

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H –

College & Career Readiness Commission

Louise Waters, Chairperson
louise.bay.waters@gmail.com

David Kakishiba, Vice Chair
kakishiba@gmail.com

Marc Tafolla, Secretary
marctafolla@gmail.com

James. Harris, Member
james@510media.com

Katy Nuñez-Adler, Member
katynunez.adler@gmail.com

Board Office Use: Legislative File Info.	
File ID Number	23-0781
Introduction Date	4/19/2023
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Aspire Golden State College Preparatory Academy

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Aspire Golden State College Preparatory Academy as “Approved” in an amount not to exceed \$209,100.00.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY

Site #: 9122

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$209,100.00	\$209,100.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (246) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9122-1	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
9122-2	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

<p>9122-3</p>	<p>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.</p> <p>This position serves our most at-risk 9th and 10th graders, approximately 20-30 students. (Salary only.)</p>	<p>\$32,135.00</p>	<p>1300</p>	<p>Classified Salaries</p>	<p>Student Support Manager</p>	<p>0.50</p>	<p>Cultivating Social Change: Entrepreneurship Pathway</p>
<p>9122-4</p>	<p>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.</p>	<p>\$3,875.50</p>	<p>5812</p>	<p>Transportation</p>			<p>Cultivating Social Change: Entrepreneurship Pathway</p>

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

2022-23 Total Enrollment Grades 9-12									% Current Newcomers
			260						<1%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	50.00%	50.00%	94%	90.70%	25.50%	13.0%	2.00%	12.30%	0.0%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	17.80%	0.0%	0.20%	79.50%	0.0%	0.20%	0.50%	0.50%	
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.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	82.10%		92%		93.50%		97%
Four-Year Cohort Dropout Rate	2.00%		2.00%		1.50%		1.00%
A-G Completion Rate (12th Grade Graduates)	30%		65%		80.00%		92.00%
On Track to Graduate - 9th Graders	95%		90%		92.00%		95.00%
9th Graders meeting A-G requirements	80%		80%		90.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	25%		80%		85.00%		90.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	65.0%		80.00%		85.00%		90.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%		>99%		>99%		100.00%

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%		>99%		>99%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%		20%		30.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	45.0%		50%		50.00%		50.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	83%		75%		80.00%		90%
Four-Year Cohort Dropout Rate	0.0%		0.00%		0.00%		0.00%
A-G Completion - 12th Grade (12th Grade Graduates)	20%		45%		65.00%		80.00%
On Track to Graduate - 9th Graders	88%		90%		92.00%		95.00%
9th Graders meeting A-G requirements	74.0%		80%		90.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0%		80%		85.00%		90.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	63.0%		80.00%		85.00%		90.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%		>99%		>99%		100.00%
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%		>99%		>99%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%		20%		30.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	45.0%		50%		50.00%		50.00%

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
<p>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.</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p>

<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (<i>Analyze these two indicators together</i>)</p>	<p>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.)</p>	<p>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.</p>
<p>A-G Completion - 12th Grade</p>	<p>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.</p>	<p>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.</p>
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (<i>Analyze these two indicators together</i>)</p>	<p>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.</p>	<p>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.</p>
<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (<i>Analyze these two indicators together</i>)</p>	<p>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.</p>	<p>Continue to offer students early access to dual enrollment courses beginning at 9th grade is the current challenge.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>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.</p>	<p>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.</p>
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>	<p>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.</p>	<p>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.</p>
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>	<p>All HS students take a linked learning course in each grade 9-12.</p>	<p>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</p>

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

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	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	<ol style="list-style-type: none"> 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. 	<p>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.</p>	<p>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.</p>
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	<p>Our WBL continuum continues to strengthen each year because we are able to innovate on prior successes instead of re-inventing the wheel.</p> <ol style="list-style-type: none"> 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. 	<p>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.</p>	<p>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.</p> <p>GSP will receive the Community Grant and will hire a Community Liaison to connect with local businesses to organize consistent internship opportunities.</p>

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>This year our Behavior Wellness Team was in full swing. This fully staffed group of administrators, mental health counselors, ed specialists, and student support managers met weekly with our 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.</p>	<p>One area of growth is that while our behavior wellness team is robust and effective, we still do not have effective academic based interventions and responses. Next year, our 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.</p>	<p>Continuing utilizing Measure N funds for our Student Support Manager position.</p>
--	---	--	---

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.*

<p>Goal #1: By 2026</p>	<p>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.</p>
<p>Goal #2: By 2026</p>	<p>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.</p>
<p>Goal #3: By 2026</p>	<p>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.</p>

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?

<p>Strategic Actions for Goal #1</p>	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>

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						
<p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- 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.)</p> <p>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></p>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	

<p>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.</p> <p>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)</p>	\$121,500.00	1110	Teacher Salaries	College Readiness Teacher	1.00	Cultivating Social Change: Entrepreneurship Pathway
<p>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)</p>	\$51,589.50	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	0.50	Cultivating Social Change: Entrepreneurship Pathway
<p>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.</p> <p>This position serves our most at-risk 9th and 10th graders, approximately 20-30 students. (Salary only.)</p>	\$32,135.00	1300	Classified Salaries	Student Support Manager	0.50	Cultivating Social Change: Entrepreneurship Pathway
<p>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.</p>	\$3,875.50	5812	Transportation			Cultivating Social Change: Entrepreneurship Pathway

Measure N/H 2023-2024 Education Improvement Plan Assessment

Aspire Golden State College Preparatory Academy

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> ● Integrated Program of Study ● Work Based Learning ● Integrated Student Supports 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Pathway Quality Assessment and 1-pager provide evidence of all 3 domains of Linked Learning ● 1-pager indicates that work-based learning is included in each grade level ● Structured opportunities for teacher collaboration time for cross-subject and industry-infused curriculum are not clear; although "exhibition planning" time is mentioned on 1-pager ● CTE course sequence in place for 9th-12th grade includes: <ul style="list-style-type: none"> ○ 9th Grade: BUILD E-1: Entrepreneurship 101 ○ 10th: BUILD E2: Design & Marketing ○ 11th: BUILD E3: Entrepreneurship 102 (Financial and Entrepreneurship Literacy) and Junior Seminar: College Success ○ 12th: BUILD E4: Senior Seminar - College Seminar ● Assessment identifies the following areas of growth: <ul style="list-style-type: none"> ○ Integrated Program of Study: Need to strengthen advisory board, industry partner input and validation and cross disciplinary projects ○ Work Based Learning: Need greater understanding of entrepreneurship business needs, earlier access 			

	<p>to work-based learning for 11th and 12th graders and expanded internships 9th-12th</p> <ul style="list-style-type: none"> ○ Integrated Student Supports: Need for effective academic interventions
	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● How will you engage your Advisory Board in strengthening your Integrated Program of Study?

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> ● School has identified a Focal Student population that is not achieving key outcome indicators. ● School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined ● For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Identified focal group is students with IEPs ● All sections of the root cause analysis are complete. Some of the identified challenges include: student motivation post-COVID, credit-recovery and students' meeting A-G requirements, lack of academic response to intervention team and supports, lack of consistent internship opportunities due to COVID, retaining in-house expertise in entrepreneurship, and ensuring success of students with disabilities, English language learners and Black students in CTE courses. ● Assessment of challenges uncovers key issues that are impacting student achievement. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● As you work on Goal 1 related to student success in CTE courses, it will be important to do a deeper dive to understand what specific supports are needed for students with disabilities, English language learners and Black students. 			

Pathway Quality Assessment(s)

The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.

- Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains
- Next steps have been identified to support the continuous quality improvement of the pathway(s)
- Self-assessment provides evidence, such as concrete examples or specific data

Score: 3

Rationale:

- Assessment of strengths and growth is complete. A few components of the Linked Learning Quality Standards are not addressed (such as student cohorting).
- Identified next steps could be further defined to more directly support continuous quality improvement of pathway
- Evidence of strengths section includes some data and concrete examples

Feedback for continued progress monitoring:

- Expanding internships is identified as an Area of Growth in the Assessment. As you design and refine more external and on campus internships and internship-like learning experiences, it will be important to use tools such as the [NAF Gold Standards for Internships](#) in the design and quality assessment process. Research-based internship practice often describes three student outcomes of internships - identifying career aspirations and mapping a plan to reach their goals; building college-and-career ready/21st century skills and receiving feedback (employer-evaluated internships); and developing connections with professionals who can help them navigate their path forward. How will you assure that students develop connections with industry professionals as part of their on-campus internship experiences? How might you assure that students have both on-campus and off-campus internship experiences? How might current and future grant funding support internships and other forms of work-based learning?

Strategic Goals

- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years
- The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)
- Alignment is evident between schoolwide goals and Measure N/H priorities
- For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other
- For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 3

Rationale:

- Identified goals align to 2 of the 3 domains of Linked Learning
 - Goal 1 aligns to Integrated Student Supports 3.3: Individual Student Supports
 - Goal 2 aligns to *Integrated Student Supports 3.1: College and Career Preparation and Support and Integrated Program of Study 1.4 Early College*

	<p><i>Credit Opportunities</i></p> <ul style="list-style-type: none"> ○ Goal 3 aligns to <i>Integrated Program of Study 1.2: Curriculum and Instructional Design and Delivery</i> <ul style="list-style-type: none"> ● Several challenges identified in Pathway Quality Assessment and root cause analysis are addressed in goals. However, there is no goal specific to Work-Based Learning, and that was identified as a priority in the Pathway Quality Assessment. ● There is a disconnect between Goal 2 and the Pathway Quality Assessment/Root Cause Analysis. What is the challenge you are addressing through the college and career portfolio? <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● For Goal 2: How will Golden State Prep track and document the enrollment of students in two- or four-year colleges? In addition to the National Student Clearinghouse, what other tools and strategies will you use to follow your scholars in the year following their graduation? ● Are there other indicators of success for graduates beyond enrollment in college? If, for example, a graduate meets the requirements for college without need for remediation, but opts for a gap year OR needs/wants to enter the workforce to help with family support or save for college OR chooses to enter a skilled apprenticeship program OR chooses Americorps, City Year, or the military as an option is this also documented and valued?
<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> ● Integrated Program of Study ● Work-Based Learning ● Integrated Student Support ● Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● The identified strategies, if implemented, should lead to progress towards 3 year goals ● Strategies for Goal 1 address focal student population–targeted academic supports for students with IEPs including break school and additional sections of 12th grade college seminar <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● What additional support will you need to develop and implement pathway-aligned integrated projects?

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting : Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the needs identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H • Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Budget includes funding for 1.0 FTE College & Career Readiness Teacher/Specialist, 0.5 FTE Pathway Coordinator, 0.5 FTE Student Support Manager and transportation for college and career exploration trips • Proper justification is provided that articulates what Measure N/H dollars are funding • Proposed Measure N/H budget is in support of outlined goals. It would be helpful to clearly articulate how each FTE position supports identified 3 year goals and Linked Learning implementation. • The Pathway Coordinator position is necessary due to the existence of Linked Learning; the other FTE positions are tangentially related to Linked Learning (They are positions that likely existed prior to Measure N.) 			

Final Recommendation

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

Rating: Approved

- School is **actively developing and implementing** Linked Learning, as evidenced by the establishment of all three domains of Linked Learning: Integrated Program (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 is focused on the continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes

Strengths:

- Ambitious goals which should lead to meaningful growth in Linked Learning implementation
- Plan intentionally addresses the needs of focal group students (students with IEPs) in Goals and Strategic Actions
- Golden State’s presentation to the Commission showcased how the BUILD CTE classes are positively impacting student confidence and future goals.
- 100% of students take Pathway CTE courses

Key Questions:

- One of your identified challenges is retaining in-house expertise in Entrepreneurship and building staff understanding of entrepreneurship. How will you work to address this challenge over the next 3 years? How will you involve your Advisory Board in these efforts?
- How are Golden State Prep’s core academic teachers infusing entrepreneurship into their curriculum? What opportunities exist for BUILD teachers to collaborate with core academic teachers? Will this be done through monthly PLC meetings that are referenced in the Pathway Quality Assessment?
- How is student voice incorporated into pathway development?

Budget Feedback:

- Consider how you can more strategically invest your Measure N/H resources to support pathway development and the Linked Learning Gold Standards. The College and Career Readiness Specialist Teacher and Student Support Manager do support aspects of Linked Learning, but they are not central to the Linked Learning approach. How might you reallocate resources to support Work-Based Learning, Dual Enrollment, and an Integrated Program of Study?

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided
Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided