher will teach 3 sections (~23 students in each section) of Marketing & Design. Lastly, this expenditure directly supports our strategic actions and root analysis by supporting 100% of our high school students earning a C- or better in their CTE courses. All sophomore students at GSP take this course 5 days a week for at least 55 minutes.	\$39,550.00	3000	Benefits	Teacher		Businiess Entrepreneurship		Conditionally Approved

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$189,550.00	\$189,550.00	\$0.00
*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (223) multiplied by the per pupil amount of \$850.			

School: Aspire Golden State Preparatory Academy

Site #: 9122

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9122-1	Fund Pathway Coach 1.0 FTE. This position directly supports the development and integration of our entrepreneurship pathway throughout the school: by supporting teachers with project based learning, instructional practices and authentic assessments; collaborating with College and Career Counselors on Work Based Learning Implementation; designing and implementing professional development in support of our pathway; augmenting pathway curricula to support our students with IEPs; providing pedagogy and content coaching to pathway teachers and teachers in other departments to better integrate our pathway in meaningful ways; updating pathway aligned exhibition projects with clear rubrics that will assist with gaining Silver & Gold certification. (Salary)	\$110,000.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coach	1.0 FTE	Businiess Entrepreneurship
9122-2	Benefits associated with Pathway Coach role	\$40,000.00	3000	Benefits	Pathway Coach		Businiess Entrepreneurship
9122-3	Benefits associated with 10th grade Marketing & Design Entrepreneurship Teacher: This position will ensure that we have a strong 2nd year Pathway as part of our four year pathway sequence. Marketing & Design will support and engage all of our sophomores, 70 students, by ensuring 100% of our 10th grade students are able participate in this pathway courseThis course will allow enhancement and provide continuity to our student engagement that allow students to cultivate their entrepreneurship skills/understanding. The teacher will teach 3 sections (~23 students in each section) of Marketing & Design. Lastly, this expenditure directly supports our strategic actions and root analysis by supporting 100% of our high school students earning a C- or better in their CTE courses. All sophomore students at GSP take this course 5 days a week for at least 55 minutes.	\$39,550.00	3000	Benefits	Teacher		Businiess Entrepreneurship