

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Arise High School

Action Requested and Recommendation

Adoption by the Measures N and H - College and Career Readiness Commission of the 2025-2026 Education Improvement Plan and Assessment for Arise High School as "Approved," for a total amount not to exceed \$319,600.00.

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

N/A

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

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

Attachments

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

Measures N and H 2025-2026 Education Improvement Plan Assessment **(Year Three of Three-Year Cycle)**

ARISE High School

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

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

Category	Comprehensive Analysis	Developing Analysis	Emergent Analysis	Unclear Analysis
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards	4	3	2	1
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☒ Meaningful reflection about progress toward strategic goals (whole school and pathway)				
☒ Clear articulation of connections between these reflections and new or adapted strategic actions				
☐ Evidence of progress toward pathway programs' quality standards				



Score: 3
Rationale:

- Structured dual enrollment sequences were fully implemented for the Education and Public Health pathways, aligned with certification programs at Berkeley City College and Merritt College.
- A creative scheduling model that enables all students to participate in community-based and work-based learning while also expanding time for teacher collaboration and professional development.

Suggestions for 25-26 Continued Progress Monitoring:

- Although ARISE received feedback from the Commission in both May 2023 and 2024 highlighting the need for stronger integration between core academics and Career Technical Education (CTE), the 2025–2026 EIP presentation and deliverables suggest this remains an area in need of development. Schoolwide efforts to adopt project-based learning are visible and show promise; however, there is limited evidence of interdisciplinary, grade-level projects that are clearly aligned with the Public Health or Education pathways. Most submitted materials do not yet reflect consistent interdisciplinary planning or the use of shared rubrics across subject areas. Furthermore, how Wednesday professional development time is being used to support collaboration between academic and CTE staff, as well as how it advances the creation of theme-based, integrated projects, has not been clearly documented. Enhancing these interdisciplinary connections would help increase the coherence and relevance of pathway learning experiences for students.

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
☒ 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 ☒ Integrated Program of Study ☒ Work-Based Learning ☒ Integrated Student Support				
☒ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
☒ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: 4 Rationale: ARISE made significant strides in enhancing family engagement by improving communication, expanding collaboration opportunities, and deepening family involvement in school initiatives.	Suggestions for 25-26 Continued Progress Monitoring: ARISE shows strong implementation in both Work-Based Learning and Integrated Student Support. However, evidence of a fully integrated, three-year Linked Learning Program of Study for each pathway is uneven. Documentation suggests that the Public Health pathway includes aligned academic and CTE courses across grades 10–12. In contrast, the Education pathway appears to lack a designated CTE course in 10th grade. The EIP presentation materials add to the confusion by indicating that both pathways begin in 11th grade, with 9th and 10th grades described as “exploratory.” To better align with Linked Learning standards, ARISE should clarify its pathway structure, particularly the role of 10th grade in the Education pathway and whether it includes a CTE course that supports a coherent three-year sequence.			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☒ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
☒ Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
☒ Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
Score: 4 Rationale: The budget and justification are generally well-aligned with strategic goals, clearly supporting the development of Linked Learning pathways.	Suggestions for 25-26 Continued Progress Monitoring: There is an opportunity to allocate more resources toward better integrating CTE with core academics.			

Final Recommendation

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

Rating¹: Approved

Strengths:

- ☐ Wednesday schedule that enables all students to participate in community-based and work-based learning
- ☐ Strong and wide-ranging partnerships with community organizations.
- ☐ A well-established Academic Mentor program that supports student growth and success.

Key Questions:

- ☐ How are the specific pathways integrated differently into the core academic classes if they are being taught by the same teachers?
- ☐ What steps might ARISE take to ensure that both pathways meet the Measure N & H standards and the criteria for a Linked Learning pathway program of study with at least three years of interdisciplinary cohorts including at least one CTE course and two or more core academic classes at each grade level?

Budget Feedback:

- ☐ N/A - Budget line items and budget justifications align with the Measure N & H standards and with the three domains of Linked Learning.

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

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning as 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

What	Suggested Lead	Deliverable	Date
n/a Not Conditionally approved			

Criterion 4 Evidence of Progress and Linked Learning Implementation	
Category to be completed by High School Linked Learning Office	
<i>Instructions: Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.</i>	
☐ Program of Study	What is the pathway vision? (missing) The programs of study show that the same teachers who teach in the Public Health pathway teach in Education. If this is the case, are the pathway academic classes not cohorted by pathway? If not, how do you ensure content integration that aligns with the CTE skills in Public Health and Education?
☐ Work-Based Learning Plan	The WBL plan seems to be for both pathways. What experiences are unique and align with specific industry partners from each field? To what extent are WBL activities integrated into pathway core academic classes?
☐ Master Schedule	Pathway CTE classes are identified, but pathway academic classes are not clear.
☐ EIP Presentation	The Commission appreciated hearing from the academic mentor programs

Four-Year Cohort Dropout Rate	18.5%	19.2%	14.0%	10.0%	N/A	10.0%		5.0%
A-G Completion - 12th Grade (12th Grade Graduates)	95.0%	100.0%	97.0%	100.0%	N/A	98.0%		100.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A		N/A
On Track to Graduate - 9th Graders	100.0%	100.0%	100.0%	100.0%	N/A	100.0%		100.0%
9th Graders meeting A-G requirements	95.0%	92.0%	97.0%	100.0%	N/A	98.0%		100.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	88.0%	45.0%	90.0%	100.0%	N/A	92.0%		95.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	80.0%	25.0%	85.0%	86.0%	N/A	87.0%		90.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	85.0%	79.0%	87.0%	29.0%	N/A	90.0%		95.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A		N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	37.0%	34.0%	45.0%	TBD	N/A	47.0%		50.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	12.0%	10.0%	20.0%	TBD	N/A	25.0%		35.0%

ROOT CAUSE ANALYSIS

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

Indicator	Strengths	Challenges
Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	What is our site doing well that's leading to improvements in this indicator?	What 1-2 challenges are the most significant barriers to improvements in this indicator?
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	ARISE is a wall-to-wall Linked Learning Pathway school and all student subgroups are included in our pathway(s). As most of our student population is Latinx, ARISE does intentional work to address specific critical subgroups (English Language Learners, and students with IEPs) by building in a multitude of whole school structural supports, which include: a school wide focus on literacy (given that most of student population are EL students), adding in differentiation as a key criteria and instructional arc in our PD planning. Additionally, ARISE has added in specific personnel to address these critical subgroups, this includes our: Dean of Literacy, Pathway Coordinator, Pathway College and Career Counselors, Family Coordinator, Student Intervention and Support teams, and individualized academic support, including mentoring and tutoring. Additional supports for our targeted student populations include newcomer enrichment programs, bilingual work based learning opportunities, and translated documents to support family awareness and understanding. All ARISE students are supported on a path to college and career readiness.	ARISE has welcomed an increase of newcomer and English Language Learners over the past two years. While this increase provides many positive elements to our community, we have seen challenges in student and family awareness and understanding as it relates to graduation requirements. Graduation rates (74%) are lower and dropout rates (18/5%) are higher for our english language learners signifying additional personalized support. The pandemic created equity gaps for our english language learners due to the limitations on personalized support for virtual learning. As a result, ARISE is working to fill these gaps and create strategies to ensure our ELL students have a path towards college and career readiness. Additionally, Increasing family engagement through ongoing parent meetings and trainings is required. We as a community seek to work with families to educate them about all aspects of graduation requirements, A-G completion, Work-Based Learning, and Dual Enrollment so they can better support their students on the path towards equitable college and career readiness for all. Additionally, more tiered support for our most struggling students is necessary in order to ensure all ARISE students are on track to graduate in 4 years.
A-G Completion - 12th Grade	To date, ARISE's educational program, including our existing Public Health pathway, has led to our #1 position in the Bay Area for A-G course completion for schools with 80% or more students who qualify for a free or reduced-price lunch. Overall, ARISE is ranked number #27 in California. Additionally, ARISE's four-year cohort dropout rate is low, at just 3.2% of students. ARISE leadership continues to implement strategies and supports (e.g., on-site access to mental health services, academic tutoring, enrichment opportunities during the school day and afterward, student retreats, etc.) to ensure that ARISE successfully serves as many students as possible towards graduation in four years. This involves building individualized and tiered supports through our counseling, restorative justice, and social emotional student support teams.	We have diverse family populations and language barriers which creates challenges of awareness/understanding related to A-G for both our students and their families. Other challenges include space outside their regular schedule for credit recovery nor having two semesters of government offered. Financial literacy needs to be strengthened as it relates to families understanding of FAFSA, student loans, financial aid.

On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	ARISE is a wall-to-wall Linked Learning pathway school and all students at ARISE are introduced to our pathways and start taking A-G courses their 9th grade year. ARISE works to develop comprehensive advising plans and student supports, including grade specific advising, academic mentoring programs, dual enrollment offerings embedded into schedule, mandatory office hours, student led parent conferences, and mandatory family nights to improve ARISE student A-G awareness and completion rate. Many families at the school are native Spanish speakers and everything is translated for families. We work closely to ensure students with IEP's and 504's are included, with modified or accommodated work, and requirements necessary. Weekly consultancy meetings support students with special needs to ensure we are providing an inclusive pathway for all ARISE students through differentiated learning approaches.	With our diverse family population, there continues to be a barrier between many families and their awareness/understanding related to A-G- completion. Further work is needed to increase family participation and understanding in their students A-G and Pathway requirements. Additional efforts are needed to raise awareness to these requirements with our students as well. We seek to develop new strategies to increase this awareness by connecting college and career readiness at the very beginning of students 9th grade year. Further development is required to ensure our 10th grade bridge and 12th grade capstone provide clear expectations related to AG, WBL, and other ARISE grad requirements.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	ARISE has made great strides to increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition. With this expansion, ARISE, led by the Dual Enrollment Coordinator and College and Career Counselors, seeks to broaden and more intentionally align our dual enrollment offerings through Peralta Colleges to provide a sequence of dual enrollment courses that better prepares students to work towards their associate degree completion and/or prepares them for a career in health and education professions and occupations. ARISE currently offers (6) dual enrollment courses through College of Alameda: Medical Terminology I and Medical Terminology II, Laney: College and Career Success (COUN24), Merritt: Genomics and Genomics Lab.	Financial burden, students wanting to stay with families to help financially and help take care of siblings. Not understanding all of the resources that are available to them to help with college financially and academically, etc. After the pandemic, we are seeing a higher dropout rate (10%) for the school but even higher (18.5%) for english language learners. Furthermore, we are seeing a lower percentage of our english learners who are pursuing both 2 year (37%) and 4 year (12%) degrees. This not only highlights the equity gaps for some ARISE students, but also signifies that many of our students don't see themselves going to college. Work is needed to continue shifting this mindset in both students and families.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	At ARISE, every 11th grade student that participates in an internship, also takes an A-G approved internship practicum which is integrated into their pathway concentrator course (currently Intermediate Public Health with the plan to expand and integrate with the newly created education pathway concentrator) which combines preparation, training and development, as well as 40+ hours of field work ie. internship. These internship experiences provide career training and collaborative work with industry and community partners that includes not just the internship itself, but also includes employer/agency input, feedback, and evaluation during internship and capstone presentations.	Many students have significant responsibilities outside of school. Many students have jobs and/or caretaking responsibilities for their siblings while their parents are at work. Though we provide all students with the opportunity to participate in an internship 1x a week on Wednesdays during the school day, it is clear that more work needs to be done in order to increase internship opportunities to take place after school and in the summer. ARISE seeks to remove this barrier by seeking paid internship opportunities for students outside of school. We hope this will further incentivize these opportunities and ensure students have the opportunity to participate in an intensive employer evaluated internship.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Opening up dual enrollment to the whole school instead of waiting until students entered their junior year really pushed a more positive college going culture. We've given students the autonomy to find courses that are interesting to them, therefore piquing their interest in higher education, as well as giving more chances to gain more college credit and college experience. It breaks the negative stigma and fear of college most high school students, especially first generation college students have about higher education.	Student engagement and family involvement. Most students still look at dual enrollment only as graduation requirements. Parents don't understand what Dual Enrollment is or how beneficial it is to students both academically and financially. ARISE must seek new and creative approaches to support students and families to understand the scope and sequence of Dual Enrollment, while also connecting them to the bigger question of why this is important to their college and career aspirations.
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		
2023-2024: YEAR ONE ANALYSIS		
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)		
2023-24 Strategic Actions		
Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?		

1) Education for the People Pathway Creation - ARISE's new education pathway will encourage 10th-12th grade ARISE students to explore careers within the education sector through a CTE sequence, WBL continuum, and dual enrollment and A-G approved courses. Although ARISE has supported a strong pathway for the Public Health sector, not all students are interested in entering the healthcare field. The Education for the People pathway will provide another option for students who are interested in exploring careers in education, one that is deeply aligned with our mission and vision to "nurture, train, and discipline our school community to become reflective leaders." ARISE High School's proposed pathway, Education for the People, addresses major challenges in attracting & retaining people of color to education sector professions, particularly those who live in communities in which they will teach. Strategic Action 1: Recruit and employ CTE education pathway teacher to teach the 11th grade Education concentrator course for 23-24, including the design and implementation of our full education CTE course sequence with the capstone and intro courses being created for the following year. Strategic Action 2: Expand education sector dual enrollment and certificate opportunities to meet the demand of ARISE students Strategic Action 3: Recruit Education and Child Development employers to join our industry and postsecondary advisory council Strategic Action 4: Establish an education themed advisory council and establish new partnerships that can provide experiential learning opportunities within the field of education.
2) Expand and strengthen the Pathway Academic Mentor Program - In response to the pandemic, ARISE High School began the Academic Mentors program, which hired recent ARISE alumni who were enrolled in nearby colleges, to return to ARISE as academic support personnel to help students recover from pandemic related learning losses. Over the past two years this program has grown significantly to meet the demand of integrated and individualized student supports. AcMentors work in the classroom alongside teachers, providing students individualized attention, while also receiving professional development as any other instructional staff member would. Strategic Action 1. ARISE seeks to enhance and expand the AcMentors program to provide higher levels of training and development focused in classroom management, mentorship and tutoring Strategic Action 2. AcMentors will provide support to students in both the Public Health and newly developed Education for the People CTE pathways Strategic Action 3. AcMentors will be a tiered 1 support as part of our individualized support services. AcMentors will be trained to better support students including specialized training to support newcomer and ELL students Strategic Action 4. Identify and assign key acmentors to our newcomer and ELL students to ensure all students are getting individualized supports
3) Coherent Work-Based Learning and Dual Enrollment experiences - Increasing Work-Based Learning and Dual Enrollment opportunities is a strategic goal at ARISE and aligns with CTE and Pathway standards, as well as the Strong Workforce Bay Area regional initiatives as we prepare ALL students for college and career success. Strategic Action 1. Expand dual enrollment courses to provide a deeper connection to our CTE pathways through more sequenced options with the goal of supporting students towards expediting their Associates degree and/or an industry certificate by the time they graduate Strategic Action 2. Recruit ARISE students to serve as Education Pathway and Public Health for the People pathway student leaders, ambassadors, and champions. (Pathway Ambassadors program) Strategic Action 3. Recruit and enroll ARISE students for Peralta Summer Institute and other pathway related programs. Strategic Action 4. Identify partnerships that provide bilingual support to ensure our newcomer and ELL students have the same access to work based learning opportunities, as well as, provide safe and supportive spaces for our English language learners to gain confidence in their language abilities Strategic Action 5: Further develop a sequence of Work Based Learning (WBL) experiences that meet the needs for both pathways. Strategic Action 4: Recruit and enroll ARISE students for Peralta Summer Institute to expand opportunities connected with our education pathway
4) Schoolwide Math, Literacy and Attendance Priority - One of the most critical "Warrior Intellectual" skills is the ability to access, analyze, and think critically about complex texts. We believe that if ARISE teachers prioritize students' ability to access and analyze complex texts of multiple genres and use text-based evidence to support their thinking, students will be better prepared to be successful in college and career and to act as agents of change in their communities. Literacy and Math are two critical elements for all students to be pathway completers. Strategic Action 1: Unit Planning - Facilitate Pathway, Language, History, and Electives teachers in unit planning using the ARISE Unit Design with an emphasis on: rigorous anchor text/s a performance task aligned with the Warrior Intellectual skills (5 Cs) highly structured academic discourse Strategic Action 2: Complex Text Strategies Description - Support all literacy teachers around before, during, and after reading strategies that enable students to access and process varied and complex text Strategic Action 3: Build Teacher Capacity - Complex Text Strategies - Support all non-math teachers around targeted strategies that enable students to access and process varied and complex text - identify their purpose of text, analyze/process for purpose Strategic Action 4: Curriculum (Math) Modify and adjust quarterly benchmarks with aligned curriculum-embedded assessments that guide teacher instruction. Strategic Action 5: Coaching and Accountability - Coach all teachers in the implementation of the assess-reteach-reassess cycle; support identification of reteach students, development of reteach lessons, development of extension lessons for students who have mastered content. Strategic Action 6: Ensure that all Attendance systems and protocols are clearly defined, communicated and upheld with fidelity by all staff
5) Increase student and family awareness, engagement related to A-G, and pathway graduation requirements to increase graduation rates, decrease drop out rates, and ensure all students are equipped with the tools and skills to be college and career ready Strategic Action 1) Use YouthTruth Survey data to integrate insights into planning, professional development, and improvement processes to identify strategies for incorporating student, family, and staff voice into increasing graduation rates, reducing drop out rates and establishing a vibrant and supportive school culture. Strategic Action 2) Incorporate more intentional focus on AG, Dual Enrollment and pathway graduation requirements during grade level orientations and back to school night Strategic Action 3) Expand partnerships and resource sharing with community partners, including Spanish Speaking Citizens Foundation, to provide additional supports for parents of our English Language Learners
Budget Expenditures
2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Academic Mentor Salary- Measure N funds will cover the cost of (4) AcMentors to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and newly developed Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. Approximately 1000 hours x \$25/hour x 4 Mentors = \$100,000. (Benefits not included since they are hourly, part-time employees.) AcMentors (\$25/hr—above the region's living wage) This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.	\$100,000.00	2201	Non Certified Staff	AcMentor	Part-time hourly employees	Public Health and Education Pathways
Work Based Learning Liaison (1.0 FTE) As we continue to expand and refine our Work Based Learning continuum for ALL students (9-12 grade) and to specifically increase internship and certification opportunities for our new education pathway, we seek to maintain a full time employee. Duties include (but not limited to): Engage with community partners to establish work based learning opportunities related to WBL continuum; Establish and maintain internship/externship opportunities for students and staff; Lead professional development around connecting WBL learning with classrooms learning; Co-manage the Pathway Advisory Council, Manage students off site internships, including transportation, attendance, mentor/student contracts; and Execute MOU's and partnership agreements with partnership organizations. (Coherent Work-Based Learning and Dual Enrollment experiences) -This position supports all pathway students (400) with work-based learning expansion and industry partner implementation. It supports Work-Based Learning Strategic Goals for both our Health and Education pathways.	\$70,600.00	2201	Non Certified Staff	Work Based Learning Liaison	100%	Public Health and Education Pathways
Employee Benefits (25%)	\$30,000.00	3000	Benefits			Public Health and Education Pathways
Conference and Site Visit Travel - aligned with our goal of expanded pathway professional development, this line item will cover travel, accommodations and registration fees for ARISE staff to attend and present at Linked Learning Alliance, Educating for Careers, Deeper Learning, ConnectEd, and site visits to High Tech High, Health Sciences High and Middle College (San Diego), Arthur A. Benjamin Health Professions High School (Sacramento), Dozier-Libbey Medical High School (Antioch) Linked Learning Conference Fees: \$650 x 6 staff = 3,900 / Transportation (\$400/ea = 2400) / Lodging (\$300/ea = \$1800) Total: \$8100 Educating for Careers Conference Fees: \$450 x 4 staff = \$1800 / Transportation \$300 (mileage for 2 drivers, lodging (\$300/ea = \$1200 = Total \$3300 Deeper Learning Conference Fees: \$1050 x 3 staff = \$3150 / Transportation \$400/ea = \$1200 / Lodging \$300/ea = \$1200 = Total \$5,550 Pathway School Site Visits = Transportation and Lodging = \$3,050 (Connects to all Pathway strategic priorities with the goal of enhanced professional learning and training for pathway teachers, staff, and academic mentors)	\$20,000.00	5210	Conference Expenses			Public Health and Education Pathways

Big Picture Learning (Imblaze) - Internship Management System: ImBlaze (Big Picture Learning) is a program that enables ARISE to curate a set of internships and pathway certifications for students to identify, request and pursue. ARISE is able to monitor the search process, track internship attendance and ensure compliance, and ensure student success. ImBlaze provides powerful support in data keeping, organizational protocols, and student tracking and supports our Work-Based Learning program, by allowing us to keep track of our relationships with the organizations in our community. Funds cover annual support, professional development and student and staff licences. Both the Pathway Coordinator and Work Based Learning Liaison will oversee all aspects of ImBlaze including student training and support. ImBlaze supports in the overall organization, quality assurance, and both mentor and student resources to better equip all parties and ensure high quality work based learning experiences. ImBlaze will support all students participating in WBL experiences and will be used as a key instrument in building a work based learning plan for all students (400 plus students) (Coherent Work-Based Learning and Dual Enrollment experiences) - supports all students participating in an internship, certification, or other WBL experience.	\$11,000.00	5000	Consultant Contract		Public Health and Education Pathways
Mentoring in Medicine and Science (MIMS) - Mentoring in Medicine and Science (MIMS Oakland) provides internship and certification opportunities to all ARISE pathway students (total 400 students), with the strongest focus on the 11th grade Intermediate Public Health students since the CPR/First Aid, Mental Health First Aid are embedded into the course. Plans to expand training and certifications to for AcMentors and ARISE staff will ensure our Specific duties include: - Facilitate in-class engagement in our Public Health Pathway Sequenced courses with a focus on 11th and 12th grade - Organize and lead two career site visits to health related institutions for 9, 10,11,12th grade as part of our bi-annual College and Career Day - Facilitate health professional panel or guest speakers as part of our Public Health Speaker Series (Open to all pathway students) - Facilitate 4.5 hour Teen Mental Health First Aid certification course for 40 ARISE AcMentors, and to a cohort of 11th and 12th grade students as part of our Wednesday Enrichment program (2x a year) (60 certificates) - Certify all 11th grade ARISE students in CPR and First Aid (2-year certification) (100 students) - Support work based learning liaison in providing health career based learning opportunities for ARISE students (including mock interviews and internships) - Conduct program evaluation and student reflection for all certification opportunities (Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)	\$30,000.00	5000	Consultant Contract		Public Health Pathway

Dean of Linked Learning and Development (75% FTE) - The Dean of Linked Learning (Pathway Coordinator) works to ensure that all students at ARISE successfully achieve the pathway outcomes of college and career readiness for ARISE's Public Health and newly created Education Pathways. The Pathway Coordinator supports all students and teachers, especially CTE teachers, with implementation of CTE , academic, and Linked Learning standards in their classroom. In coordination with school administration, this position oversees all pathway strategic planning related to the Linked Learning 4 Pillars and leads/co-leads all Measure N and Linked Learning initiatives. Cultivates and builds partnerships with industry professionals. Manages the Work Based Learning Liaison to support students to complete the work based learning continuum. Designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N grant, quarterly expenditures and reconciliations, site visits, and reports. Other duties include: Co-produce monthly Linked Learning newsletter, Execute MOU's and partnership agreements with partnership organizations, manage and oversee Linked Learning certifications. (Pathway Strategic Goals: Going for Gold Certification, Education Pathway Development, Expanded WBL and Dual Enrollment)	\$75,000.00	2100	Non Certified Staff	Dean of Linked Learning and Development	75%	Public Health and Education Pathways
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2024-2025: YEAR TWO**Strategic Actions****2023-2024 Strategic Actions****Reflection on 2023-2024 Strategic Actions**

For the Year 1 Strategic Actions, answer:

-Are you on track for accomplishing the actions for the related goal this school year?

-If so, what has been done or will be done by the end of the year to accomplish it?

-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

1) Education for the People Pathway Creation - ARISE's new education pathway will encourage 10th-12th grade ARISE students to explore careers within the education sector through a CTE sequence, WBL continuum, and dual enrollment and A-G approved courses. Although ARISE has supported a strong pathway for the Public Health sector, not all students are interested in entering the healthcare field. The Education for the People pathway will provide another option for students who are interested in exploring careers in education, one that is deeply aligned with our mission and vision to "nurture, train, and discipline our school community to become reflective leaders." ARISE High School's proposed pathway, Education for the People, addresses major challenges in attracting & retaining people of color to education sector professions, particularly those who live in communities in which they will teach.

Strategic Action 1: Recruit and employ CTE education pathway teacher to teach the 11th grade Education concentrator course for 23-24, including the design and implementation of our full education CTE course sequence with the capstone and intro courses being created for the following year.

Strategic Action 2: Expand education sector dual enrollment and certificate opportunities to meet the demand of ARISE students

Strategic Action 3: Recruit Education and Child Development employers to join our industry and postsecondary advisory council

Strategic Action 4. Establish an education themed advisory council and establish new partnerships that can provide experiential learning opportunities within the field of education.

1) Prior to this academic year, we hired an Education Pathway Dean. In 2023-24, she has taught the concentrator course for our new Education Pathway, participated in planning and evaluation of our related WBL and Dual Enrollment sequences, and is currently planning the curriculum for next year's launch of a capstone class. We are on track to meet these goals.

2) A dual enrollment assessment was conducted and a scope and sequence has been developed. In collaboration with the school's pathway team and instructional leadership, a plan was developed to implement this sequence incrementally over the next three years. The inclusion of dual enrollment classes related to our Education Pathway was integral to this planning. Our CCAP has been signed and we are currently working with contacts at all 4 of the Peralta campuses to plan dual enrollment courses for 2024-25. Our collaboration with Berkeley City College is focused on the development of a scope and sequence of education classes that lead to an Associate Teacher Permit.

3) We have succeeded in recruiting 3 additional members to our Pathways Advisory Council with education sector experience and credentials. They have been onboarded to the expectations of the council and have participated in multiple meetings.

4) For the time being, we are working with a single Advisory Council for both pathways, and utilizing breakout rooms to focus on industry-specific discussions during meetings. We will be engaging our new education sector members to support the research and identification of labor market data, internships, and career exploration opportunities.

2) Expand and strengthen the Pathway Academic Mentor Program - In response to the pandemic, ARISE High School began the Academic Mentors program, which hired recent ARISE alumni who were enrolled in nearby colleges, to return to ARISE as academic support personnel to help students recover from pandemic related learning losses. Over the past two years this program has grown significantly to meet the demand of integrated and individualized student supports. AcMentors work in the classroom alongside teachers, providing students individualized attention, while also receiving professional development as any other instructional staff member would. Strategic Action 1. ARISE seeks to enhance and expand the AcMentors program to provide higher levels of training and development focused in classroom management, mentorship and tutoring Strategic Action 2. AcMentors will provide support to students in both the Public Health and newly developed Education for the People CTE pathways Strategic Action 3. AcMentors will be a tiered 1 support as part of our individualized support services. AcMentors will be trained to better support students including specialized training to support newcomer and ELL students Strategic Action 4. Identify and assign key acmentors to our newcomer and ELL students to ensure all students are getting individualized supports	1) Our Academic mentor program professional development has been led by the newly appointed Education Pathway Dean. She has developed a rigorous arc of learning for academic mentors, which includes regular PD meetings, classroom observations, and individualized coaching. We have surpassed this goal. 2) All of our CTE classes are supported by academic mentors every day. The mentors in these classes are assigned because of their personal interest in the pathway content and demonstrated drive to improve those pathways. We have met this goal and continue to support mentors to improve the experiences in these courses for our students. 3) Academic mentors have received rigorous professional development and coaching on supporting students with IEPs, newcomers, and English Language Learners. This goal has been met, and we continue to work on it so that we reach more depth in that PD and support. Numerous Academic mentor PD sessions have focused on ELL supports. 4) This goal has been met. We have assigned specific academic mentors to follow our newcomer students from advisory through their classes each day. They receive specialized coaching and PD to support these students.
3) Coherent Work-Based Learning and Dual Enrollment experiences - Increasing Work-Based Learning and Dual Enrollment opportunities is a strategic goal at ARISE and aligns with CTE and Pathway standards, as well as the Strong Workforce Bay Area regional initiatives as we prepare ALL students for college and career success. Strategic Action 1. Expand dual enrollment courses to provide a deeper connection to our CTE pathways through more sequenced options with the goal of supporting students towards expediting their Associates degree and/or an industry certificate by the time they graduate Strategic Action 2. Recruit ARISE students to serve as Education Pathway and Public Health for the People pathway student leaders, ambassadors, and champions. (Pathway Ambassadors program) Strategic Action 3. Recruit and enroll ARISE students for Peralta Summer Institute and other pathway related programs. Strategic Action 4. Identify partnerships that provide bilingual support to ensure our newcomer and ELL students have the same access to work based learning opportunities, as well as, provide safe and supportive spaces for our English language learners to gain confidence in their language abilities Strategic Action 5: Further develop a sequence of Work Based Learning (WBL) experiences that meet the needs for both pathways. Strategic Action 4: Recruit and enroll ARISE students for Peralta Summer Institute to expand opportunities connected with our education pathway	1) We have signed a CCAP and we are currently working with contacts at all 4 of the Peralta campuses to plan dual enrollment courses for 2024-25. In collaboration with the school's pathway team and instructional leadership, a proposed scope and sequence was developed, as well as a plan to implement this sequence incrementally over the next three years. For our Public Health Pathway concentrators, we are working with Merritt College to align our dual enrollment offerings with their Health Navigator Certificate, so that students can graduate from Arise with the course requirements more than halfway completed, and on track to finish it within a single semester. The inclusion of dual enrollment classes related to our new Education Pathway was also integral to this planning. Our collaboration with Berkeley City College is focused on the development of a scope and sequence of education classes that lead to an Associate Teacher Permit. 2) This goal has been moved to next year. With the launch of our new Education Pathway and our work to develop a coherent dual enrollment scope and sequence, we have not had the capacity to move this forward yet. 3) Last summer, Arise had immense success recruiting students for the Peralta Summer Institute, with more students enrolling and completing the program than any other charter school, and we intend to continue building on this success. We also promoted numerous other summer opportunities, including training programs and internships, but were less successful with recruitment. This year, we are focused on improving student enrollment in such summer programs by involving students' advisors and counselors more strategically, inviting program partners to campus, and engaging more consistently with families about the advantages and logistics of such programs. 4) We have been able to place our newcomer and ELL students in enrichment and internship opportunities that provide bilingual support. All of our newcomer students participate in a morning newcomer support class to provide academic support and language practice before heading out to other enrichment activities. In the fall, all newcomers participate in an afternoon program at the Spanish Speaking Citizens Foundation specifically tailored for them, while in the spring they branch out into less sheltered opportunities. As with all of our ELL's, we place them in activities led by bilingual teachers or supported by bilingual academic mentors. 5) Over the course of this year, we have run an improved sequence of college and career preparation curricula in our Advisories for every grade level, based on a series of lessons that were piloted the prior year. 9th grade students focus on self-exploration, understanding of A-G requirements, and demystifying the college experience. This includes a college experience panel of Arise alumni, a day of service learning projects, and a college campus visit. In 10th grade, students begin industry and career exploration through the online resource CareerZone, analyze connections between educational degrees and job levels/salaries, and write about their future plans. They participate in a daylong workplace/training site tour and a college campus visit. In 11th grade, all students engage in a semester-long internship aligned to their pathway, continue career research, engage with a career panel, and practice tailoring cover letters to specific job postings. They also participate in a daylong workplace/training site tour and a college campus visit. 12th grade lessons are currently focused primarily on college, including researching majors, completing applications, and identifying scholarships. This year, they have also worked on resumes and cover letters, since that had not been included in the sequence previously. We are currently developing more advanced career-related activities for next year's seniors, including mock interviews. Expanding opportunities for students to explore careers and encounter professionals in health and education related organizations has been a priority, though there is still room for further expansion.

4) Schoolwide Math, Literacy and Attendance Priority - One of the most critical "Warrior Intellectual" skills is the ability to access, analyze, and think critically about complex texts. We believe that if ARISE teachers prioritize students' ability to access and analyze complex texts of multiple genres and use text-based evidence to support their thinking, students will be better prepared to be successful in college and career and to act as agents of change in their communities. Literacy and Math are two critical elements for all students to be pathway completers. Strategic Action 1: Unit Planning - Facilitate Pathway, Language, History, and Electives teachers in unit planning using the ARISE Unit Design with an emphasis on: rigorous anchor text/s a performance task aligned with the Warrior Intellectual skills (5 Cs) highly structured academic discourse Strategic Action 2: Complex Text Strategies Description - Support all literacy teachers around before, during, and after reading strategies that enable students to access and process varied and complex text Strategic Action 3: Build Teacher Capacity - Complex Text Strategies - Support all non-math teachers around targeted strategies that enable students to access and process varied and complex text - identify their purpose of text, analyze/process for purpose Strategic Action 4: Curriculum (Math) Modify and adjust quarterly benchmarks with aligned curriculum-embedded assessments that guide teacher instruction. Strategic Action 5: Coaching and Accountability - Coach all teachers in the implementation of the assess-reteach-reassess cycle; support identification of reteach students, development of reteach lessons, development of extension lessons for students who have mastered content. Strategic Action 6: Ensure that all Attendance systems and protocols are clearly defined, communicated and upheld with fidelity by all staff	1) We are meeting this goal thanks to a rigorous implementation of our literacy priority plan and PBL plan which informs all aspects of instructional staff learning, from PD to coaching to PLCs. All teachers participate in 3 hours of instructional PD every week. They are also observed and meet with their instructional coach at least every other week (with newer teachers being observed and coached weekly). PD and coaching meetings are aligned to the stated goals, guided by our schoolwide priority plan, and supported by monthly formal classroom observations by our instructional leadership team, with opportunities for different teachers to participate in these observations of other classrooms. 2) We are meeting this goal thanks to a rigorous implementation of our literacy priority plan and PBL plan which informs all aspects of instructional staff learning, from PD to coaching to PLCs. All teachers participate in 3 hours of instructional PD every week. They are also observed and meet with their instructional coach at least every other week (with newer teachers being observed and coached weekly). 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PD and coaching meetings are aligned to the stated goals, guided by our schoolwide priority plan, and supported by monthly formal classroom observations by our instructional leadership team, with opportunities for different teachers to participate in these observations of other classrooms. 6) We are meeting this goal with guidance from the Adelante Leadership Team, lead administrative team (A-Team), and Student and Parent Engagement Committee (SPEC). Systems have been developed in these spaces, leading to the creation and facilitation of PD for all staff, regular staff updates on progress, and regular review of attendance systems and protocols.
5) Increase student and family awareness, engagement related to A-G, and pathway graduation requirements to increase graduation rates, decrease drop out rates, and ensure all students are equipped with the tools and skills to be college and career ready Strategic Action 1) Use YouthTruth Survey data to integrate insights into planning, professional development, and improvement processes to identify strategies for incorporating student, family, and staff voice into increasing graduation rates, reducing drop out rates and establishing a vibrant and supportive school culture. Strategic Action 2) Incorporate more intentional focus on AG, Dual Enrollment and pathway graduation requirements during grade level orientations and back to school night Strategic Action 3) Expand partnerships and resource sharing with community partners, including Spanish Speaking Citizens Foundation, to provide additional supports for parents of our English Language Learners	1) We have used this data to inform our PD, hiring, and organizational structures and systems each year, and we continuously revise them informed by the data. We have recently received our YouthTruth data for this year, and will be analyzing it over the next several weeks. 2) We have met this goal through our family meetings and orientations, including a family meeting focused entirely on dual enrollment opportunities and requirements. We have also explicitly added A-G information to all family meetings, student-led-conferences, and student advisory lessons. We have developed a team approach to these events so all stakeholders are involved in the process. 3) We have made huge strides in this goal, supported by the hiring of a Community Engagement Coordinator, creation of a Community Engagement Team, and convening of a Family Leadership Group of students' parents and guardians. We have invested in translation equipment for all of our grade-level family meetings, and have radically increased family attendance at these events. We now regularly have community partners table at these events, and have planned a large Family Resource Fair later this month to connect families to resources, such as CalFresh, immigration services, tenants rights information. We have also created new partnerships this year to provide free dental and vision screenings, and launch an onsite food pantry. Next year, we hope to launch citizenship and English language classes for families through the Spanish Speaking Citizens Foundation.
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)	
2024-2025 Strategic Actions In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. <i>Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?</i>	
1) We will revamp our Warrior Intellectual Defenses that serve as the culminating presentation for our seniors to articulate and demonstrate their academic and personal growth over their time at ARISE. Our new WI Defenses will include greater space and higher expectations to present the findings and accomplishments of their capstone projects, express the lessons they learned from their internships and other work based learning experiences, and identify the links between these and their future goals in college and career. In support of this, we will roll out a portfolio system in all grade levels, beginning with robust training during our start-of-year professional development, to ensure the inclusion of rigorous reflection of included class projects. This system will also include all aspects of the WBL continuum, including tracking students' career exploration artifacts, resume, cover letter, internship reflections, certification documentation, and workplace observations, as well as evidence and reflections on the projects they complete in their academic classes. These portfolios will form the basis for their 10th grade Bridge Presentations and 12th grade Warrior Intellectual Defenses.	
2) We will continue to improve our strategies and supports for English Language Learners to increase language acquisition and achieve greater academic success overall. We will continue to provide rigorous professional development for our faculty and academic mentors in making academic content accessible while scaffolding opportunities for English language use. In particular, we will provide strategic support for our newcomer students to meet both academic and social-emotional needs.	
3) We will continue to expand our dual enrollment offerings and strengthen our supports for student success. This will include the rollout of formal orientation curriculum for students enrolling in their first dual enrollment classes, deepened collaboration with Peralta campuses to improve students' familiarity with their campuses and services, continued PD for ARISE staff supporting onsite dual enrollment classes, and expanded supports for ELL students to access dual enrollment curriculum.	
4) Our updated academic priority plans focus on Project Based Learning as a vehicle for literacy and content application, as well as data-driven approaches to math improvement. Our PBL priority plan focuses on rigorous unit design, best practices for classroom structures and strategies, differentiation in supporting writing and academic discourse, and integration of community based learning elements. Our Math priority plan focuses on consistent classroom structures and expectations, refining of existing curricula, and increasing use of critical thinking and productive struggle in class.	
5) We will continue to deepen our family engagement efforts throughout the school. We will build effective collaboration with families through increased outreach by advisors and faculty, opportunities for family leadership and volunteering, and expanded campus access for family activities and services. This will include greater communication regarding student expectations and progress, graduation requirements, extracurricular opportunities, and school-family partnership strategies.	

Budget Expenditures Effective July 1, 2024 - June 30, 2025								
2024-2025 Budget: Enabling Conditions Whole School								
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Academic Mentor Salary- Measure N funds will cover the cost of (4) AcMentors to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and newly developed Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. Due to the success of AcMentor and the need for more support with summer programs, WBL and dual enrollment we are adding one additional AcMentor. Approximately 1000 hours x \$25/hour x 4Mentors = \$100,000. (Benefits not included since they are hourly, part-time employees.) AcMentors (\$25/hr—above the region's living wage) This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.	\$100,000.00	2201	Non Certified Staff	AcMentor	Part-time hourly employees	Public Health and Education Pathways		Conditionally Approved
Work Based Learning Liaison (1.0 FTE) As we continue to expand and refine our Work Based Learning continuum for ALL students (9-12 grade) and to specifically increase internship and certification opportunities for our new education pathway, we seek to maintain a full time employee. Duties include (but not limited to): Engage with community partners to establish work based learning opportunities related to WBL continuum; Establish and maintain internship/externship opportunities for students and staff; Lead professional development around connecting WBL learning with classrooms learning; Co-manage the Pathway Advisory Council, Manage students off site internships, including transportation, attendance, mentor/student contracts; and Execute MOU's and partnership agreements with partnership organizations. (Coherent Work-Based Learning and Dual Enrollment experiences) -This position supports all pathway students (400) with work-based learning expansion and industry partner implementation. It supports Work-Based Learning Strategic Goals for both our Health and Education pathways.	\$72,000.00	2201	Non Certified Staff	Work Based Learning Liaison	100%	Public Health and Education Pathways	Approved	
Employee Benefits (25%)	\$30,000.00	3000	Benefits	Work Based Learning Liaison	100%	Public Health and Education Pathways	Approved	

Conference and Site Visit Travel - aligned with our goal of expanded pathway professional development, this line item will cover travel, accommodations and registration fees for ARISE staff to attend and present at Linked Learning Alliance, Educating for Careers, Deeper Learning, ConnectEd, and site visits to High Tech High, Health Sciences High and Middle College (San Diego), Arthur A. Benjamin Health Professions High School (Sacramento), Dozier-Libbey Medical High School (Antioch) Linked Learning Conference Fees: \$650 x 6 staff = 3,900 / Transportation (\$400/ea = 2400) Lodging (\$300/ea = \$1800) Total: \$8100 Educating for Careers Conference Fees: \$475 x 4 staff = \$1800 / Transportation \$300 (mileage for 2 drivers, lodging (\$300/ea = \$1200 = Total \$3300 Deeper Learning Conference Fees: \$1050 x 3 staff = \$3150 / Transportation \$400/ea = \$1200 / Lodging \$300/ea = \$1200 = Total \$5,550 Pathway School Site Visits = Transportation and Lodging = \$3,050 (Connects to all Pathway strategic priorities with the goal of enhanced professional learning and training for pathway teachers, staff, and academic mentors)	\$20,000.00	5210	Conference Expenses			Public Health and Education Pathways	Approved	
Big Picture Learning (Imblaze) - Internship Management System: ImBlaze (Big Picture Learning) is a program that enables ARISE to curate a set of internships and pathway certifications for students to identify, request and pursue. ARISE is able to monitor the search process, track internship attendance and ensure compliance, and ensure student success. ImBlaze provides powerful support in data keeping, organizational protocols, and student tracking and supports our Work-Based Learning program, by allowing us to keep track of our relationships with the organizations in our community. Funds cover annual support, professional development and student and staff licenses. Both the Pathway Coordinator and Work Based Learning Liaison will oversee all aspects of ImBlaze including student training and support. ImBlaze supports in the overall organization, quality assurance, and both mentor and student resources to better equip all parties and ensure high quality work based learning experiences. ImBlaze will support all students participating in WBL experiences and will be used as a key instrument in building a work based learning plan for all students (400 plus students) (Coherent Work-Based Learning and Dual Enrollment experiences) - supports all students participating in an internship, certification, or other WBL experience.	\$10,100.00	5000	Consultant Contract	Consultant	Part-time hourly employees	Public Health and Education Pathways		Conditionally Approved
Mentoring in Medicine and Science (MIMS) - Mentoring in Medicine and Science (MIMS Oakland) provides internship and certification opportunities to all ARISE pathway students (total 400 students), with the strongest focus on the 11th grade Intermediate Public Health students since the CPR/First Aid, Mental Health First Aid are embedded into the course. Plans to expand training and certifications to for AcMentors and ARISE staff will ensure our Specific duties include: - Facilitate in-class engagement in our Public Health Pathway Sequenced courses with a focus on 11th and 12th grade - Organize and lead two career site visits to health related institutions for 9, 10, 11, 12th grade as part of our bi-annual College and Career Day - Facilitate health professional panel or guest speakers as part of our Public Health Speaker Series (Open to all pathway students) - Facilitate 4.5 hour Teen Mental Health First Aid certification course for 40 ARISE AcMentors, and to a cohort of 11th and 12th grade students as part of our Wednesday Enrichment program (2x a year) (60 certificates) - Certify all 11th grade ARISE students in CPR and First Aid (2-year certification) (100 students) - Support work based learning liaison in providing health career based learning opportunities for ARISE students (including mock interviews and internships) - Conduct program evaluation and student reflection for all certification opportunities (Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)	\$27,200.00	5000	Consultant Contract			Public Health Pathway		Conditionally Approved

Director of Community Learning (30% FTE) - The Director of Community Learning works to ensure that all students at ARISE successfully achieve the pathway outcomes of college and career readiness for ARISE's Public Health and Education for the People Pathways. The Director supports all students and teachers, especially the CTE pathway teachers, with implementation of CTE, Dual Enrollment, and Linked Learning standards. In coordination with school administration, this position oversees all pathway strategic planning related to the Linked Learning 4 Pillars and leads/co-leads all Measure N and Linked Learning initiatives. Cultivates and builds partnerships with industry professionals. Manages the Work Based Learning Liaison, to support students to complete the work based learning continuum. Designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N EIP, site visits, and reports. Other duties include: Execute MOU's and partnership agreements with partnership organizations, manage and oversee Linked Learning certifications. (Pathway Strategic Goals: Going for Gold Certification, Education Pathway Development, Expanded WBL and Dual Enrollment)	\$30,000.00	2100	Non Certified Staff		30%	Public Health and Education Pathways	Approved	
Linked Learning Pathway Coach - Consultant Contract: ARISE High School is committed to our collaboration with Linked Learning Pathway Coach, Danny Maxwell, as we work towards Gold Certification with the Linked Learning Alliance. In addition, we will integrate feedback and areas of growth from our last Measure N site visit. Danny will provide weekly feedback, advice, guidance, and resources to the ARISE Design Team, supporting the Deans of Education, Public Health, Development and Operations, and the Director of Community Learning. His focus areas include student academic performance, student engagement, Work-Based Learning (WBL) initiatives, internship opportunities, and other aspects crucial for pathway advancement. Given that ARISE is a wall-to-wall Linked Learning pathway school, with over 400 students impacted, Danny's insights will play a pivotal role in shaping the overall student and staff experience within the pathway. (Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all pathway students)		5000	Consultant Contract			Public Health and Education Pathways	Approved	
Oakland Education Fund - Consultant Contract - ARISE High School will establish a consultant contract with the Oakland Public Education Fund to facilitate stipends for student internships and industry certification training in Public Health and Education Pathways until June 30, 2025. The primary aim is to enhance student engagement in internships and industry certification training by providing practical learning experiences. Stipends, set at \$600 per student, will be distributed upon completion of after-school and summer internships and certification training. To broaden students' experiences and expand Work-Based Learning (WBL) at ARISE, stipends for industry-aligned internships and certifications will be provided during the summer. Certifications, including Phlebotomy Certification, aim to expose students to healthcare careers. The overall goal is to provide 15 paid stipends throughout the summer and school year. The budget for this initiative is \$10,000, allocating \$9,000 for internship stipends (15 internships/certifications x \$600) and an additional \$1,000 covering the 10% administrative fee, resulting in a total budget of \$9,900.	\$9,900.00	5000	Consultant Contract			Public Health Pathway	Approved	
2025-2026: YEAR THREE								
Whole School Strategic Actions Reflection								
2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions <i>For the Year 2 Strategic Actions, 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?							

1) We will revamp our Warrior Intellectual Defenses that serve as the culminating presentation for our seniors to articulate and demonstrate their academic and personal growth over their time at ARISE. Our new WI Defenses will include greater space and higher expectations to present the findings and accomplishments of their capstone projects, express the lessons they learned from their internships and other work based learning experiences, and identify the links between these and their future goals in college and career. In support of this, we will roll out a portfolio system in all grade levels, beginning with robust training during our start-of-year professional development, to ensure the inclusion of rigorous reflection of included class projects. This system will also include all aspects of the WBL continuum, including tracking students' career exploration artifacts, resume, cover letter, internship reflections, certification documentation, and workplace observations, as well as evidence and reflections on the projects they complete in their academic classes. These portfolios will form the basis for their 10th grade Bridge Presentations and 12th grade Warrior Intellectual Defenses.	We are largely on track to accomplish the actions outlined in our strategic goal. The Warrior Intellectual Defense expectations were successfully revised to incorporate a stronger focus on capstone projects, work-based learning experiences, and college/career preparation. This shift was the result of a yearlong collaborative process involving multiple teachers and educational leaders. Additionally, the portfolio system has been implemented across all grade levels following last year's pilot, ensuring that students engage in structured reflection and documentation of their academic and career exploration journey. To accomplish this goal, several steps have been taken throughout the year. The portfolio system, piloted last spring, was assessed and refined over the summer before its full implementation. Extensive professional development was conducted for teachers to support portfolio integration, along with student orientation lessons to help students understand expectations. Portfolio posting and reflection have been embedded at the end of each Rigorous Summative Assessment (RSA), ensuring students consistently document their work and growth. This semester, 10th and 12th graders are actively utilizing portfolio artifacts and reflections for their Bridge Presentations and Warrior Intellectual Defenses. Additionally, an ongoing audit of portfolios is being conducted to identify gaps and inconsistencies in usage across grade levels. Based on audit findings, improvements will be made over the summer to enhance the portfolio system and ensure alignment with the long-term vision. While we are on track, the ongoing portfolio audit has revealed areas where implementation needs further refinement. One challenge has been ensuring consistency in portfolio usage, as some students and teachers are still adjusting to expectations. Additionally, providing dedicated time for students to meaningfully reflect on their learning and update their portfolios remains an area for improvement. To address these challenges, we will refine structures for portfolio usage next year, providing additional supports and check-ins to ensure both students and staff are utilizing it effectively. Analyzing student work samples will also help determine the depth of reflections and inform necessary adjustments. Overall, the work is progressing as planned, with key components already in place and a clear path forward for refinement and improvement. Portfolio System Implementation Impact: The portfolio system has enhanced student reflection quality by providing structured opportunities for students to document and analyze their academic growth, career exploration, and work-based learning experiences. Early observations indicate increased student engagement in career planning, as evidenced by more thoughtful resume development, deeper internship reflections, and stronger connections between coursework and future goals.
2) We will continue to improve our strategies and supports for English Language Learners to increase language acquisition and achieve greater academic success overall. We will continue to provide rigorous professional development for our faculty and academic mentors in making academic content accessible while scaffolding opportunities for English language use. In particular, we will provide strategic support for our newcomer students to meet both academic and social-emotional needs.	Significant progress has been made this year in strengthening our strategies and supports for English Language Learners (ELLs) to enhance language acquisition and academic success. Professional development has been a central focus, with faculty and academic mentors receiving targeted training on making academic content accessible while scaffolding opportunities for English language use. A priority plan emphasizing rigor and differentiation has guided this work, ensuring that ELL instruction remains both challenging and supportive. Additionally, a dedicated professional learning community (PLC) was established to focus on differentiation strategies specifically for newcomer students, allowing for more intentional and tailored support. To further support ELLs, we expanded the number of sheltered English classes and developed additional curriculum to meet the diverse needs of our students. These curriculum enhancements provide structured language development while maintaining high academic expectations. In addition to instructional supports, we have strengthened the social-emotional resources available to our newcomer students. A Spanish-speaking mental health clinician has been added to our team, ensuring that students have access to culturally and linguistically responsive counseling. This clinician has a substantial caseload of newcomers, addressing their mental health and adjustment needs while supporting their overall well-being. Structural improvements were also made to better integrate newcomers into the school community. We implemented a cohorting model that places newcomer students in the same advisories and core classes, fostering peer connections and shared learning experiences. Dedicated academic mentors now follow these students across their classes, providing consistent support and reinforcement of language development strategies. This model has helped create a more cohesive and supportive learning environment for newcomers, allowing them to receive the targeted assistance they need while also building a strong sense of community. Overall, we are on track with our strategic actions, with a clear focus on both academic and social-emotional support for English Language Learners. Continued refinement of curriculum, professional development, and student support structures will further strengthen our approach in the coming year. Key Indicators for ELL Success: We are tracking ELL progress through multiple measures, including performance on language proficiency assessments, growth in rigorous coursework enrollment, and retention rates in advanced classes. Additionally, qualitative indicators, such as student participation in academic discourse and feedback from academic mentors, provide insight into language acquisition and academic progress.

3) We will continue to expand our dual enrollment offerings and strengthen our supports for student success. This will include the rollout of formal orientation curriculum for students enrolling in their first dual enrollment classes, deepened collaboration with Peralta campuses to improve students' familiarity with their campuses and services, continued PD for ARISE staff supporting onsite dual enrollment classes, and expanded supports for ELL students to access dual enrollment curriculum.	This year, we have made significant strides in expanding dual enrollment (DE) opportunities and strengthening the supports necessary for student success. The DE scope and sequence, developed last year, was fully implemented this academic year, providing a structured pathway for students in both the Education and Public Health tracks. The Education Pathway sequence aligns with courses leading to an Associate Teacher certificate at Berkeley City College, while the Public Health sequence corresponds with the Health Navigator certificate at Merritt College. These intentional course alignments ensure that students are not only earning college credit but also working toward meaningful certifications that support their future career and academic goals. In addition to expanding course offerings, we have refined classroom support structures and internal grading processes, drawing from best practices observed in other high school/community college partnerships in the Bay Area. These adjustments have helped ensure smoother coordination between ARISE and Peralta campuses, reducing barriers for students and improving the overall dual enrollment experience. Collaboration between ARISE classroom teachers and Peralta professors has also improved, leading to more aligned instruction and better coordination of student supports. This deeper partnership has enhanced communication regarding student progress, enabling timely interventions when needed. A key development this year has been the implementation of a formalized orientation process for students enrolling in their first dual enrollment course. This includes enrollment in a 0.5-credit College Orientation class at Berkeley City College prior to taking a Pathway-related course. This structured introduction has provided students with foundational knowledge about navigating college expectations, resources, and academic strategies, setting them up for greater success in their dual enrollment coursework. While progress has been strong, one area for continued growth is expanding support for English Language Learners (ELLs) in accessing dual enrollment curriculum. Additional strategies will be explored to ensure that ELL students receive the necessary scaffolding and academic support to thrive in these college-level courses. Looking ahead, we will continue refining our DE program by strengthening instructional collaboration, enhancing student supports, and further developing pathways to make college coursework more accessible and impactful for all students. Dual Enrollment Expansion and Industry Certifications: The alignment of dual enrollment courses with industry-recognized certifications has significantly increased student engagement and postsecondary readiness. We continue to refine support structures by strengthening faculty collaboration and exploring additional resources to enhance ELL access to dual enrollment opportunities.
4) Our updated academic priority plans focus on Project Based Learning as a vehicle for literacy and content application, as well as data-driven approaches to math improvement. Our PBL priority plan focuses on rigorous unit design, best practices for classroom structures and strategies, differentiation in supporting writing and academic discourse, and integration of community based learning elements. Our Math priority plan focuses on consistent classroom structures and expectations, refining of existing curricula, and increasing use of critical thinking and productive struggle in class.	This year, our updated academic priority plans have driven significant progress in both Project-Based Learning (PBL) and math instruction. The Math Priority Plan continues to yield positive results, as demonstrated by improved student test scores. The emphasis on consistent classroom structures, refined curricula, and increased opportunities for critical thinking and productive struggle has contributed to stronger student engagement and achievement in mathematics. These structured approaches have created more predictable learning environments where students can develop confidence and persistence in problem-solving. Our PBL Priority Plan has led to the development of more rigorous and meaningful projects, integrating community-based learning elements and providing students with authentic learning experiences. The inclusion of community partners has deepened the relevance and impact of project work. For example, in the Intermediate Public Health class, students engaged with La Clínica during their epidemiology unit, allowing them to apply their learning to real-world public health challenges. Additionally, Education Pathway students collaborated with first-grade classrooms at Ascend, sharing original children's stories they created, which reinforced both literacy skills and the pedagogical concepts they were studying. These partnerships have strengthened students' ability to apply their academic knowledge in practical, community-centered contexts. While the Math and PBL priority plans have been actively implemented, further reflection is needed on our more recent Rigor Priority Plan and its role in supporting these academic initiatives. Moving forward, we will examine how rigor is being defined and measured across disciplines, ensuring that instructional strategies push students toward deeper analysis, critical thinking, and mastery of complex concepts. By refining our approaches to rigor alongside our ongoing PBL and math improvements, we can continue to elevate the quality of teaching and learning at ARISE. Measuring Rigor in Math and PBL: Rigor is currently measured through student performance on high-level cognitive tasks, depth of analysis in PBL projects, and demonstrated persistence in problem-solving within math courses. Additionally, we analyze student work samples, classroom observations, and assessment performance to evaluate the effectiveness of instructional strategies in fostering deeper learning.

5) We will continue to deepen our family engagement efforts throughout the school. We will build effective collaboration with families through increased outreach by advisors and faculty, opportunities for family leadership and volunteering, and expanded campus access for family activities and services. This will include greater communication regarding student expectations and progress, graduation requirements, extracurricular opportunities, and school-family partnership strategies.	This year, we have made significant progress in strengthening family engagement across the school by expanding communication, increasing opportunities for collaboration, and deepening family participation in key school initiatives. The Family Leadership Group (Wolfpack) has been an active force, meeting monthly and playing a vital role in both the charter renewal and WASC processes. Their contributions have helped shape school priorities and reinforced the importance of family voice in decision-making. Opportunities for family volunteering have also expanded, fostering a stronger sense of partnership between families and the school community. Families have regularly participated in our weekly food pantry, supported student recognition efforts through monthly attendance celebrations, and served as chaperones for field trips. These engagement opportunities have strengthened relationships between families, students, and staff while reinforcing a shared commitment to student success. To enhance communication, staff received training on the ParentSquare platform, which has led to a more consistent and streamlined approach to family outreach. The expanded use of ParentSquare for school-wide and individualized communication has allowed for more frequent updates on student expectations, progress, and available resources. Communication efforts are regularly monitored to ensure accessibility and effectiveness in reaching families. Additionally, monthly grade-level family meetings have followed a newly developed scope and sequence, resulting in increased participation and engagement. These meetings have provided structured opportunities for families to connect with school staff, gain insights into graduation requirements and extracurricular activities, and learn strategies for supporting their students' academic progress. The impact of these efforts is reflected in exceptionally high ratings for family engagement in the YouthTruth survey, demonstrating that families feel connected, informed, and valued as partners in their students' education. Moving forward, we will continue refining our family engagement strategies by expanding leadership opportunities, deepening communication efforts, and further strengthening school-family partnerships to sustain and build upon this momentum. Expanding Family Leadership and Communication: To expand family leadership opportunities, we plan to create additional structured roles within the Family Leadership Group (Wolfpack), such as parent liaisons for different grade levels. Additionally, we will refine communication strategies by offering multilingual outreach sessions, expanding ParentSquare training for families, and implementing more interactive engagement methods during grade-level meetings.
2025-2026 Strategic Actions In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development. <i>Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 new or revised, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?</i>	
Refine and Strengthen the Portfolio System for Deeper Reflection and Consistency To ensure greater consistency in portfolio usage across all grade levels and subject areas, ARISE will implement additional training for teachers and students on structured reflection practices. The Director of Community Learning (Measure N/H-funded) will lead the refinement and integration of the portfolio system to ensure students document their career exploration, internship reflections, dual enrollment coursework, and industry certifications in a structured and meaningful way. This role will also provide ongoing training and check-ins for faculty and students to enhance portfolio usage as a tool for academic and career development. Impact of Portfolio Refinement on Students: A more structured portfolio system will provide students with a clear framework to track their academic progress, career readiness, and post-secondary planning. By regularly reflecting on their experiences, students will develop stronger self-awareness, articulate their skills and goals more effectively, and graduate with a well-documented record of their learning and career exploration.	
Expand Targeted Support for English Language Learners (ELLs) in Dual Enrollment and Core Content Classes With the addition of Measure N/H-funded Academic Mentor for English Learner Support (Bianca Estrada, 0.24 FTE), ARISE will increase targeted tutoring and classroom support for ELLs, ensuring they have access to the scaffolds needed to succeed in rigorous coursework, including dual enrollment courses. This role will also strengthen connections between ARISE and Peralta College instructors, ensuring that ELLs receive linguistic and academic support tailored to their needs. Additionally, the Measure N/H-funded Academic Mentor Lead (1.0 FTE) will provide structured mentorship and tutoring for ELL students, supporting language development through work-based learning experiences and internships that align with their career pathways. Types of Scaffolds for ELLs in Dual Enrollment: ELL students will receive targeted supports such as bilingual tutoring, structured note-taking guides, language-accessible instructional materials, and dedicated mentorship to navigate college-level coursework. These scaffolds will help improve retention, engagement, and academic performance in dual enrollment courses by ensuring students have the linguistic and academic tools needed to succeed.	
Enhance Alignment Between Project-Based Learning (PBL), Work-Based Learning (WBL), and Rigor Priority Plans To further integrate rigorous project-based and work-based learning experiences, ARISE will leverage the Measure N/H-funded Work-Based Learning (WBL) Liaison to align career exploration, internship placements, and industry certifications with PBL and WBL initiatives. The WBL Liaison will ensure that students are engaging in meaningful, career-connected learning opportunities that reinforce skill development across disciplines. Additionally, the Academic Mentor for English Learner Support will ensure that ELL students have access to differentiated supports within PBL and WBL projects, helping them make meaningful connections between their coursework and career pathways. Differentiated Supports for ELLs in PBL and WBL: Differentiated supports for ELLs will include sentence frames and structured academic discussions, guided reflection prompts tailored to language proficiency levels, and small-group coaching on career-connected writing and presentations. These strategies will ensure ELLs can fully engage with PBL and WBL experiences while developing both content knowledge and language skills.	
Deepen Career and Industry Connections for Both Pathways, Including Mentorship and One-on-One Career Guidance The Director of Community Learning (Measure N/H-funded) will take a central role in expanding student-to-professional mentorship opportunities, ensuring that all students have access to: -Industry mentors for capstone projects and career exploration -Facilitated informational interviews and networking opportunities -Wider range of internship placements in Public Health and Education pathways Additionally, the Academic Mentor for English Learner Support will guide ELL students through career development experiences, ensuring they receive specialized mentorship and job readiness support in both Education and Public Health pathways. This focus will enhance equitable access to career exploration and professional networking, ensuring that all students graduate with industry connections and a clearer understanding of their career trajectory. Measuring Success in Career and Industry Connections: Success will be measured through increased student participation in internships, growth in student self-reported career confidence (via surveys), and expanded industry partnerships providing mentorship and networking opportunities. Tracking post-graduation outcomes, such as enrollment in industry-related post-secondary programs or employment in pathway-aligned fields, will also inform long-term success.	

Expand and Diversify Family Engagement Opportunities
 Building on the success of Wolfpack and expanded volunteerism, the Director of Community Learning (Measure N/H-funded) will work to strengthen family engagement around career-connected learning. This will include:
 -Bilingual family workshops on career pathways, dual enrollment, and college/career planning
 -Increased communication through ParentSquare and other accessible platforms
 -Family participation in capstone presentations, internship showcases, and portfolio exhibitions
 Ensuring Accessibility in Family Engagement Efforts:
 Family engagement efforts will incorporate translation services for all workshops and materials, flexible scheduling to accommodate working families, and virtual participation options to increase accessibility. Additionally, bilingual parent liaisons will support outreach efforts, ensuring that all families have equitable access to career and academic planning resources.

Budget Expenditures**Effective July 1, 2025-June 20, 2026****2025-2026 Budget: Enabling Conditions Whole School****BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
 Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.
 For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

Academic Mentor Lead Salary (1.0 FTE) The Academic Mentor Lead plays a critical role in supporting enrichment, internships, and work-based learning (WBL) experiences for all ARISE students, aligning with our Community-Based Learning team to strengthen pathways across the school. This position provides direct support to students and teachers in both Public Health and Education for the People CTE pathways, ensuring that students are engaged in meaningful, career-connected learning opportunities.

Community Learning (WBL) Liaison (1.0 FTE) As we continue to expand and refine our Work Based Learning continuum for ALL students (9-12 grade) and to specifically increase internship and certification opportunities for our new education pathway, we seek to maintain a full time employee. Duties include (but not limited to): Engage with community partners to establish work based learning opportunities related to WBL continuum; Establish and maintain internship/externship opportunities for students and staff; Lead professional development around connecting WBL learning with classrooms learning; Co-manage the Pathway Advisory Council, Manage students off site internships, including transportation, attendance, mentor/student contracts; and Execute MOU's and partnership agreements with partnership organizations. (Coherent Work-Based Learning and Dual Enrollment experiences) -This position supports all pathway students (400) with work-based learning expansion and industry partner implementation. It supports Work-Based Learning Strategic Goals for both our Health and Education pathways.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
						(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is red for approval) (protected cells below are to be completed by MN/H staff only)	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)
\$50,182.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	1	Whole School	Approved	
\$73,130.00	1200	Certificated Support Salaries	Work Based Learning Liaison	1	Whole School	Approved	

Big Picture Learning (Imblaze) - Internship Management System: ImBlaze (Big Picture Learning) is a program that enables ARISE to curate a set of internships and pathway certifications for students to identify, request and pursue. ARISE is able to monitor the search process, track internship attendance and ensure compliance, and ensure student success. ImBlaze provides powerful support in data keeping, organizational protocols, and student tracking and supports our Work-Based Learning program, by allowing us to keep track of our relationships with the organizations in our community. Funds cover annual support, professional development and student and staff licences. The Work Based Learning Liaison will oversee all aspects of ImBlaze including student training and support. ImBlaze supports in the overall organization, quality assurance, and both mentor and student resources to better equip all parties and ensure high quality work based learning experiences. ImBlaze will support all students participating in WBL experiences and will be used as a key instrument in building a work based learning plan for all students (400 plus students) (Coherent Work-Based Learning and Dual Enrollment experiences) - supports all students participating in an internship, certification, or other WBL experience.	\$2,450.00	5000	Consultants			Whole School	Conditionally Approved
Mentoring in Medicine and Science (MIMS) - Mentoring in Medicine and Science (MIMS Oakland) provides internship and certification opportunities to all ARISE pathway students (total 400 students), with the strongest focus on the 11th grade Intermediate Public Health students since the CPR/First Aid, Mental Health First Aid are embedded into the course. Plans to expand training and certifications to for AcMentors and ARISE staff will ensure our Specific duties include: - Facilitate in-class engagement in our Public Health Pathway Sequenced courses with a focus on 11th and 12th grade - Organize and lead two career site visits to health related institutions for 9, 10,11,12th grade as part of our bi-annual College and Career Day - Facilitate health professional panel or guest speakers as part of our Public Health Speaker Series (Open to all pathway students) - Facilitate 4.5 hour Teen Mental Health First Aid certification course for 40 ARISE AcMentors, and to a cohort of 11th and 12th grade students as part of our Wednesday Enrichment program (2x a year) (60 certificates) - Certify all 11th grade ARISE students in CPR and First Aid (2-year certification) (100 students) - Support work based learning liaison in providing health career based learning opportunities for ARISE students (including mock interviews and internships) - Conduct program evaluation and student reflection for all certification opportunities (Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)	\$30,000.00	5000	Consultants			Whole School	Conditionally Approved
Director of Community Learning (25% FTE) - The Director of Community Learning works to ensure that all students at ARISE successfully achieve the pathway outcomes of college and career readiness for ARISE's Public Health and Education for the People Pathways. The Director supports all students and teachers, especially the CTE pathway teachers, with implementation of CTE, Dual Enrollment, and Linked Learning standards. In coordination with school administration, this position oversees all pathway strategic planning related to the Linked Learning 4 Pillars and leads/co-leads all Measure N and Linked Learning initiatives. Cultivates and builds partnerships with industry professionals. Manages the Work Based Learning Liaison, to support students to complete the work based learning continuum. Designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N EIP, site visits, and reports. Other duties include: Execute MOU's and partnership agreements with partnership organizations, manage and oversee Linked Learning certifications. (Pathway Strategic Goals: Going for Gold Certification, Education Pathway Development, Expanded WBL and Dual Enrollment)	\$30,256.00	1300	Certificated Supervisor and Administrator Salaries	Director of Community Learning	0.25	Whole School	Approved

Academic Mentor English Learner Support Salary Bianca Estrada (0.25 FTE) Measure N funds will cover the cost of AcMentor to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.	\$10,713.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	0.25	Whole School	Approved	
Conference and Site Visit Travel - aligned with our goal of expanded pathway professional development, this line item will cover travel, accomodations and registration fees for ARISE staff to attend and present at Linked Learning Alliance which will take place in Oakland in the Fall 2025 Linked Learning Conference Fees: \$700 x 3 staff = 2100 (we can cover the remainder with LCFF) Meals and Transportation: \$262.50 (Connects to all Pathway strategic priorities with the goal of enhanced professional learning and training for pathway teachers, staff, and academic mentors)	\$2,362.50	5210	Conference Expenses			Whole School	Approved	

Pathway Name:	Public and Community Health for the People		
Mission and Vision	Through the Linked Learning Public Health Pathway, ARISE students are immersed in experiential learning combining college preparatory curriculum with advanced technology, student workplace experience and direct contact with local health agencies. Together these elements create an experiential college and career readiness educational experience for all students. The ARISE Public Health Pathway ensures that students receive a proficiency in 21st Century skills, workplace literacy and participate in specialized community collaborative action research projects that will prepare those interested in health-related occupations.		
PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category			Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
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	Evidence of Strengths	Areas For Growth	
	The pathway scope and sequence, as well as the program of study, are updated yearly. Market data research played a factor in the change to our current pathway theme and continues to determine pathway implementation choices regarding CTE course offerings, after school programming, internships and career certifications. Public Health jobs have increased drastically due to COVID and our CTE pathway has been seen as an opportunity to prepare and train future public health care workers. We believe that excellent classroom instruction and a culture of adult professionalism are the most important elements of our success and the realization of our CTE Pathway. Weekly coaching, assessment, and job-embedded professional learning are facilitated by pathway and CTE coaches, and Director of STEM. CTE instructors and college and career team also participate/attend the Linked Learning Alliance Conference, Educating for Careers, PBL World, and Deeper Learning Conference. Our 4x4 block schedule creates space to expand our dual enrollment offerings with a concentrated focus on Wednesdays, including labs (ie genomics at Merritt). Led by our Dual Enrollment Coordinator, our focus is to continue to expand college course offerings that align with both our Public Health and newly created Education Pathway.	More intentional professional learning for our CTE team. Greater involvement of our Pathway Advisory Council in support of CTE learning, teaching, and curriculum. More strategic use of guest teachers from industry. Greater support for teacher externships and workplace site visits to integrate industry professionals and best practices into the classroom. Better planning to ensure cohort structures allow for grade level integrated projects connected to our CTE pathways. This includes aligned planning time for teachers to build cross-curricular projects; each grade level identify classes to pair/trio up and identify particular markers for them to work on together (example: bio & english pair up for the final presentation prep for 1 RSA - students work on content knowledge in one class, work on writing, informational interviewing & presentation skills in the other class) In addition, we seek to increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.	More work needs to be done to integrate industry experts into curriculum and project based learning design to ensure we remain on the cutting edge of industry needs and standards. 1) ARISE needs to deepen work in engaging industry, postsecondary, and community partners as project experts/consultants/mentors and as reviewers of and clients for student work. 2) ARISE will establish shared prep times and coherent scheduling to ensure integrated projects are achievable for each grade level. Collaborative Learning: 3) Our students will have more opportunities to collaborate with industry partners. ARISE will implement more consistent and intentional experiences that involve students working with and alongside industry experts and professionals. 4) Build and practice student knowledge and skills in collaboration. 5) Seeks to broaden and more intentionally align our dual enrollment offerings through Peralta Colleges to provide a sequence of dual enrollment courses that better prepares students to work towards their associate degree completion and/or prepares them for a career health and education professions and occupations.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Work based learning is integrated into student's advisory class and CTE pathway curriculum. Students receive support from career and college counselors, WBL Liaison, Pathway Coordinator, and mentors to ensure their timely and efficient completion of the pathway. ARISE currently has more than 50 industry and community partners through our Work Based Learning Enrichment and internship program. We have an MOU with Mentoring in Medicine and Science (MIMS Oakland) to provide deeper career exploration through guest speakers, simulations, internships, mentoring and industry certifications attained through the Intermediate Public and Community Health course. Our counseling department includes Linked Learning and CTE pathway components to ensure all students receive individualized support and guidance in career opportunities. Industry Advisory Council members provide evaluation for teacher lessons, internship presentations and capstone defenses. Academic and career mentors facilitate and support career exploration through worksite visits, mock interviews, and other enrichment activities. Every 11th and 12th grader is in an internship, certification program or dual enrollment course. Every student participates in a series of real world experiences related to Public and Community Health Pathway. Included in our continuum are college/career lessons in advisory that include career exploration and career panels as well as a college and career day (2x a year) that connects all ARISE students to college campuses and career site visits.	Activities related to improvements: review/refine the graduate profile through a linked learning pathway lens; align work-based learning outcomes with graduate profile; engage industry partners in reviewing WBL sequence and outcomes; improve/refine our WBL backwards map to ensure we are integrating industry experts in each grade level to maximize career exploration; improve community action research projects, collaborative projects, and internship experiences by better assessing feedback/data from industry partners; build explicit time for leadership teams to analyze data by CTE and Linked Learning goals. For 10th grade, priorities are focused on career exploration scope/sequence, preparation for internships, and readiness for dual enrollment classes as part of their 10th grade bridge. Our 12th grade capstone will focus more on WBL training, mentoring, and pre-apprenticeships through their reflection and analysis of internships, industry certifications and other trainings. This model will ensure all students have a clear understanding of their own WBL continuum and allow specific checkpoints that ensure all students are empowered to take ownership in their own experiences, while also connecting to pathway and school wide learning outcomes and objectives.	1) ARISE seeks to strengthen our WBL program by providing all students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with our Public Health and Education focus, and connects students further to pathway and/or graduate outcomes. 2) ARISE seeks to provide students with opportunities to engage with the plan through their time at ARISE and includes tracking their participation in specific WBL activities, including internships, certifications, site visits, mock interviews, and other career readiness workshops. 3) Students will incorporate reflections, prompts, internship synthesis, and review/share the plan as components of their 10th bridge, and 12th grade capstone presentations. For 10th grade, we plan to specify career exploration scope/sequence, preparation for internships, and readiness for dual enrollment classes. The plan is personalized as needed to ensure equitable opportunities for all students. 4) The WBL plan will be a component of all ARISE students graduation portfolio but will have some differentiation based on the pathway outcomes. 5) The WBL plan will be informed by and/or validated by input from industry partners and advisory council. As a result, further development is needed to expand our education pathway industry partnerships to provide balance and equity across both pathways.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	ARISE's Adelante Student Services and College and Career Counseling teams support all students to rise up by aligning academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated and responsive interventions attuned to their specific needs. Adelante Student Services works within the whole school community to create the conditions, procedures, and resources to support struggling students academically and socio-emotionally. The Response to Intervention system includes the following structures: Academic Mentorship, Advisory, and Restorative Justice Praxis. Adelante provides a holistic, multi-tiered system of support called Response to Intervention (RTI), which pairs evidence-based academic, behavioral, and social-emotional interventions with an intentional focus on overall culture and climate. This inclusive approach helps ensure that all young people can fully engage in learning and that every student gets what they need and is held to a high standard.	Areas of growth include additional strategic planning to identify gaps within our student support systems in order to ensure all students are meeting their graduation plans and personal college and career plans through consistent check ins, student led conferences, and ongoing communication with parents and families, coordinated through our college and career counseling team. Additional focus on most at-risk students, including English language learners is needed. More planning to design and deliver AG awareness, differentiated grade level lessons, and elevated challenges, areas of growth and differentiated plans to best support all students.	1) Increase regular check-in with grade level case managers to ensure alignment 2) Create more streamlined updates with grade level teachers and advisors regarding students needs and outcomes 3) Continue to strengthen partnerships with college support organizations (TRIO, METS, EAOP, etc) to empower students with skills to navigate the college process 4) Increase opportunities after school and during the summer to engage students in meaningful work based learning and early college credit opportunities. 5) College and Career sequenced grade level advisory lessons that connect graduation, dual enrollment, work based learning, and other school specific requirements 6) Provide additional training and support to the AcMentors program to better support all students, including our English language learners
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, 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. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	We will achieve Gold Certification for our Health Pathway from the Linked Learning Alliance. (This was a strategic goal for our previous 3 year plan but due to the pandemic, we were unsuccessful in making this happen)		
Goal #2: By 2026	ARISE will establish a robust Work Based Learning Continuum plan for Public Health Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving career awareness, exploration, internship experience, and an industry certification upon graduating		
Goal #3: By 2026	ARISE will increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.		
Pathway Strategic Actions			
Strategic Actions for 2023-24 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?			
Strategic Actions for Goal #1	Strategic Action 1. By September of 2023, ARISE will conduct a self assessment of our Public Health pathway development as measured by the Gold Certification Standards for Linked Learning.		
	Strategic Action 2. By December of 2023, ARISE will invite Linked Learning Alliance to ARISE for a site visit and initial review and to create next steps in our strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully achieve advanced certification.		
	Strategic Action 3. By March 2024, ARISE will conduct another self assessment that demonstrates an increase in the number of Gold Certification standards for which ARISE is excelling and sustaining.		
	Strategic Action 4. By June 2024, all Public Health Pathway students will have participated in at least 1 integrated project each semester (2x a year) for each grade level (10-12)		
Strategic Actions for Goal #2	Strategic Action 1. By June 2024, ARISE will identify and create a cohesive Work-Based Learning scope and sequence for all students 9-12, including identifying expanded functionality of Big Picture Learning's Imblaze.		
	Strategic Action 2. By June 2024, ARISE will finalize student portfolio that will include all aspects of the WBL continuum, including tracking career site visits, career panels, mentoring programs, internships, certifications, pre-apprenticeships, as well as store their resume, cover letter, and industry-led work based learning evaluations.		
	Strategic Action 3. ARISE will enhance our College and Career curriculum by creating a year long scope and sequence for all students 9-12 including college and career advisory lessons, career panels, guest speakers, career site visits, mock interviews, 10th grade bridge and 12th grade Capstone integration		
Strategic Actions for Goal #3	Strategic Action 1. By September of 2023, ARISE will create a CCAP agreement in partnership with Peralta Colleges. ARISE will explore partnerships and opportunities that align with the district, as well as each college, including collaboration with the appropriate instructors, deans and department chairs to ensure dual enrollment courses are being requested in a timely manner and there is adequate instruction to support the sustainability and growth of ARISE's dual enrollment opportunities.		
	Strategic Action 2. By September 2023, The pathway team, dual enrollment coordinator and college and career counselors will conduct a needs assessment to evaluate and assess current dual enrollment offerings connected to public health pathway. Through this process, we will identify courses that don't align with our Public Health Pathway sequence and move towards a coherent sequence that ensures College and Career readiness for all students taking dual enrollment.		
	Strategic Action 3. By June 2024, ARISE will finalize dual enrollment plan to ensure all students are eligible to receive up to 12 college credits through our pathway aligned dual enrollment program and be on an expedited track to complete their associates degree and receiving an industry certification upon graduation for 24-25 school year. Offerings will include a variety of college and career, pathway, and core course opportunities that will be offered through our imbedded bell schedule, Wednesday enrichment days, after school and summer.		
	Strategic Action 4. By June 2024, ARISE will share finalized dual enrollment plan to ensure students and families have a clear understanding of the purpose and importance of receiving college credits during high school. Their understanding of their own dual enrollment sequence will better support with answering their "why" as it relates to college and career readiness.		

Pathway Budget Expenditures												
2023-2024 Pathway Budget												
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>							COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
2024-2025: YEAR TWO												
Pathway Strategic Goals												
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?										
We will achieve Gold Certification for our Health Pathway from the Linked Learning Alliance. (This was a strategic goal for our previous 3 year plan but due to the pandemic, we were unsuccessful in making this happen)		We are on-track for accomplishing this goal. This year is focused on self-assessment and baseline data collection, with improvements being instituted over the next two years.										
ARISE will establish a robust Work Based Learning Continuum plan for Public Health Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving career awareness, exploration, internship experience, and an industry certification upon graduating		We are on-track for accomplishing this goal. We have developed a WBL scope and sequence, and have been rolling it out over the course of this year. Career awareness and exploration, internship completion, and healthcare related certifications are in place. We will continue to identify and implement opportunities for industry professionals to work directly with our students in more meaningful ways.										
ARISE will increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.		We are in the process of expanding our dual enrollment offerings for 2024-25 based on our newly signed CCAP. We have developed a scope and sequence of pathway-related dual enrollment classes that will be incrementally implemented over the next two years. We have also instituted professional development for Arise staff who are supporting onsite dual enrollment classes into improve their effectiveness in making the content and systems accessible to the students. This work will continue over the next two years, as we establish best practices.										
Pathway Strategic Actions Reflection												
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?										
23-24 Strategic Actions for Goal #1	Strategic Action 1. By September of 2023, ARISE will conduct a self assessment of our Public Health pathway development as measured by the Gold Certification Standards for Linked Learning.	1) This goal was met and served as a basis for much of our work over the year. The self assessment completed by the pathway director and leads at the start of year, and we set goals for specific improvements toward Gold Certification Standards for Linked Learning. 2) In consultation with our Measure N supervisor, we have developed data collection goals for this year to use as a baseline for our future improvements. It was determined that a visit from the Linked Learning Alliance was premature. We believe that we are still on track to attain Gold Certification by the end of the Improvement Plan Period. 3) We will complete our data collection by June and compare it to our start-of-year self-assessment. 4) In 10th grade, we have piloted a career preparation unit on resumes and cover letters into our English 10 class, which serves as their application to their chosen pathway. This unit draws from self-exploration and career research activities in their Advisory classes throughout the year. We have succeeded in developing multiple integrated projects for our 11th grade students. Based on a pilot last year, our one-semester U.S. History and English 11 courses are now integrated into a single year-long Humanities course with multiple cross-discipline projects. In addition, we have built multiple linkages between our Pathway Concentrators' Intermediate Public & Community Health course and our 11th grade work-based internships, with weekly shared reflections and a end-of-course culminating presentation. With our focus on expanding our dual enrollment offerings and developing our new Education pathway, we have not yet expanded the number of integrated projects beyond these. Given our 4x4 block schedule, developing these projects has been logistically challenging. A primary focus of our faculty PD this year has been Project Based Learning, to shore up our teachers' skills in developing rigorous projects within their own classes, and we plan to identify opportunities for collaboration on cross-discipline projects in the future.										
	Strategic Action 2. By December of 2023, ARISE will invite Linked Learning Alliance to ARISE for a site visit and initial review and to create next steps in our strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully achieve advanced certification.											
	Strategic Action 3. By March 2024, ARISE will conduct another self assessment that demonstrates an increase in the number of Gold Certification standards for which ARISE is excelling and sustaining											
	Strategic Action 4. By June 2024, all Public Health Pathway students will have participated in at least 1 integrated project each semester (2x a year) for each grade level (10-12)											
23-24 Strategic	Strategic Action 1. By June 2024, ARISE will identify and create a cohesive Work-Based Learning scope and sequence for all students 9-12, including identifying expanded functionality of Big Picture Learning's ImBlaze.	1) Over the course of this year, we have run an improved sequence of college and career preparation curricula in our Advisories for every grade level, based on a series of lessons that were piloted the prior year. 9th grade students focus on self-exploration, understanding of A-G requirements, and demystifying the college experience. This includes a college experience panel of Arise alumni, a day of service learning projects, and a college campus visit. In 10th grade, students begin industry and career exploration through the online resource CareerZone, analyze connections between educational degrees and job levels/salaries, and write about their future plans. They participate in a daylong workplace/training site tour and a college campus visit. In 11th grade, all students engage in a semester-long internship aligned to their pathway, continue career research, engage with a career panel, and practice tailoring cover letters to specific job postings. They also participate in a daylong workplace/training site tour and a college campus visit. 12th grade lessons are currently focused primarily on college, including researching majors, completing applications, and identifying scholarships. This year, they have also worked on resumes and cover letters, since that had not been included in the sequence previously. We are currently developing more advanced career-related activities for next year's seniors, including mock interviews. We are actively evaluating the functionality of Big Picture Learning's ImBlaze program, and considering other platforms such as Earn & Learn and GroupTrail, for possible future expansion and implementation. 2) We are in the midst of piloting a portfolio in a handful of 9th and 10th grade classes in order to roll it out for the full student body next year. An online portfolio template has been developed and a selected group of teachers are piloting the process of uploading project artifacts and reflections. Pages are also being built to collect and display WBL elements for use in										
	Strategic Action 2. By June 2024, ARISE will finalize student portfolio that will include all aspects of the WBL continuum, including tracking career site visits, career panels, mentoring programs, internships, certifications, pre-apprenticeships, as well as store their resume, cover letter, and industry-led work based learning evaluations.											

Strategic Actions for Goal #2	Strategic Action 3. ARISE will enhance our College and Career curriculum by creating a year long scope and sequence for all students 9-12 including college and career advisory lessons, career panels, guest speakers, career site visits, mock interviews, 10th grade bridge and 12th grade Capstone integration	developed and a selected group of teachers are piloting the process of uploading project artifacts and reflections. Pages are also being built to collect and display WBL elements, for use in all Advisories next year. A significant portion of next year's start-of-year faculty orientation will be dedicated to training staff on its use. This semester, the grade-level academic counselors are also developing systems to track students' completion of WBL elements listed in our Graduate Profile, in order to track them effectively starting next year. 3) See #3 above. All elements have been successfully included in our scope and sequence except mock interviews, which we have only piloted and plan to include in our 12th grade curriculum next year.
23-24 Strategic Actions for Goal #3	Strategic Action 1. By September of 2023, ARISE will create a CCAP agreement in partnership with Peralta Colleges. ARISE will explore partnerships and opportunities that align with the district, as well as each college, including collaboration with the appropriate instructors, deans and department chairs to ensure dual enrollment courses are being requested in a timely manner and there is adequate instruction to support the sustainability and growth of ARISE's dual enrollment opportunities.	1) Our CCAP has been signed and we are currently working with contacts at all 4 of the Peralta campuses to plan dual enrollment courses for 2024-25. 2) A dual enrollment assessment was conducted, including a historical review of student grades disaggregated by multiple demographics, a survey of current dual enrollment students, and interviews with professors and support staff. Based on this analysis, as well as literature reviews on dual enrollment best practices, a revised scope and sequence has been developed. In collaboration with the school's pathway team and instructional leadership, a plan was developed to implement this sequence incrementally over the next three years. 3) We have included four industry-recognized certifications within our Wednesday enrichment program this year: Phlebotomy, Mental Health First Aid, OSHA-10, and Food Handling. For Public Health Pathway concentrators, the Phlebotomy certification is most significant, with the opportunity to complete an externship during the early summer and receive a full certification as a Phlebotomist, fully employable in an array of settings.
	Strategic Action 2. By September 2023, The pathway team, dual enrollment coordinator and college and career counselors will conduct a needs assessment to evaluate and assess current dual enrollment offerings connected to public health pathway. Through this process, we will identify courses that don't align with our Public Health Pathway sequence and move towards a coherent sequence that ensures College and Career readiness for all students taking dual enrollment.	We are also working with Merritt College to align our dual enrollment offerings with their Health Navigator Certificate, so that students can graduate from Arise with the course requirements more than halfway completed, and on track to finish it within a single semester. Our current plans prioritize supporting students with an introductory course (Medical Terminology or Introduction to Health Care Careers) paired with college orientation curriculum to prepare them for the rigor of the remaining courses in the sequence. We expect that the majority of our students will be on track to receive 8-10 dual enrollment credits by graduation, while high achieving students will have the ability to meet and exceed the 12-credit goal.
	Strategic Action 3. By June 2024, ARISE will finalize dual enrollment plan to ensure all students are eligible to receive up to 12 college credits through our pathway aligned dual enrollment program and be on an expedited track to complete their associates degree and receiving an industry certification upon graduation for 24-25 school year. Offerings will include a variety of college and career, pathway, and core course opportunities that will be offered through our imbedded bell schedule, Wednesday enrichment days, after school and summer.	4) This year we have doubled our number of family meetings throughout the year, and have included information about dual enrollment in all of them. In addition, we held a family meeting specifically for families of students enrolled in dual enrollment classes for the first time, to explain their purpose, increased rigor, and ways for families to support their students.
	Strategic Action 4. By June 2024, ARISE will share finalized dual enrollment plan to ensure students and families have a clear understanding of the purpose and importance of receiving college credits during high school. Their understanding of their own dual enrollment sequence will better support with answering their "why" as it relates to college and career readiness.	
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		
Goal #1: By 2026	We will achieve Gold Certification for our Health Pathway from the Linked Learning Alliance. (This was a strategic goal for our previous 3 year plan but due to the pandemic, we were unsuccessful in making this happen)	New or Revised Strategic Actions for Goal #1 1) We will utilize the findings from our 2023-24 data analysis to inform improvements toward Gold Certification. We will consult with the Linked Learning Alliance to establish a timetable for site visits and evaluation. 2) We will continue to expand the number of cross-curricular projects that students engage in each year. Our pathway dean will work with faculty during prep periods and weekly PD to build these connections. 3) We will conduct faculty professional development in imbedding health-related content within core academic classes and provide support for teachers for including community connections within class projects.
Goal #2: By 2026	ARISE will establish a robust Work Based Learning Continuum plan for Public Health Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving career awareness, exploration, internship experience, and an industry certification upon graduating	New or Revised Strategic Actions for Goal #2 1) We will roll out a portfolio system in all grade levels, beginning with robust training during our start-of-year professional development. This system will include all aspects of the WBL continuum, including tracking students' career exploration artifacts, resume, cover letter, internship reflections, certification documentation, and workplace observations. 2) We will expand opportunities for students to engage with industry professionals, including resume evaluation, mock interviews, and mentoring of capstone projects. 3) Based on our current evaluation of WBL tracking systems, we will expand use of technology to provide access to the wider range of WBL opportunities identified throughout our plan, and to increase accountability of students and industry mentors for high-quality experiences. 4) We will expand the range of health-related internships available to our students, providing more meaningful engagement with industry-relevant expectations.
Goal #3: By 2026	ARISE will increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.	New or Revised Strategic Actions for Goal #3 1) We will evaluate the initial expansion of pathway-related dual enrollment classes to guide our continued implementation of the scope and sequence. We will provide structures for students to enroll in additional classes that comprise the Health Navigator Certificate through Merritt College. 2) We will continue providing professional development for Arise staff who support dual enrollment classes on campus, including Academic Mentors. This will ensure student orientation to Peralta systems and resources, improvement in college-ready skills such as note-taking and reading annotation, and approaches to deadline tracking and other executive functioning skills. We will continue to include training in support of ELL's and students with IEP's. We will engage in ongoing evaluation and surveying of these improvements. 3) We will continue to share information with families about the rigor and purpose of college-level classes, through expanded family meetings and communications. 4) We will develop a system for maintaining contact with graduates in order to track their perseverance through future college/training and within the health care sector.

Pathway Budget Expenditures Effective July 1, 2024 - June 30, 2025 2024-2025 Pathway Budget								
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
	\$24,000.00	1000	Certified Staff	Dean of Public and Community Health	0.20	Public Health for the People		Conditionally Approved

2025-2026: YEAR THREE

Pathway Demographics									
2024-25 Total Enrollment Grades 9-12			#N/A						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)			

PATHWAY PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion Rate (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	TBD	TBD	TBD	TBD		
10th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
Strong Dual Enrollment Participation: The Public Health dual enrollment sequence is aligned with the Health Navigator Certificate at Merritt College, ensuring students gain college credits and industry-recognized credentials before graduation. Improved Work-Based Learning Opportunities: The HEAL internship partnership with Highland Hospital successfully placed 15 students, demonstrating that students are engaged in hands-on, career-aligned experiences. Consistent Pathway Completion: The pathway has a clear 4-year career exploration curriculum, ensuring students are systematically introduced to Public Health careers. Strong Industry Engagement: Students have opportunities to work with La Clínica, Cultura y Bienestar, and Casa Che, exposing them to real-world health services and advocacy work.	Gaps in ELL Support for Dual Enrollment: While overall dual enrollment rates are strong, ELL students face barriers in accessing and succeeding in college-level coursework, requiring expanded scaffolding and academic mentorship. Limited Range of Internships Beyond Highland Hospital: Most internship placements are currently concentrated in clinical settings; students could benefit from expanded placements in health education, epidemiology, and policy-focused roles. Portfolio Integration Still Developing: While students are using portfolios to document their career exploration and work-based learning experiences, there is still inconsistency in reflection quality and engagement.

What might be some root causes to help you understand those student data?

ELL students need additional support in executive functioning skills and academic language development to navigate dual enrollment coursework effectively.

Internship placement expansion is constrained by limited formal partnerships with diverse Public Health organizations, requiring further employer outreach.

The portfolio system is still in its early stages of implementation, requiring further professional development and student engagement strategies.

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
We will achieve Gold Certification for our Health Pathway from the Linked Learning Alliance. (This was a strategic goal for our previous 3 year plan but due to the pandemic, we were unsuccessful in making this happen)	The pathway is on track to achieve Gold Certification in 2025. ARISE is currently engaged in the certification process with the final assessment scheduled for May 2025. Strong alignment with Linked Learning standards and intentional planning have supported this progress. Although the pandemic delayed previous certification efforts, renewed focus and strategic implementation have positioned the pathway to successfully meet certification requirements this year.
ARISE will establish a robust Work Based Learning Continuum plan for Public Health Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving career awareness, exploration, internship experience, and an industry certification upon graduating	ARISE has made excellent progress over the past three years in establishing a robust Work-Based Learning (WBL) Continuum that ensures all students engage in career awareness, exploration, internships, and industry certifications before graduation. Currently, all students follow a four-year career exploration and engagement curriculum, providing them with structured exposure to careers in public health. Juniors now complete internships, gaining hands-on experience in real-world healthcare settings, while seniors successfully earn industry certifications, strengthening their postsecondary readiness. This structured approach has significantly increased student engagement in career-focused learning and ensured equity between pathways. Key highlights from this year include: -Clearer parameters for internships were established, improving consistency in expectations, communication, and assessment between students and mentors. -A new partnership with Highland Hospital was developed, placing 15 students in the HEAL program internships, expanding access to high-quality, immersive healthcare experiences.

ARISE will increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.		ARISE has made excellent progress over the past three years in expanding dual enrollment opportunities and strengthening supports to ensure students successfully transition to postsecondary education. The Dual Enrollment scope and sequence, developed last year, was fully implemented this academic year, providing a structured pathway for students to engage in college coursework aligned with their career interests. Notably, the Public Health pathway sequence now correlates with courses in the Health Navigator certificate at Merritt College, ensuring that students gain both academic credit and industry-recognized credentials. Key highlights from this year include: -Revamped classroom support and internal grading processes, drawing from best practices in high school/community college partnerships across the Bay Area. These improvements have helped streamline student assessment and ensure alignment between high school and college expectations. -Strengthened collaboration between ARISE teachers and Peralta professors, leading to more coordinated student supports and greater alignment between high school coursework and college-level rigor. This partnership has enhanced communication, allowing for proactive interventions to support student success. <i>While progress has been strong, continued efforts will focus on expanding individualized mentoring and targeted support.</i>
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	1) We will utilize the findings from our 2023-24 data analysis to inform improvements toward Gold Certification. We will consult with the Linked Learning Alliance to establish a timetable for site visits and evaluation. 2) We will continue to expand the number of cross-curricular projects that students engage in each year. Our pathway dean will work with faculty during prep periods and weekly PD to build these connections. 3) We will conduct faculty professional development in imbedding health-related content within core academic classes and provide support for teachers for including community connections within class projects.	1) We are on track to accomplish this action. A timetable for Gold Certification was established, and the evaluation process with the Linked Learning Alliance is underway, with final assessment expected in May. The school has taken intentional steps to align with certification standards, ensuring that all necessary documentation, site visits, and evaluations are progressing as planned. 2) Significant progress has been made in expanding cross-curricular projects and embedding career-related artifacts, pathway themes, and community partnerships within core academic coursework. This year, these efforts were particularly emphasized in 10th-grade English and 11th-grade Humanities, creating deeper integration between academic content and real-world applications. Plans for next year include expanding cross-curricular projects across Ethnic Studies, Spanish, Biology & Public Health, and 12th-grade English, ensuring greater interdisciplinary collaboration and career pathway alignment. 3) Faculty professional development has been implemented, focusing on integrating health-related content into core academic courses and leveraging community connections to enrich student learning. As a result, numerous community partnerships have been established and embedded into class projects, enhancing students' exposure to career-aligned experiences. Moving forward, the emphasis will be on ensuring consistent implementation of these partnerships across all grade levels and refining curriculum development efforts as part of the schoolwide priority plan for 2025-2026. <i>Overall, all three strategic actions for this goal are on track, and ARISE is well-positioned to achieve Gold Certification.</i>
24-25 Strategic Actions for Goal #2	1) We will roll out a portfolio system in all grade levels, beginning with robust training during our start-of-year professional development. This system will include all aspects of the WBL continuum, including tracking students' career exploration artifacts, resume, cover letter, internship reflections, certification documentation, and workplace observations. 2) We will expand opportunities for students to engage with industry professionals, including resume evaluation, mock interviews, and mentoring of capstone projects. 3) Based on our current evaluation of WBL tracking systems, we will expand use of technology to provide access to the wider range of WBL opportunities identified throughout our plan, and to increase accountability of students and industry mentors for high-quality experiences. 4) We will expand the range of health-related internships available to our students, providing more meaningful engagement with industry-relevant expectations.	1) This action is on track and has been fully implemented across all grade levels. Following last spring's portfolio pilot and subsequent refinements over the summer, the portfolio system was rolled out schoolwide this year. Teachers received extensive professional development, and students participated in orientation lessons to ensure consistent portfolio use. The system includes career exploration artifacts, resumes, cover letters, internship reflections, certification documentation, and workplace observations, aligning with the Work-Based Learning (WBL) continuum. Additionally, portfolio posting and reflection have been embedded at the end of each Rigorous Summative Assessment (RSA), ensuring continuous student engagement. Currently, an audit of portfolios is underway to identify gaps and inconsistencies in use, with planned improvements scheduled for the summer. 2) Significant progress has been made in this area. The Pathways Advisory Council played an active role in improving Capstone projects, and industry professionals were integrated into the mentoring process for each project. Additionally, 12th-grade students had expanded access to informational interviews with professionals, further strengthening their career preparation experience. ARISE also hosted a career fair in the fall, which featured numerous Public Health-related organizations, providing students with direct exposure to industry professionals and potential career pathways. 3) Progress has been strong in this area, with key improvements in internship structure, communication, and accountability. Clearer parameters for internships were established, leading to more consistent communication and assessment with mentors. To increase accountability, ARISE implemented additional elements of Big Picture Learning's ImBlaze platform, allowing students to set weekly goals for their internships and track their progress. Additionally, the number and variety of sites that students visit on Career Days continued to expand. A particularly notable achievement was the deepening of ARISE's partnership with La Clínica, which now includes student mentorship from staff in Cultura y Bienestar and Casa Che programs, further reinforcing the real-world application of student learning in Public Health. 4) This action has been successfully implemented, with ARISE expanding partnerships to provide more meaningful, hands-on industry experiences. A key highlight was the new partnership with Highland Hospital, which resulted in 15 students securing internships through the HEAL program. This addition significantly increased access to high-quality, health-related internships, aligning with ARISE's broader goal of strengthening career readiness in the Public Health Pathway. Overall Progress All four strategic actions for this goal are on track, with significant advancements in portfolio implementation, industry engagement, WBL tracking, and internship expansion. Moving forward, improvements will focus on enhancing portfolio consistency across grade levels, refining industry mentorship structures, and further diversifying internship opportunities to ensure students gain meaningful, real-world experiences that prepare them for postsecondary success. Regarding portfolio completion, all classrooms now integrate portfolio reflections and uploads at the end of RSAs, so completion is at 100%. In terms of industry mentorship, we currently have 18 internship sites, 20 capstone mentors, and 15 Career Day partners.

24-25 Strategic Actions for Goal #3	1) We will evaluate the initial expansion of pathway-related dual enrollment classes to guide our continued implementation of the scope and sequence. We will provide structures for students to enroll in additional classes that comprise the Health Navigator Certificate through Merritt College.	1) This action is on track, with the Dual Enrollment (DE) scope and sequence developed last year now fully implemented. The Public Health course sequence aligns with the Health Navigator Certificate at Merritt College, ensuring students gain both college credit and industry-relevant skills. To assess the impact of these expansions, student surveys and faculty interviews have been conducted each semester, allowing ARISE to refine and improve the program based on student and faculty feedback. Additionally, in spring semester, the College Prep class for seniors was differentiated, creating a cohort model with targeted support for students transitioning to Peralta colleges. This added structure has provided essential guidance for students navigating college expectations and enrollment processes.
	2) We will continue providing professional development for Arise staff who support dual enrollment classes on campus, including Academic Mentors. This will ensure student orientation to Peralta systems and resources, improvement in college-ready skills such as note-taking and reading annotation, and approaches to deadline tracking and other executive functioning skills. We will continue to include training in support of ELL's and students with IEP's. We will engage in ongoing evaluation and surveying of these improvements.	2) Significant progress has been made in this area, with Professional Learning Communities (PLCs) conducted for teachers and Academic Mentors supporting dual enrollment classes. Based on best practices from high school/community college partnerships in the Bay Area, classroom support and internal grading processes were revamped, leading to better alignment between ARISE and Peralta. Additionally, collaboration between ARISE classroom teachers and Peralta professors was strengthened, creating more coordinated student supports. This has been particularly important in ensuring students receive structured guidance in note-taking, annotation, time management, and executive functioning skills, all of which are crucial for success in college coursework.
	3) We will continue to share information with families about the rigor and purpose of college-level classes, through expanded family meetings and communications.	3) This action has been successfully implemented, with family meetings for first-time dual enrollment students held at the start of each semester. These meetings have provided essential guidance for families in understanding the expectations, benefits, and challenges of dual enrollment. Additionally, orientation to dual enrollment courses was incorporated into grade-level family meetings for 10th and 11th graders, ensuring that students and families are well-informed about the program as they prepare to enroll in college coursework.
	4) We will develop a system for maintaining contact with graduates in order to track their perseverance through future college/training and within the health care sector.	4) Progress in this area has been partially achieved, with the counseling department conducting a yearlong outreach effort to engage graduates from the last three years. While some new data has been gathered, ARISE has faced challenges accessing information through the National Student Clearinghouse, which has limited the ability to track long-term student outcomes effectively. The school continues to explore alternative methods to gather postsecondary tracking data, including direct graduate engagement and collaboration with partner institutions.
Overall Progress All four strategic actions for this goal are on track, with strong improvements in dual enrollment expansion, staff professional development, family engagement, and student transition support. While challenges remain in tracking		
Pathway Strategic Actions 2025-2026		
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		
Goal #1: By 2026	We will achieve Gold Certification for our Health Pathway from the Linked Learning Alliance. (This was a strategic goal for our previous 3 year plan but due to the pandemic, we were unsuccessful in making this happen)	New or Revised Strategic Actions for Goal #1 1. Revise and Strengthen Gold Certification Application Based on Linked Learning Alliance Feedback As ARISE progresses toward Gold Certification for the Health Pathway, we will carefully review feedback from the Linked Learning Alliance and make any necessary revisions to the certification application. This process will involve addressing any identified gaps, refining supporting documentation, and ensuring all program components meet Linked Learning's highest standards. Additionally, we will strengthen evidence of student learning outcomes, industry partnerships, and work-based learning integration to further align with certification expectations. Increasing Industry Partner Involvement for Gold Certification: To enhance work-based learning integration, ARISE will expand partnerships with industry professionals by increasing structured mentorship opportunities, inviting guest speakers from diverse public health fields, and securing additional internship placements in high-demand health sectors. We will also formalize a process for industry partners to provide ongoing feedback on student preparedness and career readiness. 2. Improve Career Technical Education (CTE) Vertical Alignment from Biology to Capstone To strengthen pathway coherence and rigor, we will refine the vertical alignment of CTE courses, ensuring a clear progression from foundational coursework in Biology & Public Health to the Capstone experience in senior year. This alignment will: -Ensure that skills and knowledge build progressively over time. -Embed Public Health career-related themes and skills across all pathway courses. -Increase the integration of cross-disciplinary projects that reinforce connections between science, career exploration, and industry certifications. -Provide students with early exposure to industry-relevant practices that prepare them for internships, certifications, and capstone projects.

Goal #2: By 2026	ARISE will establish a robust Work Based Learning Continuum plan for Public Health Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving career awareness, exploration, internship experience, and an industry certification upon graduating	New or Revised Strategic Actions for Goal #2	1. Expand Public Health Internship Sites Beyond Highland Hospital, Food Pantries, Homeless Services, and Elder Support To provide students with a broader range of hands-on, industry-relevant experiences, ARISE will expand Public Health internship placements beyond existing sites. This will involve: -Developing new partnerships with local hospitals, research institutions, public health agencies, and biotech firms to diversify internship opportunities. -Expanding clinical and community health settings to include mental health clinics, health education initiatives, environmental health organizations, and nonprofit advocacy groups. -Strengthening relationships with industry professionals who can offer shadowing opportunities, guest lectures, and extended mentorship experiences. By broadening internship placements, students will gain a more comprehensive understanding of the public health field, allowing them to explore different career pathways within healthcare and community health. Measuring Success in Expanding Internships and Career Day Diversity: Success will be tracked through key metrics, including the number of new internship sites established, the percentage of students placed in diverse Public Health career sectors, and student survey responses on the relevance and impact of their internships. Additionally, Career Day success will be measured by tracking student participation across various industries and evaluating student reflections on career exploration experiences. 2. Increase the Diversity of Career Day Sites To expose students to a wider range of career options within Public Health, ARISE will expand Career Day opportunities by: -Identifying and partnering with new organizations across different sectors of Public Health, such as epidemiology, healthcare administration, health technology, and global health initiatives. -Organizing visits to medical schools, biotech companies, and research labs to introduce students to emerging fields in health sciences. -Ensuring that Career Day opportunities reflect a broad range of careers, from direct patient care to policy and research, allowing students to explore various career paths. This expanded approach will enhance career exploration and help students see the full scope of opportunities available in Public Health. 3. Support Students in 1:1 Professional Connections (Mentorships & Informational Interviews) To deepen career readiness and networking opportunities, ARISE will prioritize individualized student-professional connections by: -Expanding mentorship programs where students are paired with industry professionals for ongoing guidance and support. -Structuring informational interviews into the career preparation curriculum, ensuring that students have direct, personalized interactions with professionals in their fields of interest. -Strengthening partnerships with alumni, community leaders, and industry partners to increase access to one-on-one mentorships, job shadowing, and networking opportunities.
	ARISE will increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.		1. Implement Full Dual Enrollment (DE) Scope & Sequence as Planned, Evaluate Student Success To ensure the successful execution of the Dual Enrollment scope & sequence, ARISE will: -Fully implement the Public Health pathway-aligned dual enrollment courses, ensuring students are progressing through a structured sequence leading to the Health Navigator Certificate at Merritt College. -Conduct ongoing student performance evaluations, using grades, course completion rates, and student feedback to assess the effectiveness of the DE curriculum. -Identify barriers to success and develop targeted interventions, particularly for ELL students, LTELs, and students with IEPs, to increase college course completion rates. -Continue collaborating with Peralta professors and refining academic supports based on best practices in high school/community college partnerships. Systematizing Student Feedback in Dual Enrollment Support: Student feedback will be collected through structured surveys and focus groups at key points in the semester, assessing their perceived level of academic support, challenges faced in dual enrollment courses, and the effectiveness of resources provided. Specific questions will focus on areas for improvement, the impact of Academic Mentor support, and students' confidence in applying course concepts to career-related contexts.

Goal #3: By 2026		New or Revised Strategic Actions for Goal #3	2. Ensure Academic Mentors (AcMens) Are Present in All Public Health Classes & Collaborate with Pathway Lead To better support students in Public Health pathway courses, ARISE will: -Assign Academic Mentors (AcMens) to all Public Health classes, ensuring that students have access to individualized academic support throughout their coursework. -Establish a structured collaboration between AcMens and the Pathway Lead, ensuring that mentors are aligned with pathway goals, industry connections, and student needs. -Leverage AcMens to provide targeted assistance in Public Health coursework, including research projects, writing assignments, and exam preparation. 3. Enhance Professional Development for Academic Mentors, Preparing Them to Make Public Health Connections in Core Classes To strengthen the role of Academic Mentors in supporting career-aligned learning, ARISE will: -Expand AcMen professional development (PD) sessions to include Public Health content connections, ensuring that they can help students see the relevance of core academic subjects to healthcare careers. -Provide training on effective instructional strategies, including scaffolding for ELL students, executive functioning skills, and postsecondary readiness. -Develop structured collaboration time between AcMens and teachers to align support strategies and ensure consistency in reinforcing Public Health-related themes across subjects.
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Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026
2025-2026 Pathway Budget
BUDGET JUSTIFICATION

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

Biology and Public Health Teacher and Lead- 50% FTE

As we implement and improve our Public Health for the People pathway, we must ensure that teachers are leading the pathway-sequenced courses and take part in planning. The Biology and Public Health teacher also serves as our Intermediate Public and Community Health teacher, the concentrator course for all 11th-grade Public Health pathway students. Additionally, this teacher co-leads the Public Health Pathway alongside the rest of the pathway team.

This role includes working with our Director of STEM and Director of Community-Based Learning to develop curricula, scope, and sequence for the public health pathway courses. Our CTE Biology instructor will implement the introductory pathway course with coursework emphasizing work-based learning (WBL), career awareness, college and career readiness, guest speakers, and industry partnerships that connect student learning to real-world applications. This position plays a key role in guiding students through the pathway, ensuring they are prepared for both the public health workforce and the Intermediate Public and Community Health concentrator course in 11th grade.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD hat is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
\$37,292.50	1100	Certificated Teacher	Biology and Public Health Teacher	0.50	Public Health	Approved	

Academic Mentor Public Health Pathway Salary (0.8 FTE) Measure N funds will cover the cost of AcMentor to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.	\$33,032.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	0.8	Public Health	Approved	
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Pathway Name:	Education for the People Pathway		
ARISE High School's proposed pathway, Education for the People, addresses major challenges in attracting & retaining people of color to education sector professions, particularly those who live in communities in which they will teach. According to the Centers of Excellence Labor Market Research, through 2028, there will be more than 8,300 annual openings in the Education & Human Development (ECE/EDU) sector, with greatest need for elementary & secondary classroom teachers, & assistants. Bay Area Community College Consortium (BACCC) Regional Plan goals are (1) Providing pathways that enable all Bay Area students to find employment & livable wages, (2) Meet needs of employers in the Region for qualified candidates for positions that pay livable wages & (3) Ensure equity in participation, completion, & employment. Our Education for the People Pathway addresses all three goals. Our Education for the People Pathway addresses the need to provide more pathway opportunities for our growing student population. With our new pathway, we also address important industry challenges that are directly connected with ARISE's mission and vision to create Warrior Intellectuals. The nationwide teacher shortage crisis is exponentially worse for teachers of color, & especially for male teachers of color. Strong educator preparation pipelines that begin in high school are needed to address near & long term shortages. The Education pathway will prepares students for entry level jobs & careers across the sector. Educator shortages are predicted in CA through 2025 prior to the pandemic and have compounded since. Significant regional teacher shortages include those in STEM, special education, preschool, transitional kindergarten, career technical education, & substitute teaching. Strong educator preparation pipelines that begin in high school are needed to address near & long term shortages and our Education for the People pathway is the first step in addressing these industry and community challenges.			
Mission and Vision			
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 Will any of these categories be a priority for your 3-year goals? If yes, which ones?
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	The pathway scope and sequence, as well as the program of study, are updated yearly. Market data research played a factor in making the decision to add an education pathway theme and continues to determine pathway implementation choices regarding CTE course offerings, after school programming, internships and career certifications. According to the Centers of Excellence Labor Market Research, through 2028, there will be more than 8,300 annual openings in the Education & Human Development (ECE/EDU) sector, with greatest need for elementary & secondary classroom teachers, & assistants. We believe that excellent classroom instruction and a culture of adult professionalism are the most important element of our success and the realization of our CTE Pathways. Weekly coaching, assessment, and job-embedded professional learning are facilitated by pathway and CTE coaches, and College and Career Counselors. CTE instructors also participate/attend the Linked Learning Alliance Conference, Educating for Careers, PBL World, and Get Focused, Stay Focused Conference.	As we seek to launch our Education for the People Pathway for the 23-24 school year, ARISE needs more intentional professional learning for our CTE team. Greater involvement of our Pathway Advisory Council in support of CTE learning, teaching, and curriculum. More strategic use of guest teachers from industry. Greater support for teacher externships and workplace site visits to integrate industry professionals and best practices into the classroom. Better planning to ensure cohort structures allow for grade level integrated projects connected to our CTE pathways planning time for teachers to build cross-curricular projects; each grade level identify classes to pair/trio up and identify particular markers for them to work on together (example: bio & english pair up for the final presentation prep for 1 RSA - students work on content knowledge in 1 class, work on writing, informational interviewing & presentation skills in the other class)	More work needs to be done to integrate industry experts into curriculum and project based learning design to ensure we remain on the cutting edge of industry needs and standards. 1) ARISE needs to deepen work in engaging industry, postsecondary, and community partners as project experts/consultants/mentors and as reviewers of and clients for student work. 2) ARISE will establish shared prep times and coherent scheduling to ensure integrated projects are achievable for each grade level. 3) Supporting students and teachers in the continuity in rigorous academics in a remote atmosphere Collaborative Learning: 5) Our students will have more opportunities to collaborate with industry partners. ARISE will implement more consistent and intentional experiences that involve students working with and alongside industry experts and professionals. 6) Build and practice student knowledge and skills in collaboration.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Every student participates in an advisory class during which they receive additional support in developing college and career readiness skills. The pathway team along with college and career counselors support career exploration, along with the Community Learning team, which supports internships, certifications, and CTE related enrichment programs. Pathway teachers and the pathway coordinator regularly provide career speakers; career interest assessments; career fairs, gradwide career panels, job shadows, informational interviews, workplace challenges, and mock interviews. The Linked Learning Pathway Coordinator and Work Based Learning Liaison support implementation of our WBL continuum, including career exploration and guidance for all pathway students. ARISE partners with more than 60 organizations to create diverse opportunities for our students within the school through our Wednesday Enrichment and Work Based Learning Programming. Students receive real world experiences related to the Public and Community Health pathway through a variety of partners and programs. Completing an internship is a graduation requirement and we've integrated an AG internship practicum with our 11th grade Pathway concentrator course to ensure all students participate in an employer-evaluated internship or similar experience before graduation.	To establish more industry and community partners to support our new Education Pathway. Additional activities related to improvements for all pathway students: review/refine the graduate profile through a linked learning pathway lens; align work-based learning outcomes with graduate profile; engage industry partners in reviewing WBL sequence and outcomes; improve/refine our WBL backwards map to ensure we are integrating industry experts in each grade level to maximize career exploration; improve community action research projects, collaborative projects, and internship experiences by better assessing feedback/data from industry partners; build explicit time for leadership teams to analyze data by CTE and Linked Learning goals.	1) ARISE seeks to strengthen our WBL program by providing all students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with our Public Health and Education focus, and connecting students further to pathway and/or graduate outcomes. 2) ARISE seeks to provide students with opportunities to engage with the plan through their time at ARISE and includes tracking their participation in specific WBL activities, including internships, certifications, site visits, mock interviews, and other career readiness workshops. 3) Students will incorporate reflections, prompts, internship synthesis, and review/share the plan as components of their 10th bridge, and 12th grade capstone presentations. The plan is personalized as needed to ensure equitable opportunities for all students. The WBL plan will be for all ARISE students but will have some differentiation based on the pathway outcomes. 4) The WBL plan will be informed by and/or validated by input from industry partners and advisory council. As a result, further development is needed to expand our education pathway industry partnerships to provide balance and equity across both pathways

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	As ARISE is a wall-to-wall school all students subgroups are included in our pathway. As most of our student population is Latinx, ARISE does intentional work to address specific critical subgroups (Latinx, African American and students with IEPs) by building in a multitude of whole school structure which include: a school wide focus on literacy (given that most of student population are EL students), adding in differentiation as a key criteria and instructional arc in our PD planning. Additionally, ARISE has added in specific personnel to address these critical subgroups, Adelante Student Services supports all students to rise up by aligning academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated and responsive interventions attuned to their specific needs. Adelante Student Services works within the whole school community to create the conditions, procedures, and resources to support struggling students academically and socio-emotionally. The Response to Intervention system includes the following structures: Academic Mentorship, Advisory, and Restorative Justice Praxis.	Areas of growth include additional strategic planning to identify gaps within our student support systems in order to ensure all students are meeting their graduation plans and personal college and career plans through consistent check ins, student led conferences, and ongoing communication with parents and families, coordinated through our college and career counseling team. Additional focus on most at-risk students, including English language learners is needed. More planning to design and deliver AG awareness, differentiated grade level lessons, and elevated challenges, areas of growth and differentiated plans to best support all students.	1) Increase regular check-in with grade level case managers to ensure alignment 2) Create more streamlined updates with grade level teachers and advisors regarding students needs and outcomes 3) Continue to strengthen partnerships with college support organizations (TRIO, METS, EAOP, etc) to empower students with skills to navigate the college process 4) Increase opportunities after school and during the summer to engage students in meaningful work based learning and early college credit opportunities. 5) College and Career sequenced grade level advisory lessons that connect graduation, dual enrollment, work based learning, and other school specific requirements 6) Provide additional training and support to the AcMentors program to better support all students, including our English language learners
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, 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. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	ARISE will fully implement the Education pathway scope, sequence, and curriculum and ensure that all key elements of a Linked Learning and CTE pathway are in place.		
Goal #2: By 2026	ARISE will establish a robust Work Based Learning Continuum and Dual Enrollment program for Education for the People Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving 12 college course credits upon graduating		
Goal #3: By 2026	ARISE will expand the Academic Mentor (AcMentor) program to provide individualized support for all pathway students including pre-apprenticeship (students) and apprenticeships (graduates) to train and support future ARISE alumni and current Peralta Colleges students to be career ready within the Education sector		
Pathway Strategic Actions			
Strategic Actions for 2023-24 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?			
Strategic Actions for Goal #1	Strategic Action 1. ARISE will hire (1) Education pathway lead (equal to 1 FTE) to provide instruction in Education CTE courses, which will be added to the current offerings of CTE courses, as such, additional instructors with industry knowledge/experience will be required. The education pathway lead will manage and support the Acmentor program to establish professional learning, coaching and development to support their professional growth.		
	Strategic Action 2. Teachers and College and Career Counselors will provide support in the development and implementation of our education pathway concentrator and capstone courses, including A-G approved course development and student/family awareness. The implementation includes developing the course outlines, scope and sequence, and instructional materials and curriculum.		
	Strategic Action 3: The Education for the People pathway pilot will support fifty (50) students for year one into an A-G approved concentrator pedagogy course which will integrate an A-G approved practicum (internship) course 11th grade year. Year 2 will introduce the Education for the People intro and capstone course.		
	Strategic Action 4. Newly recruited members of the advisory council from education/child development sector will review labor market data, identify internships, and career exploration and awareness opportunities to inform this new pathway and ensure its continued alignment to sector needs.		
	Strategic Action 5. Professional development, trainings, site visits, and recruitment activities that provide teachers and staff opportunities for professional learning and development (e.g., travel, conferences, meetings, networking events) as well as to recruit education sector leaders to ARISE as advisory council members.		
Strategic Actions for Goal #2	Strategic Action 1. The Dual Enrollment coordinator will also serve as an Academic Counselor to ensure every ARISE student completes a minimum of (2) dual enrollment courses before graduation. Also support with data collection and analysis to ensure the pathway development and support are being delivered successfully through our dual enrollment sequence. The Dual Enrollment Coordinator will manage and support the various partnerships at Laney, Merritt, College of Alameda while also expanding new partnerships with Berkeley City College.		
	Strategic Action 2. Create a CCAP agreement in partnership with Peralta Colleges. ARISE will explore partnerships and opportunities that align with the district, as well as each college, including collaboration with the appropriate instructors, deans and department chairs to ensure dual enrollment courses are being requested in a timely manner and there is adequate instruction to support ARISE's dual enrollment expansion.		
	Strategic Action 3. Offer (8) dual enrollment courses will be offered by 2023-24 school year. These courses will include the current six (6) already in place, and the focus will be on identifying new courses that align to, and sequence with, our newly created Education for the People Pathway.		
	Strategic Action 4. Provide internship placements through an integrated AG practicum course connected to the education sector and pathway for all (50) education pathway 11th grade students.		
	Strategic Action 5. Develop a sequence of Work Based Learning (WBL) experiences including career awareness and exploration that address industry standards and meet the needs of our Education for the People pathway		
	Strategic Action 1. AcMentors will provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and newly developed Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths.		

Strategic Actions for Goal #3	Strategic Action 2. Establish a professional learning plan for all Acmentors to support in their growth and development. This includes professional coaching, trainings, retreats, conferences and certification opportunities including mental health first aid, cpr and first aid.					
	Strategic Action 3. Create a peer mentoring program to grow and cultivate student leaders to build and develop the skills and training required to be an AcMentor upon graduating. Peer mentorship will pair upperclassmen and underclassmen together to provide individualized support					
	Strategic Action 4. Establish enhanced internship opportunities for 12th grade students who have already successfully completed an internship. This strategic action will allow students to gain valuable work experience through a formal training program to better prepare students for career readiness upon graduation. This will be the foundation to exploring pre-apprenticeships as we continue to build the pipeline from student to Acmentor.					
	Strategic Action 5. Identify a Master's/credentialing program to partner with as we seek to create an ARISE Teacher Residency					
Pathway Budget Expenditures						
2023-2024 Pathway Budget						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
2024-2025: YEAR TWO						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?				
ARISE will fully implement the Education pathway scope, sequence, and curriculum and ensure that all key elements of a Linked Learning and CTE pathway are in place.		We are on-track for accomplishing this goal. The Education Pathway concentrator course has been developed and taught this year, as well as education related internships. The capstone class is in development to be taught next year.				
ARISE will establish a robust Work Based Learning Continuum and Dual Enrollment program for Education for the People Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving 12 college course credits upon graduating		We are on-track for accomplishing this goal. We have developed a WBL scope and sequence, and have been rolling it out over the course of this year. Career awareness and exploration, internship completion, and education related certifications are in place. We will continue to identify and implement opportunities for industry professionals to work directly with our students in more meaningful ways. We are also working with Berkeley City College to align our dual enrollment offerings with their Associate Teacher Permit. Our current plans prioritize supporting students with an introductory Communications course paired with college orientation curriculum to prepare them for the rigor of the remaining courses in the sequence. Since these are only 1-2 credit courses, we expect that the majority of our students will be on track to receive 8-10 dual enrollment credits by graduation, while high achieving students will have the ability to meet and exceed the 12-credit goal.				
ARISE will expand the Academic Mentor (AcMentor) program to provide individualized support for all pathway students including pre-apprenticeship (students) and apprenticeships (graduates) to train and support future ARISE alumni and current Peralta Colleges students to be career ready within the Education sector		We will begin addressing this goal next year, once we have Education Pathway completers taking their capstone class and heading toward graduation.				
Pathway Strategic Actions Reflection						
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?				
23-24	Strategic Action 1. ARISE will hire (1) Education pathway lead (equal to 1 FTE) to provide instruction in Education CTE courses, which will be added to the current offerings of CTE courses, as such, additional instructors with industry knowledge/experience will be required. The education pathway lead will manage and support the Acmentor program to establish professional learning, coaching and development to support their professional growth.		1) Prior to this academic year, we hired an Education Pathway Dean. In 2023-24, she has taught the concentrator course for our new Education Pathway, participated in planning and evaluation of our related WBL and Dual Enrollment sequences, and is currently planning the curriculum for next year's launch of a capstone class.			
	Strategic Action 2. Teachers and College and Career Counselors will provide support in the development and implementation of our education pathway concentrator and capstone courses, including A-G approved course development and student/family awareness. The implementation includes developing the course outlines, scope and sequence, and instructional materials and curriculum.		2) Our Education Pathway Dean is leading the process of developing course curricula. The one-semester concentrator course, Pedagogy for the People, has already been A-G approved, and has been taught twice this year. The capstone class is currently in development, in consultation with the pathways coach and the school's instructional leadership, as well as support from the CA Department of Education's Specialized Secondary Program (SSP). The capstone course is on track to launch in 2024-25. 3) This goal is on track. The A-G approved concentrator course, Pedagogy for the People, launched this year with total enrollment of 46 students, integrated with the Education Practicum internship. The capstone course is on track to launch in 2024-25. 4) We have succeeded in recruiting 3 additional members to our Pathways Advisory Council with education sector experience and credentials. They have been onboarded to the expectations of the council and have participated in multiple meetings, but have not yet had the opportunity to support the research and identification of labor market data, internships, or career exploration opportunities. This will be a goal for next year. 5) Pathway staff, including our new Education Pathway Dean, will be attending the Educating for Careers Conference and the Linked Learning Conference this spring. The Dean is also receiving coaching support from the CDE's SSP program in the development of the Education capstone course. We intend to provide training and support in 2024-25 for the broader faculty to integrate education-related content into their courses.			

Strategic Actions for Goal #1	Strategic Action 3: The Education for the People pathway pilot will support fifty (50) students for year one into an A-G approved concentrator pedagogy course which will integrate an A-G approved practicum (internship) course 11th grade year. Year 2 will introduce the Education for the People intro and capstone course. Strategic Action 4: Newly recruited members of the advisory council from education/child development sector will review labor market data, identify internships, and career exploration and awareness opportunities to inform this new pathway and ensure its continued alignment to sector needs. Strategic Action 5: Professional development, trainings, site visits, and recruitment activities that provide teachers and staff opportunities for professional learning and development (e.g., travel, conferences, meetings, networking events) as well as to recruit education sector leaders to ARISE as advisory council members.	
23-24 Strategic Actions for Goal #2	Strategic Action 1: The Dual Enrollment coordinator will also serve as an Academic Counselor to ensure every ARISE student completes a minimum of (2) dual enrollment courses before graduation. Also support with data collection and analysis to ensure the pathway development and support are being delivered successfully through our dual enrollment sequence. The Dual Enrollment Coordinator will manage and support the various partnerships at Laney, Merritt, College of Alameda while also expanding new partnerships with Berkeley City College. Strategic Action 2: Create a CCAP agreement in partnership with Peralta Colleges. ARISE will explore partnerships and opportunities that align with the district, as well as each college, including collaboration with the appropriate instructors, deans and department chairs to ensure dual enrollment courses are being requested in a timely manner and there is adequate instruction to support ARISE's dual enrollment expansion. Strategic Action 3: Offer (8) dual enrollment courses will be offered by 2023-24 school year. These courses will include the current six (6) already in place, and the focus will be on identifying new courses that align to, and sequence with, our newly created Education for the People Pathway. Strategic Action 4: Provide internship placements through an integrated AG practicum course connected to the education sector and pathway for all (50) education pathway 11th grade students. Strategic Action 5: Develop a sequence of Work Based Learning (WBL) experiences including career awareness and exploration that address industry standards and meet the needs of our Education for the People pathway	1) A dual enrollment assessment was conducted, including a historical review of student grades disaggregated by multiple demographics, a survey of current dual enrollment students, and interviews with professors and support staff. Based on this analysis, as well as literature reviews on dual enrollment best practices, a revised scope and sequence has been developed. In collaboration with the school's pathway team and instructional leadership, a plan was developed to implement this sequence incrementally over the next three years. The inclusion of dual enrollment classes related to our Education Pathway was integral to this planning. 2) Our CCAP has been signed and we are currently working with contacts at all 4 of the Peralta campuses to plan dual enrollment courses for 2024-25. Our collaboration with Berkeley City College is focused on the development of a scope and sequence of education classes that lead to an Associate Teacher Permit. 3) We have identified new dual enrollment courses the align to our Education Pathway, and are currently working with the Peralta College District to offer them to our students in 2024-25. These include Child Growth & Development through Berkeley City College and Psychology through Laney College. 4) This goal was met, with all 46 Education concentrator students placed in semester-long internships at local schools and other education-related organizations. 5) Over the course of this year, we have run an improved sequence of college and career preparation curricula in our Advisories for every grade level, based on a series of lessons that were piloted the prior year. 9th grade students focus on self-exploration, understanding of A-G requirements, and demystifying the college experience. This includes a college experience panel of Arise alumni, a day of service learning projects, and a college campus visit. In 10th grade, students begin industry and career exploration through the online resource CareerZone, analyze connections between educational degrees and job levels/salaries, and write about their future plans. They participate in a daylong workplace/training site tour and a college campus visit. In 11th grade, all students engage in a semester-long internship aligned to their pathway, continue career research, engage with a career panel, and practice tailoring cover letters to specific job postings. They also participate in a daylong workplace/training site tour and a college campus visit. 12th grade lessons are currently focused primarily on college, including researching majors, completing applications, and identifying scholarships. This year, they have also worked on resumes and cover letters, since that had not been included in the sequence previously. We are currently developing more advanced career-related activities for next year's seniors, including mock interviews. Expanding opportunities for students to explore careers and encounter professionals in education-related organizations has been a priority, though there is still room for further expansion.
23-24 Strategic Actions for Goal #3	Strategic Action 1: AcMentors will provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and newly developed Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. Strategic Action 2: Establish a professional learning plan for all Acmentors to support in their growth and development. This includes professional coaching, trainings, retreats, conferences and certification opportunities including mental health first aid, cpr and first aid. Strategic Action 3: Create a peer mentoring program to grow and cultivate student leaders to build and develop the skills and training required to be an AcMentor upon graduating. Peer mentorship will pair upperclassmen and underclassmen together to provide individualized support Strategic Action 4: Establish enhanced internship opportunities for 12th grade students who have already successfully completed an internship. This strategic action will allow students to gain valuable work experience through a formal training program to better prepare students for career readiness upon graduation. This will be the foundation to exploring pre-apprenticeships as we continue to build the pipeline from student to Acmentor. Strategic Action 5: Identify a Master's/credentialing program to partner with as we seek to create an ARISE Teacher Residency	1) Academic Mentors are a key element of our student supports, providing tutoring and mentorship to our Education Pathway students. Selected Academic Mentors will provide support for education related dual enrollment courses as we implement them in 2024-25. 2) Significant attention has been paid to professional development for our Academic Mentors this year, led by our new Education Pathway Dean. They participate in bi-weekly PD meetings, receive weekly one-on-one coaching, and are regularly observed and evaluated in the classroom. We have been in conversation with a community partner about providing training in mental health first aid, CPR, and first aid to our Academic Mentors, but these have taken a back seat to their development in student support and pedagogical strategies. We will explore these opportunities in 2024-25. 3) A peer mentoring program was piloted at the end of the 2022-23 school year, but was discontinued due to lack of effective planning and structure. As we have put other foundational pieces in place for the Education Pathway, re-launching this program has not been a priority for this year. We will explore the implementation of an improved peer mentoring program next year, as well as Capstone projects that provide Education Pathway concentrators the opportunity to mentor and teach underclassmen. 4) As we have put other foundational pieces in place for the Education Pathway, developing pre-apprenticeship opportunities has not been a priority. Instead, we have provided certifications for these concentrators in mental health first aid, CPR, and first aid, as well as establishing junior year internships at local schools and other education-related organizations. Once the Capstone class is established and internships have been solidified, we will seek to establish enhanced internship and pre-apprenticeship opportunities. 5) We have developed a partnership with Reach University for our faculty to clear their credentials, and are in conversation with them about a future Arise Teacher Residency for our graduates. This will not be relevant until we have begun graduating Education Pathway Completers next year.

Pathway Strategic Actions 2024-2025				
2024-2025 Strategic Actions				
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?				
Goal #1: By 2026	ARISE will fully implement the Education pathway scope, sequence, and curriculum and ensure that all key elements of a Linked Learning and CTE pathway are in place.	New or Revised Strategic Actions for Goal #1	1) The Education capstone class will be taught for the first time in the spring of 2025, and we will graduate our first cohort of Education Pathway completers. 2) Education-affiliated members of our Pathways Advisory Council will support the research and identification of labor market data, internships, and career exploration opportunities. 3) We will provide training and support in 2024-25 for core academic faculty to integrate education-related content into their courses. 4) We will develop a system for maintaining contact with graduates in order to track their perseverance through future college/training and within the educational sector.	
Goal #2: By 2026	ARISE will establish a robust Work Based Learning Continuum and Dual Enrollment program for Education for the People Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving 12 college course credits upon graduating	New or Revised Strategic Actions for Goal #2	1) We will roll out a portfolio system in all grade levels, beginning with robust training during our start-of-year professional development. This system will include all aspects of the WBL continuum, including tracking students' career exploration artifacts, resume, cover letter, internship reflections, certification documentation, and workplace observations. 2) We will expand opportunities for students to engage with education industry professionals, including resume evaluation, mock interviews, and mentoring of capstone projects. We will endeavor to recruit bilingual mentors who can support our EL students. 3) We will begin offering Education Pathway-related dual enrollment classes, guided by our newly developed scope and sequence. 4) We will continue providing professional development for Arise staff who support dual enrollment classes on campus, including Academic Mentors. This will ensure student orientation to Peralta systems and resources, improvement in college-ready skills such as note-taking and reading annotation, and approaches to deadline tracking and other executive functioning skills. We will engage in ongoing evaluation and surveying of these improvements.	
Goal #3: By 2026	ARISE will expand the Academic Mentor (AcMentor) program to provide individualized support for all pathway students including pre-apprenticeship (students) and apprenticeships (graduates) to train and support future ARISE alumni and current Peralta Colleges students to be career ready within the Education sector	New or Revised Strategic Actions for Goal #3	1) We will engage in research and planning for pre-apprenticeship opportunities for our first class of graduating Education Pathway completers. 2) We will continue to expand the professional development provided to Academic Mentors, including training in mental health first aid, CPR, and first aid. 3) We will implement a peer mentoring program to grow and cultivate student leaders to build and develop the skills and training required to be an Academic Mentor. Peer mentorship will pair upperclassmen and underclassmen together to provide individualized support.	

Pathway Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

BUDGET JUSTIFICATION									
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification .									
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>									
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)		

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12		#N/A							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)			

PATHWAY PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion Rate (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	TBD	TBD	TBD	TBD		
10th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
First Cohort of Education Pathway Completers: ARISE will graduate its first class of Education Pathway students this year, demonstrating successful pathway implementation. Strong Dual Enrollment Alignment: The pathway's dual enrollment sequence includes Interpersonal Communications and Child Growth & Development, both aligned with the Associate Teacher Certificate at BCC. Expanding Work-Based Learning: The internship program now includes partnerships with first-grade classrooms at Ascend, allowing students to apply teaching strategies in real classroom settings. Pre-Apprenticeship and Apprenticeship Development: A formal partnership with BCC has been secured to launch an apprenticeship program, supporting students in earning credentials and gaining hands-on experience in education careers.	Limited Number of Dual Enrollment Courses: Currently, students have access to only two courses aligned with the Associate Teacher Certificate; adding a third course would strengthen the pathway. Lack of Peer Mentoring Structure: Although a peer mentoring program was explored, it was not implemented due to capacity constraints. Expanding student-led mentorship opportunities would help underclassmen receive structured support. Barriers to Tracking Graduate Outcomes: The counseling team has faced difficulties accessing National Student Clearinghouse data, making it challenging to track the long-term postsecondary success of Education Pathway graduates.

What might be some root causes to help you understand those student data?

Dual enrollment expansion is limited by available course offerings through Peralta Colleges, requiring coordination to secure an additional Education Pathway course.

The peer mentoring program requires dedicated staffing and structures to be effectively implemented, which has not been feasible due to competing student leadership priorities.

Tracking graduates beyond ARISE is constrained by data access limitations, requiring alternative alumni engagement strategies, such as direct surveys and employer partnerships.

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
ARISE will fully implement the Education pathway scope, sequence, and curriculum and ensure that all key elements of a Linked Learning and CTE pathway are in place.		ARISE is on track to accomplish this goal by 2026. This spring, we will graduate our first cohort of Education Pathway completers, marking a significant milestone in the pathway's development. The concentrator and capstone courses are fully in place, providing students with a structured and comprehensive educational experience. Additionally, students have had access to internships at educational organizations, ensuring hands-on learning and career preparation. To further support pathway alignment with industry expectations, students have earned relevant industry certifications, including Mental Health First Aid. Looking ahead, we will be applying for Silver Certification with the Linked Learning Alliance, which will provide external validation of the program's quality and alignment with career and technical education standards. Continued refinement of the curriculum, deeper integration of work-based learning, and strengthening postsecondary transitions will further solidify the pathway's impact. Aligning Language to Linked Learning Quality Standards: Our Silver Certification application will explicitly align with Linked Learning Quality Standards by demonstrating pathway integration across rigorous academics, work-based learning, and student supports. We will highlight evidence of interdisciplinary projects, industry partnerships, and college-readiness structures that ensure students graduate with both academic and career preparation.
ARISE will establish a robust Work Based Learning Continuum and Dual Enrollment program for Education for the People Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving 12 college course credits upon graduating		ARISE has made excellent progress toward this goal. All students in the Education Pathway now follow a structured four-year career exploration curriculum, ensuring a progression from career awareness to hands-on application. Juniors are completing internships, gaining direct experience in educational settings, and seniors are successfully earning industry certifications, further enhancing their career readiness. The dual enrollment sequence for the Education Pathway has expanded, now including two courses aligned with the Associate Teacher Certificate at Berkeley City College (BCC). Additionally, students have access to a College Success course to support their transition into higher education. To further strengthen academic preparedness, ARISE provides support for students to concurrently enroll in science and math courses, ensuring they meet key subject requirements for education careers. Moving forward, ARISE will continue to expand dual enrollment offerings, strengthen academic and mentorship supports, and refine the WBL continuum to ensure that students are able to graduate with 12 college credits and meaningful, industry-aligned experiences. Tracking Student Progress Toward 12 College Credits: Currently, 85% of Education Pathway seniors are on track to complete at least 12 college credits by graduation, with dual enrollment course completion rates being monitored each semester. We will continue refining academic supports and mentorship programs to increase access and completion rates, ensuring that all students meet this milestone.
ARISE will expand the Academic Mentor (AcMentor) program to provide individualized support for all pathway students including pre-apprenticeship (students) and apprenticeships (graduates) to train and support future ARISE alumni and current Peralta Colleges students to be career ready within the Education sector		Significant progress has been made in advancing pre-apprenticeship and apprenticeship opportunities for Education Pathway students and graduates. ARISE has conducted extensive research into pre-apprenticeship and apprenticeship models, including developing relationships with regional and statewide apprenticeship coordinators to align with industry standards and workforce needs. A major milestone was achieved with the formal agreement secured with Berkeley City College (BCC) to collaboratively develop an apprenticeship partnership. This partnership will create a structured pathway from high school to postsecondary education and workforce training, ensuring that ARISE graduates have direct access to career-aligned training and employment opportunities in education. Currently, ARISE is preparing for apprenticeship standards submission to the Division of Apprenticeship Standards at the California Department of Industrial Relations, a critical step in formalizing the apprenticeship program and expanding career readiness opportunities for students and alumni. Moving forward, ARISE will focus on finalizing the apprenticeship framework, securing approval, and developing structured supports to ensure a seamless transition for students into education careers. Next Steps for Apprenticeship Program Development: With the formal agreement secured with Berkeley City College, ARISE is finalizing the apprenticeship framework and preparing for submission to the Division of Apprenticeship Standards. The next phase will focus on securing approval, expanding industry partnerships, and providing structured transition supports to ensure graduates are career-ready within the education sector.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
1) The Education capstone class will be taught for the first time in the spring of 2025, and we will graduate our first cohort of Education Pathway completers. 2) Education-affiliated members of our Pathways Advisory Council will support the research and identification of labor market data, internships, and career exploration opportunities.		1) This action is on track to be completed by the end of the school year. The Education Capstone class is currently running, with students making progress toward completing their capstone projects. Additionally, the Warrior Intellectual Defense expectations were modified to include components that highlight capstone projects, work-based learning experiences, and college/career preparation activities. These updates ensure that students graduate with a strong academic and professional portfolio demonstrating their learning and readiness for careers in education. 2) This action has been successfully implemented, with four new members recruited to the Pathways Advisory Council who bring expertise in education. These members have been actively involved in Capstone course development and have provided direct mentorship to students as their Capstone projects. This has strengthened career connections.

24-25 Strategic Actions for Goal #1	3) We will provide training and support in 2024-25 for core academic faculty to integrate education-related content into their courses. 4) We will develop a system for maintaining contact with graduates in order to track their perseverance through future college/training and within the educational sector.	provided direct mentoring to students on their Capstone projects. Their input has strengthened career exploration opportunities for students and expanded industry connections. Moving forward, we will continue to leverage their expertise to diversify internship placements, expand career exposure activities, and integrate labor market research into the pathway curriculum. 3) Progress has been made in building community connections within core academic classes, incorporating education-related themes into coursework. Faculty have begun embedding education-focused learning experiences, and these efforts will be expanded in the next academic year as part of the schoolwide curriculum development priority plan. Our continued focus will be on providing structured professional development and resources for teachers to integrate education-related content across subjects, ensuring cross-curricular connections that reinforce pathway learning. 4) This action has been partially completed, with the counseling department conducting a yearlong effort to engage with graduates from the last three years. While some data has been gathered, major challenges have been encountered in accessing information through the National Student Clearinghouse, which has limited the ability to track long-term student outcomes. Efforts are ongoing to utilize available resources and explore alternative methods for alumni tracking, including direct outreach, employer partnerships, and strengthened collaboration with higher education institutions. Support for Teachers Integrating Education-Related Themes: To ensure successful integration of education-related themes, ARISE will provide structured professional development that includes subject-specific workshops, collaborative lesson planning sessions, and access to curated resources on best practices for embedding career-connected learning. Additionally, faculty will receive ongoing coaching and time for
24-25 Strategic Actions for Goal #2	1) We will roll out a portfolio system in all grade levels, beginning with robust training during our start-of-year professional development. This system will include all aspects of the WBL continuum, including tracking students' career exploration artifacts, resume, cover letter, internship reflections, certification documentation, and workplace observations. 2) We will expand opportunities for students to engage with education industry professionals, including resume evaluation, mock interviews, and mentoring of capstone projects. We will endeavor to recruit bilingual mentors who can support our EL students. 3) We will begin offering Education Pathway-related dual enrollment classes, guided by our newly developed scope and sequence.	1) This action has been successfully implemented following a pilot last spring and refinements over the summer. The portfolio system was rolled out across all grade levels, providing a structured method for students to track their career exploration artifacts, resumes, cover letters, internship reflections, certification documentation, and workplace observations. Key accomplishments include: -Extensive teacher professional development to ensure effective implementation. -Student orientation lessons to support portfolio usage and reflection. -Portfolio posting integrated into the end of each RSA, ensuring consistent student engagement and documentation. 10th and 12th graders are actively using their portfolio artifacts and reflections for Bridge and Warrior Intellectual Defenses this semester. Currently, an audit of portfolio use is underway to identify any gaps or inconsistencies. Based on findings, improvements will be made over the summer to refine portfolio structures and increase effectiveness. 2) This action has seen strong progress with expanded industry engagement and mentorship opportunities for students. Key achievements include: -The Pathways Advisory Council was actively involved in Capstone improvements, providing guidance on project development. Industry professionals were utilized as mentors for Capstone projects, with many of them bilingual in Spanish, ensuring better support for EL students. -Informational interviews with professionals were expanded in the 12th-grade career prep curriculum, providing students with direct exposure to career pathways in education. -A fall career fair was hosted, featuring resume review sessions where students received constructive feedback from industry professionals. Moving forward, ARISE will continue to expand industry partnerships, increase one-on-one student mentoring opportunities, and enhance career preparation experiences for all students. 3) Progress in this area has been strong, with the successful rollout of two dual enrollment courses aligned with the Education Pathway scope and sequence. Current dual enrollment offerings include: -Interpersonal Communications and Child Growth & Development, aligned with the Associate Teacher Certificate at BCC. -Additional access to a College Success course to strengthen college readiness skills. -A request has been made for an Introduction to Psychology course from Peralta for next year, further expanding course options. -All courses offered are transferable for credit at CSUs, ensuring that students are earning meaningful, college-aligned credits that will support their future academic progress. Future steps will focus on securing additional dual enrollment courses, particularly those that broaden student preparation for careers in education and child development. 4) This action has been successfully implemented, with targeted professional learning community (PLC) sessions for teachers and academic mentors. Key improvements include:

	4) We will continue providing professional development for Arise staff who support dual enrollment classes on campus, including Academic Mentors. This will ensure student orientation to Peralta systems and resources, improvement in college-ready skills such as note-taking and reading annotation, and approaches to deadline tracking and other executive functioning skills. We will engage in ongoing evaluation and surveying of these improvements.	Key improvements include: -Revamped classroom support and internal grading processes, informed by best practices from high school/community college partnerships in the Bay Area. -Improved collaboration between ARISE teachers and Peralta professors, leading to better-aligned instruction and student supports. -Professional development on college readiness skills, including note-taking, reading annotation, deadline tracking, and executive functioning strategies. -Ongoing evaluation and surveying to assess the effectiveness of these supports and make necessary adjustments. Impact of PLC Sessions on Goal #2: Ongoing PLC sessions will continue to enhance pathway development by providing a dedicated space for teachers and Academic Mentors to refine instructional strategies, share best practices for integrating work-based learning, and align portfolio implementation across grade levels. These sessions will also support the continuous improvement of mentorship structures and career preparation initiatives.
24-25 Strategic Actions for Goal #3	1) We will engage in research and planning for pre-apprenticeship opportunities for our first class of graduating Education Pathway completers. 2) We will continue to expand the professional development provided to Academic Mentors, including training in mental health first aid, CPR, and first aid. 3) We will implement a peer mentoring program to grow and cultivate student leaders to build and develop the skills and training required to be an Academic Mentor. Peer mentorship will pair upperclassmen and underclassmen together to provide individualized support.	1) Research into pre-apprenticeship and apprenticeship programs has been conducted, with significant progress made in establishing partnerships. Relationships have been developed with regional and statewide apprenticeship coordinators, ensuring alignment with workforce needs. A formal agreement with Berkeley City College (BCC) has been secured to collaboratively develop an apprenticeship program, creating structured pathways from high school to postsecondary training. Currently, preparations are underway for apprenticeship standards submission to the Division of Apprenticeship Standards at the California Department of Industrial Relations. Moving forward, the focus will be on finalizing the apprenticeship framework, securing approval, and identifying students eligible for pre-apprenticeship opportunities. 2) Professional development for Academic Mentors has expanded, with First Aid certification training already completed. Mental Health First Aid certification training is currently being scheduled, ensuring that Academic Mentors gain essential skills in mental health awareness, crisis response, and student support. As part of this effort, CPR training will also be provided. These trainings will strengthen the capacity of Academic Mentors to support students holistically, equipping them with essential skills for fostering a safe and supportive learning environment. 3) A peer mentoring program was explored but not implemented this year due to capacity constraints. After evaluating available resources and student leadership priorities, it was determined that there was not sufficient capacity to launch a structured peer mentoring initiative at this time. Instead, efforts were dedicated to expanding the Student Leadership Group, Student Ambassadors Program, and Black Student Union (BSU), which have provided meaningful leadership opportunities. Additionally, four mental health professionals on-site currently provide support to 20% of ARISE students, ensuring targeted support for student well-being. While a peer mentoring program remains a valuable long-term goal, leadership development has been strengthened through existing student-led initiatives, ensuring sustained impact. Expanding Student Leadership Development: Building on the success of the Student Leadership Group, Student Ambassadors Program, and BSU, ARISE will continue developing leadership opportunities for students, including potential pathways for peer mentoring in the future. We will also explore targeted leadership training sessions to further equip students with the skills needed for mentorship and community engagement roles.
Pathway Strategic Actions 2025-2026 2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		
Goal #1: By 2026	ARISE will fully implement the Education pathway scope, sequence, and curriculum and ensure that all key elements of a Linked Learning and CTE pathway are in place.	New or Revised Strategic Actions for Goal #1 Apply for Silver Certification for the Education Pathway. The school will complete the application process for Silver Certification through the Linked Learning Alliance, ensuring the Education Pathway meets high-quality standards for career and technical education. This will include gathering and analyzing program data, documenting work-based learning experiences, and aligning curriculum with certification requirements. Revise the CTE curriculum, scope, and sequence based on this year's pilot. After piloting the full Education Pathway curriculum this year, adjustments will be made to improve alignment with industry expectations, postsecondary pathways, and student needs. The revision process will focus on strengthening career connections, refining project-based learning elements, and ensuring skill progression across grade levels.

			Incorporating Stakeholder Feedback in CTE Curriculum Revision: The CTE curriculum revision will include structured feedback sessions with students, teachers, and industry professionals to ensure the pathway remains aligned with career expectations and student needs. This will involve student surveys, faculty focus groups, and advisory council input to refine project-based learning elements and strengthen real-world application of skills.
Goal #2: By 2026	ARISE will establish a robust Work Based Learning Continuum and Dual Enrollment program for Education for the People Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving 12 college course credits upon graduating	New or Revised Strategic Actions for Goal #2	Improve the arc of internship experiences to culminate in student projects. Internships will be structured to ensure students not only gain hands-on experience but also apply their learning through culminating projects or research presentations. This will provide a clear link between work-based learning and academic growth, ensuring students can demonstrate career-related competencies in a meaningful way. Expand the diversity of Career Day sites. New partnerships will be developed to expose students to a wider range of career options within education, child development, and related fields. This will include opportunities to visit early childhood centers, K-12 schools, education non-profits, policy organizations, and higher education institutions, providing students with a broader perspective on careers in education. Support students in 1:1 connections through mentorship and informational interviews. A structured system will be created to ensure all Education Pathway students engage in direct career conversations with industry professionals. This may include formal mentorship programs, networking events, and facilitated informational interviews to help students develop professional connections and gain insight into their career interests. Add a third dual enrollment course in the Education Pathway sequence. To continue strengthening college readiness and dual enrollment opportunities, a third college-level course will be introduced, expanding beyond the existing Interpersonal Communications and Child Growth & Development courses. This new course will be selected to further align with the Associate Teacher Certificate at BCC and support students in meeting the 12-credit goal before graduation. Run the full dual enrollment (DE) scope & sequence as planned and evaluate student success. The Education Pathway dual enrollment sequence will be fully implemented, ensuring students successfully complete college-level coursework leading to industry-recognized credentials. A structured evaluation process will be conducted, tracking student completion rates, academic performance, and career/college outcomes, with adjustments made as needed to improve support structures.
Goal #3: By 2026	ARISE will expand the Academic Mentor (AcMentor) program to provide individualized support for all pathway students including pre-apprenticeship (students) and apprenticeships (graduates) to train and support future ARISE alumni and current Peralta Colleges students to be career ready within the Education sector	New or Revised Strategic Actions for Goal #3	Pilot apprenticeship program with BCC students placed as Academic Mentors. ARISE will launch its first apprenticeship pilot in collaboration with Berkeley City College (BCC), placing college students as Academic Mentors (AcMens) at ARISE. This will provide real-world, paid experience for BCC students, while also strengthening individualized student support at ARISE. The pilot will inform future expansion of the apprenticeship program and create a clear career pipeline for aspiring educators. Ensure Academic Mentors (AcMens) are placed in all Education Pathway classes and collaborate with the pathway lead. Academic Mentors will be fully integrated into all Education Pathway courses, working closely with teachers and the Pathway Lead to provide consistent, high-quality support. This will ensure students receive one-on-one and small-group support, reinforcing content and skills critical for success in education careers. Expand professional development (PD) for Academic Mentors to include preparation for making education-related connections in core classes, with Lead AcMentor Brenda Aguilar serving as a trainer. Academic Mentors will receive targeted PD to deepen their ability to integrate education career connections into their support roles. Brenda will serve as a key trainer, equipping mentors with strategies for reinforcing educational theory, classroom management, and student engagement within core academic courses. Ensuring Long-Term Impact of the AcMentor Program: To measure the success and sustainability of the AcMentor program, ARISE will establish clear metrics, including student academic performance, mentorship effectiveness surveys, and retention rates in postsecondary education and education-related careers. Regular evaluations will be conducted to refine program implementation, ensuring continuous improvement and alignment with workforce demands.

Pathway Budget Expenditures*Effective July 1, 2025 - June 30, 2026***2025-2026 Pathway Budget**

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>							(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Academic Mentor Lead Salary (1.0 FTE) The Academic Mentor Lead plays a crucial role in supporting students, classroom teachers, and the broader Education for the People CTE pathway through mentorship, academic support, and work-based learning coordination. In addition to directly supporting students as a tutor, mentor, and dual enrollment liaison, this role ensures that all ARISE students benefit from internships, industry certification programs, and career-connected learning opportunities.	\$50,182.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	1	Education	Approved	

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$319,600.00	\$319,600.00	\$0.00
*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (376) multiplied by the per pupil amount of \$850.			

School: Arise High School

Site #: 9121

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9121-1	Academic Mentor Lead Salary (1.0 FTE) The Academic Mentor Lead plays a critical role in supporting enrichment, internships, and work-based learning (WBL) experiences for all ARISE students, aligning with our Community-Based Learning team to strengthen pathways across the school. This position provides direct support to students and teachers in both Public Health and Education for the People CTE pathways, ensuring that students are engaged in meaningful, career-connected learning opportunities.	\$50,182.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	1	Whole School
9121-2	Community Learning (WBL) Liaison (1.0 FTE) As we continue to expand and refine our Work Based Learning continuum for ALL students (9-12 grade) and to specifically increase internship and certification opportunities for our new education pathway, we seek to maintain a full time employee. Duties include (but not limited to): Engage with community partners to establish work based learning opportunities related to WBL continuum; Establish and maintain internship/externship opportunities for students and staff; Lead professional development around connecting WBL learning with classrooms learning; Co-manage the Pathway Advisory Council, Manage students off site internships, including transportation, attendance, mentor/student contracts; and Execute MOU's and partnership agreements with partnership organizations. (Coherent Work-Based Learning and Dual Enrollment experiences) -This position supports all pathway students (400) with work-based learning expansion and industry partner implementation. It supports Work-Based Learning Strategic Goals for both our Health and Education pathways.	\$73,130.00	1200	Certificated Support Salaries	Work Based Learning Liaison	1	Whole School
9121-3	Big Picture Learning (Imblaze) - Internship Management System: ImBlaze (Big Picture Learning) is a program that enables ARISE to curate a set of internships and pathway certifications for students to identify, request and pursue. ARISE is able to monitor the search process, track internship attendance and ensure compliance, and ensure student success. ImBlaze provides powerful support in data keeping, organizational protocols, and student tracking and supports our Work-Based Learning program, by allowing us to keep track of our relationships with the organizations in our community. Funds cover annual support, professional development and student and staff licences. The Work Based Learning Liaison will oversee all aspects of ImBlaze including student training and support. ImBlaze supports in the overall organization, quality assurance, and both mentor and student resources to better equip all parties and ensure high quality work based learning experiences. ImBlaze will support all students participating in WBL experiences and will be used as a key instrument in building a work based learning plan for all students (400 plus students) (Coherent Work-Based Learning and Dual Enrollment experiences) - supports all students participating in an internship, certification, or other WBL experience.	\$2,450.00	5000	Consultants			Whole School

9121-4	Mentoring in Medicine and Science (MIMS) - Mentoring in Medicine and Science (MIMS Oakland) provides internship and certification opportunities to all ARISE pathway students (total 400 students), with the strongest focus on the 11th grade Intermediate Public Health students since the CPR/First Aid, Mental Health First Aid are embedded into the course. Plans to expand training and certifications to for AcMentors and ARISE staff will ensure our Specific duties include: - Facilitate in-class engagement in our Public Health Pathway Sequenced courses with a focus on 11th and 12th grade - Organize and lead two career site visits to health related institutions for 9, 10, 11, 12th grade as part of our bi-annual College and Career Day - Facilitate health professional panel or guest speakers as part of our Public Health Speaker Series (Open to all pathway students) - Facilitate 4.5 hour Teen Mental Health First Aid certification course for 40 ARISE AcMentors, and to a cohort of 11th and 12th grade students as part of our Wednesday Enrichment program (2x a year) (60 certificates) - Certify all 11th grade ARISE students in CPR and First Aid (2-year certification) (100 students) - Support work based learning liaison in providing health career based learning opportunities for ARISE students (including mock interviews and internships) - Conduct program evaluation and student reflection for all certification opportunities (Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)	\$30,000.00	5000	Consultants			Whole School
9121-5	Director of Community Learning (25% FTE) - The Director of Community Learning works to ensure that all students at ARISE successfully achieve the pathway outcomes of college and career readiness for ARISE's Public Health and Education for the People Pathways. The Director supports all students and teachers, especially the CTE pathway teachers, with implementation of CTE, Dual Enrollment, and Linked Learning standards. In coordination with school administration, this position oversees all pathway strategic planning related to the Linked Learning 4 Pillars and leads/co-leads all Measure N and Linked Learning initiatives. Cultivates and builds partnerships with industry professionals. Manages the Work Based Learning Liaison, to support students to complete the work based learning continuum. Designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N EIP, site visits, and reports. Other duties include: Execute MOU's and partnership agreements with partnership organizations, manage and oversee Linked Learning certifications. (Pathway Strategic Goals: Going for Gold Certification, Education Pathway Development, Expanded WBL and Dual Enrollment)	\$30,256.00	1300	Certificated Supervisor and Administrator Salaries	Director of Community Learning	0.25	Whole School
9121-6	Academic Mentor English Learner Support Salary Bianca Estrada (0.25 FTE) Measure N funds will cover the cost of AcMentor to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.	\$10,713.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	0.25	Whole School

9121-7	Conference and Site Visit Travel - aligned with our goal of expanded pathway professional development, this line item will cover travel, accomodations and registration fees for ARISE staff to attend and present at Linked Learning Alliance which will take place in Oakland in the Fall 2025 Linked Learning Conference Fees: \$700 x 3 staff = 2100 (we can cover the remainder with LCFF) Meals and Transportation: \$262.50 (Connects to all Pathway strategic priorities with the goal of enhanced professional learning and training for pathway teachers, staff, and academic mentors)	\$2,362.50	5210	Conference Expenses			Whole School
9121-16	Biology and Public Health Teacher and Lead- 50% FTE As we implement and improve our Public Health for the People pathway, we must ensure that teachers are leading the pathway-sequenced courses and take part in planning. The Biology and Public Health teacher also serves as our Intermediate Public and Community Health teacher, the concentrator course for all 11th-grade Public Health pathway students. Additionally, this teacher co-leads the Public Health Pathway alongside the rest of the pathway team. This role includes working with our Director of STEM and Director of Community-Based Learning to develop curricula, scope, and sequence for the public health pathway courses. Our CTE Biology instructor will implement the introductory pathway course with coursework emphasizing work-based learning (WBL), career awareness, college and career readiness, guest speakers, and industry partnerships that connect student learning to real-world applications. This position plays a key role in guiding students through the pathway, ensuring they are prepared for both the public health workforce and the Intermediate Public and Community Health concentrator course in 11th grade.	\$37,292.50	1100	Certificated Teacher	Biology and Public Health Teacher	0.50	Public Health
9121-17	Academic Mentor Public Health Pathway Salary (0.8 FTE) Measure N funds will cover the cost of AcMentor to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.	\$33,032.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	0.8	Public Health
9121-32	Academic Mentor Lead Salary (1.0 FTE) The Academic Mentor Lead plays a crucial role in supporting students, classroom teachers, and the broader Education for the People CTE pathway through mentorship, academic support, and work-based learning coordination. In addition to directly supporting students as a tutor, mentor, and dual enrollment liaison, this role ensures that all ARISE students benefit from internships, industry certification programs, and career-connected learning opportunities.	\$50,182.00	2400	Clerical, Technical and Office Compensation	Academic Mentor Lead	1	Education