



**College &  
Career for  
All Fund**

Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Aspire Golden State College Preparatory

## 2024-2025 Measure Education Improvement Plan Presentation



Presented to Measures N and H Commission

April 17, 2025

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# Overview of School



- Student Enrollment of School: **420** total enrollment grades 6 - 12; 236 total enrollment 9-12
- Highlights of Student Demographics (including LCAP and Focal Population) ; 13.5% SPED, 79% Hispanic/Latinx, 16% Black
- Other highlights:
  - Our Graduation rate has increased + 7.2%
  - A-G completion from 60% in 22-23 to 71% in 23-24
  - Chronic Absenteeism has decreased by -9.6%
  - Suspensions have declined by 2.3%
  - 100% in BUILD & Business Exploratory courses
  - 75% of Seniors completed at least 1 dual-enrollment course with C- or better
  - Shadow Day with Build Industry Partners
    - On-site at GSP
    - Corporate Headquarters

# Our Pathways



## Cultivating Social Change: Entrepreneurship Pathway Marketing, Service, and Sales

- 9th grade: 60
- 10th grade: 62
- 11th grade: 61
- 12th grade: 53

# Cultivating Social Change: Entrepreneurship Pathway

## Marketing, Service, and Sales



### 9th

#### Build

- Ethnic Studies
- Biology
- English 1
- Integrated Math 1
- ELD/WIN
- PE

### 10th

#### Design & Marketing

- US History
- Physics
- Spanish 1
- English 2
- Integrated Math 2
- Elective/Intervention

### 11th

#### Capstone

- AP History
- Anatomy
- Spanish 2
- English 3/AP
- Integrated Math 3
- ELD/College Course

### 12th

#### College Readiness

- Gov/Econ
- English 4/AP
- Statistics
- ELD/WIN
- College Course/Recovery

# Reflections on 2024-25



What specific evidence of progress in *pathway development* are you most proud to highlight?

- What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups?
  - How do your Master Schedule reflect evidence of your progress?
- 
- Increase in graduation rate to above 98.5%,
  - We have made significant progress toward our strategic goals, particularly in increasing support for students with IEPs. The collaboration between the Education Specialist and the College & Career Pathway Manager has strengthened student support systems, ensuring that seniors with IEPs receive the necessary guidance for both four-year universities and community colleges.
  - The collaboration between the Education Specialist and the College & Career Pathway Manager has strengthened student support systems, ensuring that seniors with IEPs receive the necessary guidance for both four-year universities, community colleges, career and trade schools.

# Reflections on 2024-25



What specific evidence of progress in *pathway development* are you most proud to highlight?

- What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups?
  - How does your Master Schedule reflect evidence of your progress?
- 
- Additionally, the fact that seniors with IEPs successfully passed at least one dual enrollment course with a C- or better highlights the effectiveness of these efforts. This achievement also reflects the impact of the CCAP agreement with Peralta Colleges, demonstrating how partnerships are enhancing college readiness opportunities for students with diverse learning needs.
  - Shifted master schedule to include credit recovery opportunities so more students, especially focal group, have opportunity to take classes they struggled with. Now have regular data reflection with grade level teams to review trends in teacher gradebooks & student trends
  - Students are given an additional opportunity at break school, winter and spring break, to repeat failing work and show subject mastery

# Reflections on 2024-25



## Question #2:

**What might be some challenges that you encountered in making progress toward your three-year goals?**  
**What are some specific ways that your Work-Based Learning Plan, and Master Schedule reflect evidence of these challenges?**

One challenge encountered in making progress toward our three-year goals is the need for more robust internship opportunities for students. While some of our students have had 40 hour week internship opportunities, over the summer, the number remains insufficient. While Shadow Days have been successful in providing students with exposure to professional environments, they primarily serve as observational experiences rather than hands-on, skill-building opportunities. Expanding internship placements remains a key area for growth.

# Reflections on 2024-25



## Question #2:

Shadow Days at a company provide students with invaluable real-world exposure to different careers, industries, and workplace environments. These experiences offer numerous benefits, including:

1. Career Exploration and Awareness
2. Professional Networking
3. Exposure to Workplace Culture and Expectations
4. Increased Motivation and Goal Setting
5. Hands-On Learning and Skill Development
6. Better Understanding of Required Education and Training
7. Improved Confidence and Readiness for Future Opportunities

These experiences can also be used to identify students with potential for future internships or job placements.



# Reflections on 2024-25



## Question #3:

What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?

How do you anticipate addressing these challenges?

## Work Based Learning:

### Expanding Summer Internships and Leveraging 6th & 7th Period for Work-Based Learning

- Expanding **summer internship opportunities** is a crucial step in providing students with valuable hands-on experiences, helping them build professional skills, and strengthening their career readiness. However, to ensure **ongoing, year-round access** to meaningful work-based learning, we must also explore **internship opportunities beyond the summer months**. Many students need continued exposure to professional settings to build industry connections and develop the workplace skills necessary for long-term success.
- To address this, we can strategically **leverage 6th and 7th periods** for structured work-based learning experiences, particularly for seniors who have completed their college courses. By utilizing this time, students can engage in internships that allow them to **explore and refine their career interests** beyond the classroom. This dedicated internship period would enable students to balance academic responsibilities while gaining **real-world experience in various industries**.

# Reflections on 2024-25



## Question #3:

What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?

How do you anticipate addressing these challenges?

## Work Based Learning:

### Expanding Summer Internships and Leveraging 6th & 7th Period for Work-Based Learning

- This approach is particularly important in **bridging the equity gap in workforce readiness**, as many students—especially those from low-income and underrepresented communities—lack access to **professional networks and early career opportunities**. By providing **school-year internships** and allocating structured time during the school day, we can ensure that more students receive **work hours**, beyond just the summer, **of professional development**, equipping them with the skills, experience, and industry exposure necessary for **postsecondary success**.
- Partnering with **local businesses, nonprofit organizations, and industry leaders** to offer flexible, school-year internships will create **sustainable, career-aligned opportunities** that extend beyond traditional summer programs. By integrating these experiences into the academic schedule, we can **increase accessibility, deepen career exploration, and strengthen college and career readiness for all students** before they graduate

# Questions?

# EVERY STUDENT THRIVES!



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