

**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**

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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** 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Aspire Golden State College Preparatory Academy 9122

**Action Requested and  
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Aspire Golden State College Preparatory Academy as “Approved,” with a base allocation of \$209,950.00 and a strategic carryover allocation of \$113,235.71 for a total allocation not to exceed \$323,185.71.

**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**

- 2024-2025 Measure N/Measure H Education Improvement Plan - Aspire Golden State College Preparatory Academy
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Aspire Golden State College Preparatory Academy

**2024-2025 MEASURE H BUDGET**

*Effective: July 1, 2024 - June 30, 2025*

<b>Resource 9339</b>	<b>Allocation*</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure H</b>	\$209,950.00	\$209,950.00	\$0.00

*\*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (247) multiplied by the per pupil amount of \$850.*

**School: ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY**

**Site #: 9122**

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
9122-1	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
9122-2	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	Business Entrepreneurship
9122-3	Benefits costs associated with College & Career Readiness Teacher and Pathway Coordinator	\$20,302.00	3000	Benefits			Business Entrepreneurship

**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

9122-3	<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
9122-4	<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

<b>School Name:</b>	<b>Aspire Golden State College Preparatory Academy</b>						<b>Site #:</b>	<b>9122</b>	
<b>Pathway Name(s):</b>	<b>Cultivating Social Change: Entrepreneurship Pathway</b>								
<b>School Description</b>									
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.									
<b>School Mission and Vision</b>									
"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."									
<b>School Demographics</b>									<b>% Current Newcomers</b>
<b>2023-24 Total Enrollment Grades 9-12</b>									<b>260</b>
									<b>&lt;1%</b>
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>
	50.00%	50.00%	94%	90.70%	25.50%	13.0%	2.00%	12.30%	0.0%
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	17.80%	0.0%	0.20%	79.50%	0.0%	0.20%	0.50%	0.50%	
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					Students with IEPs			
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>									
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.									
<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>		
Four-Year Cohort Graduation Rate	82.10%	94%	92%		93.50%		97%		
Four-Year Cohort Dropout Rate	2.00%	6%	2.00%		1.50%		1.00%		
A-G Completion Rate (12th Grade Graduates)	30%	55.10%	65%		80.00%		92.00%		
On Track to Graduate - 9th Graders	95%	76.56%	90%		92.00%		95.00%		
9th Graders meeting A-G requirements	80%	68.75%	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%	75.76%	80.00%		85.00%		90.00%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100%	>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%	100%	>99%		>99%		100.00%		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	26.56%	20%		30.00%		40.00%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	45.0%	20.31%	50%		50.00%		50.00%		
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>		
Four-Year Cohort Graduation Rate	83%	100.00%	75%		80.00%		90%		
Four-Year Cohort Dropout Rate	0.0%	0.00%	0.00%		0.00%		0.00%		
A-G Completion - 12th Grade (12th Grade Graduates)	20%	37.50%	45%		65.00%		80.00%		

On Track to Graduate - 9th Graders	88%	57.14%	90%		92.00%		95.00%
9th Graders meeting A-G requirements	74.0%	42.86%	80%		90.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0%	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%	50.00%	80.00%		85.00%		90.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100%	>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%	100%	>99%		>99%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	12.50%	20%		30.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	45.0%	0.00%	50%		50.00%		50.00%
<b>ROOT CAUSE ANALYSIS</b>							
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.							
<b>Indicator</b>		<b>Strengths</b>		<b>Challenges</b>			
<i>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.</i>		<i>What is our site doing well that's leading to improvements in this indicator?</i>		<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>			
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate (Analyze these two indicators together)</b>		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.			
<b>A-G Completion - 12th Grade</b>		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.			
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements (Analyze these two indicators together)</b>		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.			
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</b>		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>		
<b>Integrated Program of Study</b> 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"> <li>100% of our students are enrolled in a pathway course beginning in 9th grade thru 12th grade.</li> <li>BUILD provides programming support for 9-12 pathway teachers</li> <li>Senior Capstone/Exhibitions</li> <li>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.</li> <li>Created system to track credit recovery and A-G eligibility/fulfillment.</li> <li>HS students has weekly grade checks</li> <li>9th grade students meet with industry professionals</li> <li>10th grade is participate in year long Marketing &amp; Design Entrepreneurship group project. Students pitch product ideas and sell their products at the end of the year.</li> </ol>	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.		
<b>Work Based Learning</b> 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. <ol style="list-style-type: none"> <li>Continue partnership with BUILD to provide job shadowing opportunities by connecting with local professionals</li> <li>9th graders have industry professional mentors that meet quarterly.</li> <li>100% of Juniors are completing short term internships with industry professionals.</li> </ol>	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.		



<p><b>Integrated Student Supports</b> 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>	
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**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><b>Goal #1:</b> 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><b>Goal #2:</b> 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><b>Goal #3:</b> 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><b>Strategic Actions for Goal #1</b></p>	<p>Pathway teachers will align &amp; 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>	
<p><b>Strategic Actions for Goal #2</b></p>	<p>Pathway Coordinator &amp; College Readiness teacher will support students with applying to two and four year colleges.</p> <p>College and Career teacher will continue to align the Junior &amp; 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</p> <p>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 &amp; Marketing.</p> <p>Assess dual enrollment opportunities and develop and implement a plan to add college courses that are aligned with our pathway theme.</p> <p>Offer at least 4 dual enrollment courses, on campus, per semester by 2026</p>	
<p><b>Strategic Actions for Goal #3</b></p>	<p>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.</p> <p>Annual professional development, led by BUILD, to help teachers understand the Pathway work students complete in each CTE course</p>	

<b>Actions for Goal #3</b>	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		

<b>Budget Expenditures</b>			
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<b>2023-2024 Budget: Enabling Conditions Whole School</b>			
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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 <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> 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)
<p><b>Hire a College &amp; Career Readiness Teacher/Specialist at 1.0 FTE.</b> 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 &amp; 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 &amp; Benefits)</p>	\$121,500.00	1110	Teacher Salaries	College Readiness Teacher	1.00	Cultivating Social Change: Entrepreneurship Pathway
<p><b>Hire a Pathway Coordinator .5 FTE.</b> 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><b>Hire a High School Student Support Manager at .50 FTE.</b> 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><b>Transportation for Field Trips</b> - 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		

**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

<p><b>Pathway Quality Strategic 3 Year Goal</b></p>	<p><b>Check in on 3-Year Goals</b>  <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?</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>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.</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>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.</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>	<p>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.</p>							

**Pathway Strategic Actions Reflection**

<p><b>2023-2024 Strategic Actions</b></p>		<p><b>Reflection on 2023-2024 Strategic Actions</b>  <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?</p>							
<p align="center"><b>23-24 Strategic Actions for Goal #1</b></p>	<p>Pathway teachers will align &amp; refine mastery based instruction grading policies by adding additional supports for our ELs and IEP students in collaboration with the Pathway Coordinator.</p>	<p>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.</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>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."</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>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.</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.	
<b>23-24 Strategic Actions for Goal #2</b>	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 Merritt 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	
<b>23-24 Strategic Actions for Goal #3</b>	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?*

<b>Goal #1:</b> 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.	<b>New or Revised Strategic Actions for Goal #1</b>	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)
<b>Goal #2:</b> 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.	<b>New or Revised Strategic Actions for Goal #2</b>	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.
<b>Goal #3:</b> 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.	<b>New or Revised Strategic Actions for Goal #3</b>	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**

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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></p> <p><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></p>	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>
<p><b>Continue Funding College &amp; Career Readiness Teacher: Senior &amp; Junior Seminar Courses at 1.0 FTE.</b> 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 &amp; 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)</p>	\$96,700.00	1110	Teacher Salaries	Teacher	1.0 FTE	Business Entrepreneurship		Conditionally Approved
<p><b>Continue Funding Pathway Coordinator 1.0 FTE.</b> 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>	\$92,948.00	1305	Supv, Admin, Instr Coaches Sal	Pathway Coordinator	1.0 FTE	Business Entrepreneurship	Approved	
<p>Benefits costs associated with College &amp; Career Readiness Teacher and Pathway Coordinator</p>	\$20,302.00	3000	Benefits			Business Entrepreneurship	Approved	

**MEASURE N 2022-2023 CARRYOVER PLAN**

<b>School Name</b>	<b>ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY</b>	<b>Program Number</b>	<b>9122</b>
<b>Why were you unable to expend all your funds in the 2022-2023 school year?</b>	During the 2022-2023 SY we were unable to spend all of our funds due to low enrollment and staff vacancies in core content areas. We prioritized hiring for core content area vacancies in Math & Science. We had to reallocate funds/priorities and not hire an additional Student Support Manager (.5 FTE) or an additional College Readiness Teacher (.5 FTE). In addition, some services were not rendered through our BUILD partnership.		
<b>Total Measure N Funds Received in Fiscal Year 2022-2023</b> <i>(including accumulated carryover from previous years)</i>	\$358,346.31	<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	<b>\$226,471.42</b>
<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	\$226,471.42	<b>Total Budgeted Amount</b>	\$226,471.42
<b>Percentage of 2022-2023 Carryover to Measure N Funds</b>	63.2%	<b>Remaining Amount</b>	\$0.00

<b>NOTE:</b>	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
<b>Directions:</b>	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.
<b>Resources:</b>	<a href="#">2023-2024 Measures N and H Permissible Expenses</a> <a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>

<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Budget Expenditure Instructions</a>  - 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 and support your 2022-23 pathway goals/strategic actions?  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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 Measures N and H Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
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# Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

## ASPIRE Golden State College Preparatory Academy

### Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

<b>Criterion 1: Measures N and H Pathway Improvement Progress Reflection:</b> 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 (2022-23) and Year 2 (2023-24)? <small>(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.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Golden State Prep (GSP) is on track to increase its a-g completion rate in 2023-2024; however, with an anticipated 68% a-g completion rate, there is still room for improvement. One promising practice is the student transcript review activity at the end of each semester. One challenge for GSP is the six period day bell schedule which makes it difficult for some students to take a credit recovery course and still be fully enrolled in the pathway program of study. Another challenge for GSP is that currently not all courses offered during the school day are a-g approved.</li> <li>GSP lists its CTE Course Sequence as follows: 9th - BUILD; 10th - Design &amp; Marketing; 11th - Junior Seminar; 12th - Senior Seminar. Neither the Junior Seminar nor the Senior Seminar are CTE courses nor are they currently a-g approved courses. And while the 9th grade BUILD Entrepreneurship course is a-g approved, the course</li> </ul>			

description does not yet indicate that this is a CTE course. The 10th grade a-g approved Design & Marketing course is labeled as a CTE course in a marketing pathway/strand. The current list of CTE courses included in the pathway program of study does not appear to meet Measure N & H// Linked Learning standard for a three- or four-year sequence of CTE courses in the same pathway within the same industry sector.

- GSP successfully applied for and received a K12SWP grant and is using this funding to increase dual enrollment opportunities in Business Entrepreneurship-related college courses. A three-college course completion requirement is a component of the ASPIRE graduation criteria. At least three dual enrollment courses are offered each semester.
- GSP has a long-standing and active partnership with BUILD that results in many pathway-related learning experiences for students.
- Effective collaboration between the college and career readiness teacher/specialist and the pathway coordinator was evident during the EIP presentation. And examples were provided of learning activities that emphasized both college and career readiness.

**Feedback for continued progress monitoring:**

- It will be important for GSP to ensure that – at a minimum - a true three-year sequence of CTE courses is in place, that all students enroll in it, and that as many as possible students successfully complete both the CTE concentrator course and the CTE capstone course with a C or better.
- It will be important for GSP to ensure that all or almost all of the courses offered in the master schedule are a-g approved.
- GSP may wish to consider adding an a-g internship course as some OUSD pathways/schools and many of the Measure N & H/ Linked Learning charter schools.
- In future EIPs, it would be good to enhance the reflection on progress toward achieving your goals by describing who or what specifically enabled your success and/or describing any perceived barriers and how these were or will be addressed.

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>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"> <li>Integrated Program of Study</li> <li>Work-Based Learning</li> <li>Integrated Student Support</li> </ul> </li> <li>Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>Coherence is evident as a clear theory of action that bridges their reflection logically into their actions</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Both the EIP and the EIP presentation describe strategies for supporting focal group access to and success in the pathway program of study.</li> <li>The 2024-2025 strategic actions align with the three domains of Linked Learning.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>Since Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status, how might GSP best involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership in achieving the Linked Learning Gold Standards? How might GSP create a shared sense of purpose and shared responsibility by engaging stakeholders in backward mapping and forward planning related to the Gold Standards?</li> <li>A strategic action is typically the actions or steps a school or pathway takes to achieve its goals. Strategic actions typically involve instituting change, creating the capability to do something new or better, or improving performance. A few of the 2024-2025 “strategic actions” appear to be statements or outcomes rather than actions/strategies to meet the EIP goals; they would benefit from a slight rewrite that emphasizes their function as actions that will be taken in the coming year.</li> </ul>			

**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
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that 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 2024-25.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</li> </ul>	<p><b>Score:</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>As a measure of GSP's commitment to the Linked Learning approach, the Pathway Coordinator will be a full time position beginning in 2024-2025.</li> <li>The budget line items and budget justifications align with the three domains of Linked Learning.</li> <li>For clarity in future EIPs, it may be good to indicate what percent of the benefits for the College and Career Readiness Teacher Senior &amp; Junior Seminar Course AND for the Pathway Coordinator are covered by Measure H funds.</li> </ul>			

**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<sup>1</sup>: Approved

### Strengths:

- Partnership with Build
- Close collaboration between the College and Career Readiness Teacher and the Pathway Coordinator

### Key Questions:

- What actions will GSP take to ensure that all students are successfully enrolled in a three- or four-year sequence of CTE courses as an important element of their pathway program of study in 2024-2025 and beyond? And what actions might GSP take so that 100% of GSP graduates are CTE completers (successfully completing a CTE concentrator course and a CTE capstone course with a C or better)?
- How might GSP continue to advance the number of graduates who successfully complete their a-g requirements?
- Regarding work-based learning, these are activities that take place with industry professionals. The list of partners on GSP's one-pager lists a few partners. How will GSP expand industry partnerships and ensure all students are experiencing the full continuum of WBL?

### Budget Feedback:

- Ensure adequate additional funding to cover work-based learning expenses that take students off-campus to work with industry professionals.

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### <sup>1</sup>Fully 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*



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

What	Suggested Lead	Deliverable	Date