

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

David Kakishiba, Chair
kakishiba@gmail.com

Marc Tafolla, Vice Chair
marctafolla@gmail.com

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

James. Harris, Member
james@510media.com

Gary Yee, Member
Yeega125@gmail.com

| | |
|---|---------|
| Board Office Use: Legislative File Info. | |
| File ID Number | 24-0719 |
| Introduction Date | 5/21/24 |
| Enactment Number | |
| Enactment Date | |

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: ARISE High School 9121

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for ARISE High School as “Approved,” with a total allocation not to exceed \$333,200.00.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan - ARISE High School
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - ARISE High School

| 2024-2025 MEASURE H BUDGET | | | |
|--|--------------|----------------|-----------------|
| Effective: July 1, 2024 - June 30, 2025 | | | |
| Resource 9339 | Allocation* | Total Expended | Total Remaining |
| Measure H | \$333,200.00 | \$333,200.00 | \$0.00 |
| *Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (392) 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 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 |
| 9121-2 | 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 | 1.00 | Public Health and Education Pathways |
| 9121-3 | Employee Benefits (25%) | \$30,000.00 | 3000 | Benefits | Work Based Learning Liaison | 1.00 | Public Health and Education Pathways |

| | | | | | | | |
|--------|--|-------------|------|---------------------|------------|----------------------------|--------------------------------------|
| 9121-4 | <p>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, 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)</p> <p>Linked Learning Conference Fees: \$650 x 6 staff = 3,900 / Transportation (\$400/ea = 2400) Lodging (\$300/ea = \$1800) Total: \$8100</p> <p>Educating for Careers Conference Fees: \$475 x 4 staff = \$1800 / Transportation \$300 (mileage for 2 drivers, lodging (\$300/ea = \$1200 = Total \$3300</p> <p>Deeper Learning Conference Fees: \$1050 x 3 staff = \$3150 / Transportation \$400/ea = \$1200 / Lodging \$300/ea = \$1200 = Total \$5,550</p> <p>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)</p> | \$20,000.00 | 5210 | Conference Expenses | | | Public Health and Education Pathways |
| 9121-5 | <p>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.</p> | \$10,100.00 | 5000 | Consultant Contract | Consultant | Part-time hourly employees | Public Health and Education Pathways |

| | | | | | | | |
|--------|--|-------------|------|---------------------|--|------|--------------------------------------|
| 9121-6 | <p>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:</p> <ul style="list-style-type: none"> - 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 <p>(Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)</p> | \$27,200.00 | 5000 | Consultant Contract | | | Public Health Pathway |
| 9121-7 | <p>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)</p> | \$30,000.00 | 2100 | Non Certified Staff | | 0.30 | Public Health and Education Pathways |

| | | | | | | | |
|---------|---|-------------|------|---------------------|-------------------------------------|------|--------------------------------------|
| 9121-8 | <p>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)</p> | \$10,000.00 | 5000 | Consultant Contract | | | Public Health and Education Pathways |
| 9121-9 | <p>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.</p> | \$9,900.00 | 5000 | Consultant Contract | | | Public Health Pathway |
| 9121-10 | <p>Dean of Public and Community Health Pathway (25% FTE) - Dean of Public and Community Health - CTE Intermediate Public and Community Health Teacher. As we pursue gold certification with the Linked Learning Alliance, it is imperative to have CTE certified teachers guiding our CTE classes and pathway-sequenced courses. All CTE instructors are dedicated to implementing coursework that underscores the four pillars of linked learning, enhancing student engagement and knowledge. These pillars include Work-Based Learning (WBL), internships, college and career readiness, as well as the integration of guest speakers and industry partnerships that connect student learning to real-world applications. Budget reflects 0.2 salary with benefits.</p> | \$24,000.00 | 1000 | Certified Staff | Dean of Public and Community Health | 0.20 | Public Health for the People |

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: ARISE HIGH SCHOOL

Site #: 9121

| Resource | Allocation* | Total Expended | Total Remaining |
|-----------|--------------|----------------|-----------------|
| Measure N | \$336,600.00 | \$336,600.00 | \$0.00 |

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (396) multiplied by the per pupil amount of \$850.

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|--|--------------|-------------|-------------------------|-----------------------------|----------------------------|--------------------------------------|
| 9121-1 | 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 |
| 9121-2 | 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 | 1.00 | Public Health and Education Pathways |
| 9121-3 | Employee Benefits (25%) | \$30,000.00 | 3000 | Benefits | | | Public Health and Education Pathways |

| | | | | | | | |
|--------|--|-------------|------|---------------------|--|--|--------------------------------------|
| 9121-4 | <p>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, 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)</p> <p>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)</p> | \$20,000.00 | 5210 | Conference Expenses | | | Public Health and Education Pathways |
| 9121-5 | <p>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.</p> | \$11,000.00 | 5000 | Consultant Contract | | | Public Health and Education Pathways |

| | | | | | | | |
|--------|--|-------------|------|---------------------|---|------|--------------------------------------|
| 9121-6 | <p>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:</p> <ul style="list-style-type: none"> - 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 <p>(Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)</p> | \$30,000.00 | 5000 | Consultant Contract | | | Public Health Pathway |
| 9121-7 | <p>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)</p> | \$75,000.00 | 2100 | Non Certified Staff | Dean of Linked Learning and Development | 0.75 | Public Health and Education Pathways |

| | | | | | | | | | |
|---|---|--------------------------|----------------------------|--------------------------|---------------------------|----------------------------------|-----------------------------------|-----------------------------|----------------------------|
| School Name: | ARISE High School | | | | | | Site #: | 9121 | |
| Pathway Name(s): | Public and Community Health for the People; Education for the People | | | | | | | | |
| School Description | | | | | | | | | |
| ARISE High School has been honored to serve the Oakland community since 2007 and looks forward to continuing this service during our next charter term and three year Measure N plan. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for all of our students. We provide a small school environment where we pride ourselves in every student having at least one adult who knows them well and supports them on their educational journey. At ARISE, education is not just about how well you do on a test. We are a Linked Learning pathway school that emphasizes college and career readiness while also learning knowledge of self, society, and history within a highly personalized and supportive learning environment. | | | | | | | | | |
| School Mission and Vision | | | | | | | | | |
| Our MISSION at ARISE is to empower ourselves with the knowledge, skills, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community. Through the Linked Learning Public Health pathway and soon, also through our Linked Learning Education pathway, ARISE students immerse in experiential learning that combines an integrated college and career preparatory curriculum that includes both core academic classes and a sequence of advanced career technical courses, workplace learning experiences, and meaningful connections with public health agencies (and soon, with education agencies.) Together these elements create an experiential college and career readiness educational experience for all students. The Public Health Pathway and Education Pathways at ARISE ensure that all students achieve proficiency in 21st century skills, college and career knowledge, and workplace literacy. ARISE students also engage in collaborative community action research projects that prepare them for success in college and careers and hone their skills as agents for change in public health, education, and other fields. | | | | | | | | | |
| School Demographics | | | | | | | | | % Current Newcomers |
| 2023-24 Total Enrollment Grades 9-12 | | | 404 | | | | | | 2.30% |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild-Moderate | % SPED Severe |
| | 54% | 46% | 98% | 91% | 34% | 25% | 14.20% | 13.20% | 1.00% |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
| | 2% | 0% | 1% | 96% | 1% | 0% | 0% | 0% | 0% |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | | English Language Learners | | | |
| SCHOOL PERFORMANCE GOALS AND INDICATORS | | | | | | | | | |
| Please refer to this Data Dictionary for definitions of the Indicators. | | | | | | | | | |
| Whole School Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) | | |
| Four-Year Cohort Graduation Rate | 83% | 89.9% | 90% | | 92% | | 94% | | |
| Four-Year Cohort Dropout Rate | 10% | 10.1% | 7% | | 5% | | 3% | | |
| A-G Completion Rate (12th Grade Graduates) | 99% | 100.0% | 100% | | 100% | | 100 | | |
| On Track to Graduate - 9th Graders | 100% | 100.0% | 100% | | 100% | | 100.00% | | |
| 9th Graders meeting A-G requirements | 95% | 100.0% | 96% | | 97.00% | | 98.00% | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 93% | 50.5% | 95% | | 97.00% | | 100.00% | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 85.0% | 29.03 | 87.00% | | 89.00% | | 92.00% | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100% | 100.0% | 100.00% | | 100.00% | | 100.00% | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 96.1% | 82.0% | 97% | | 98.00% | | 100.00% | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 36.0% | 28% | 40.00% | | 45.00% | | 50.00% | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 43% | 52% | 45.00% | | 47.00% | | 50.00% | | |
| Focal Student Population Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) | | |
| Four-Year Cohort Graduation Rate | 74% | 80.8% | 80.00% | | 85% | | 90% | | |
| Four-Year Cohort Dropout Rate | 18.5% | 19.2% | 14.00% | | 10% | | 5% | | |
| A-G Completion - 12th Grade (12th Grade Graduates) | 95% | 100.0% | 97% | | 98.00% | | 100.00% | | |
| On Track to Graduate - 9th Graders | 100% | 100.0% | 100.00% | | 100.00% | | 100.00% | | |

| 9th Graders meeting A-G requirements | 95.0% | 92.0% | 97.00% | | 98.00% | | 100.00% | | | | | | | | | | | | | | |
|--|---|--|---------|--|---------|--|---------|--|--|------------------|------------------|-------------------|---|--|---|---|---|--|------------------------------------|---|---|
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 88.0% | 45.0% | 90.00% | | 92.00% | | 95.00% | | | | | | | | | | | | | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 80.0% | 25.0% | 85.00% | | 87.00% | | 90.00% | | | | | | | | | | | | | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 100.0% | 100.00% | | 100.00% | | 100.00% | | | | | | | | | | | | | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 85.0% | 79.0% | 87.00% | | 90% | | 95.00% | | | | | | | | | | | | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 37.0% | 34.0% | 45.00% | | 47.00% | | 50.00% | | | | | | | | | | | | | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 12.0% | 10.0% | 20.00% | | 25.00% | | 35.00% | | | | | | | | | | | | | | |
| ROOT CAUSE ANALYSIS | | | | | | | | | | | | | | | | | | | | | |
| Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators. | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:30%;">Indicator</th> <th style="width:35%;">Strengths</th> <th style="width:35%;">Challenges</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">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.</td> <td style="font-size: small;"><i>What is our site doing well that's leading to improvements in this indicator?</i></td> <td style="font-size: small;"><i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i></td> </tr> <tr> <td>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)</td> <td>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.</td> <td>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.</td> </tr> <tr> <td>A-G Completion - 12th Grade</td> <td>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.</td> <td>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.</td> </tr> </tbody> </table> | | | | | | | | | | 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. | <i>What is our site doing well that's leading to improvements in this indicator?</i> | <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> | 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. |
| 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. | <i>What is our site doing well that's leading to improvements in this indicator?</i> | <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | |

| | | | | |
|--|---|--|--|--|
| <p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i></p> | <p>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.</p> | <p>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.</p> | | |
| <p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i></p> | <p>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.</p> | <p>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.</p> | | |
| <p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p> | <p>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.</p> | <p>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.</p> | | |
| <p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p> | <p>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.</p> | <p>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.</p> | | |
| <p>Percentage of 10th-12th grade students in Linked Learning pathways</p> | | | | |
| <p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p> | | | | |
| 2023-2024: YEAR ONE ANALYSIS | | | | |
| Whole School Strategic Actions (to address enabling conditions for high quality pathway development) | | | | |
| 2023-24 Strategic Actions | | | | |
| <i>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?</i> | | | | |

| | | |
|---|--|--|
| <p>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.</p> <p>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.</p> <p>Strategic Action 2: Expand education sector dual enrollment and certificate opportunities to meet the demand of ARISE students</p> <p>Strategic Action 3: Recruit Education and Child Development employers to join our industry and postsecondary advisory council</p> <p>Strategic Action 4. Establish an education themed advisory council and establish new partnerships that can provide experiential learning opportunities within the field of education.</p> | | |
| <p>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.</p> <p>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</p> <p>Strategic Action 2. AcMentors will provide support to students in both the Public Health and newly developed Education for the People CTE pathways</p> <p>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</p> <p>Strategic Action 4. Identify and assign key acmentors to our newcomer and ELL students to ensure all students are getting individualized supports</p> | | |
| <p>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.</p> <p>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</p> <p>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)</p> <p>Strategic Action 3. Recruit and enroll ARISE students for Peralta Summer Institute and other pathway related programs.</p> <p>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</p> <p>Strategic Action 5: Further develop a sequence of Work Based Learning (WBL) experiences that meet the needs for both pathways.</p> <p>Strategic Action 4: Recruit and enroll ARISE students for Peralta Summer Institute to expand opportunities connected with our education pathway</p> | | |
| <p>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.</p> <p>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</p> <p>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</p> <p>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</p> <p>Strategic Action 4: Curriculum (Math) Modify and adjust quarterly benchmarks with aligned curriculum-embedded assessments that guide teacher instruction.</p> <p>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.</p> <p>Strategic Action 6: Ensure that all Attendance systems and protocols are clearly defined, communicated and upheld with fidelity by all staff</p> | | |
| <p>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</p> <p>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.</p> <p>Strategic Action 2) Incorporate more intentional focus on AG, Dual Enrollment and pathway graduation requirements during grade level orientations and back to school night</p> <p>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</p> | | |
| Budget Expenditures | | |
| 2023-2024 Budget: Enabling Conditions Whole School | | |

| <p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | | |
|---|--------------|-------------|-------------------------|-----------------------------|----------------------------|--------------------------------------|--|--|
| <p>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.</p> | \$100,000.00 | 2201 | Non Certified Staff | AcMentor | Part-time hourly employees | Public Health and Education Pathways | | |
| <p>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.</p> | \$70,600.00 | 2201 | Non Certified Staff | Work Based Learning Liaison | 100% | Public Health and Education Pathways | | |
| <p>Employee Benefits (25%)</p> | \$30,000.00 | 3000 | Benefits | | | Public Health and Education Pathways | | |
| <p>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)</p> <p>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)</p> | \$20,000.00 | 5210 | Conference Expenses | | | Public Health and Education Pathways | | |

| | | | | | | | | |
|--|-------------|------|---------------------|--|--|--------------------------------------|--|--|
| <p>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.</p> | \$11,000.00 | 5000 | Consultant Contract | | | Public Health and Education Pathways | | |
| <p>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:</p> <ul style="list-style-type: none"> - 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 <p>(Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)</p> | \$30,000.00 | 5000 | Consultant Contract | | | Public Health Pathway | | |

| | | | | | | |
|---|-------------|------|---------------------|---|-----|--------------------------------------|
| <p>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)</p> | \$75,000.00 | 2100 | Non Certified Staff | Dean of Linked Learning and Development | 75% | Public Health and Education Pathways |
|---|-------------|------|---------------------|---|-----|--------------------------------------|

2024-2025: YEAR TWO

Strategic Actions

| | |
|--|--|
| <p>2023-2024 Strategic Actions</p> | <p>Reflection on 2023-2024 Strategic Actions <i>For the Year 1 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?</p> |
| <p>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.</p> <p>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.</p> | <p>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.</p> |

| | |
|---|---|
| <p>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.</p> <p>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</p> <p>Strategic Action 2. AcMentors will provide support to students in both the Public Health and newly developed Education for the People CTE pathways</p> <p>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</p> <p>Strategic Action 4. Identify and assign key acmentors to our newcomer and ELL students to ensure all students are getting individualized supports</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <p>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.</p> <p>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</p> <p>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)</p> <p>Strategic Action 3. Recruit and enroll ARISE students for Peralta Summer Institute and other pathway related programs.</p> <p>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</p> <p>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</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |

| | |
|--|---|
| <p>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.</p> <p>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</p> <p>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</p> <p>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</p> <p>Strategic Action 4: Curriculum (Math) Modify and adjust quarterly benchmarks with aligned curriculum-embedded assessments that guide teacher instruction.</p> <p>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</p> | <p>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.</p> <p>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). 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.</p> <p>3) 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.</p> <p>4) 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.</p> <p>5) 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.</p> <p>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.</p> |
|--|---|

| | |
|---|--|
| <p>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</p> <p>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.</p> <p>Strategic Action 2) Incorporate more intentional focus on AG, Dual Enrollment and pathway graduation requirements during grade level orientations and back to school night</p> <p>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</p> | <p>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.</p> <p>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.</p> <p>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.</p> |
|---|--|

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. *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?*

- 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

| <p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of 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></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i> | Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i> |
|--|--------------|-------------|-------------------------|-----------------------------|----------------------------|--------------------------------------|---|--|
| <p>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.</p> | \$100,000.00 | 2201 | Non Certified Staff | AcMentor | Part-time hourly employees | Public Health and Education Pathways | | Conditionally Approved |
| <p>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.</p> | \$72,000.00 | 2201 | Non Certified Staff | Work Based Learning Liaison | 100% | Public Health and Education Pathways | Approved | |
| <p>Employee Benefits (25%)</p> | \$30,000.00 | 3000 | Benefits | Work Based Learning Liaison | 100% | Public Health and Education Pathways | Approved | |

| | | | | | | | | |
|--|--------------------|-------------|----------------------------|-------------------|-----------------------------------|---|-----------------|-------------------------------|
| <p>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, 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)</p> <p>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)</p> | <p>\$20,000.00</p> | <p>5210</p> | <p>Conference Expenses</p> | | | <p>Public Health and Education Pathways</p> | <p>Approved</p> | |
| <p>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.</p> | <p>\$10,100.00</p> | <p>5000</p> | <p>Consultant Contract</p> | <p>Consultant</p> | <p>Part-time hourly employees</p> | <p>Public Health and Education Pathways</p> | | <p>Conditionally Approved</p> |
| <p>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:</p> <ul style="list-style-type: none"> - 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 <p>(Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)</p> | <p>\$27,200.00</p> | <p>5000</p> | <p>Consultant Contract</p> | | | <p>Public Health Pathway</p> | | <p>Conditionally Approved</p> |

| | | | | | | | | |
|---|-------------|------|---------------------|--|-----|--------------------------------------|----------|--|
| <p>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)</p> | \$30,000.00 | 2100 | Non Certified Staff | | 30% | Public Health and Education Pathways | Approved | |
| <p>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)</p> | \$10,000.00 | 5000 | Consultant Contract | | | Public Health and Education Pathways | Approved | |
| <p>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.</p> | \$9,900.00 | 5000 | Consultant Contract | | | Public Health Pathway | 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 | | | | | |
| <i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i> | | | | | |
| Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation | Evidence of Strengths 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. | Areas For Growth 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. | Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i> 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. | | |

| | | | | | |
|--|--|---|---|--|--|
| <p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p> | <p>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.</p> | <p>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.</p> | <p>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</p> | | |
|--|--|---|---|--|--|

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. | |

| | | | |
|----------------------------|--|--|--|
| Actions for Goal #3 | 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? |
|--|--|
| <p>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.</p> <p>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.</p> <p>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</p> <p>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)</p> | <p>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.</p> <p>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.</p> <p>3) We will complete our data collection by June and compare it to our start-of-year self-assessment.</p> <p>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.</p> <p>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.</p> |

| | | |
|---|--|--|
| 23-24 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. | 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 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. |
| | 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 | |
| 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. 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. 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 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 Strategic Actions 2024-2025 | | |
| 2024-2025 Strategic Actions | | |
| <i>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?</i> | | |
| 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. |
| | 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 | 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. |

| | | | |
|----------------------------|---|---|--|
| Goal #2: By 2026 | | New or Revised Strategic Actions for Goal #2 | 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

| <p>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.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of 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></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i> | Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i> |
|---|-------------|-------------|-------------------------|-------------------------------------|------|------------------------------|---|--|
| <p>Dean of Public and Community Health Pathway (25% FTE) - Dean of Public and Community Health - CTE Intermediate Public and Community Health Teacher. As we pursue gold certification with the Linked Learning Alliance, it is imperative to have CTE certified teachers guiding our CTE classes and pathway-sequenced courses. All CTE instructors are dedicated to implementing coursework that underscores the four pillars of linked learning, enhancing student engagement and knowledge. These pillars include Work-Based Learning (WBL), internships, college and career readiness, as well as the integration of guest speakers and industry partnerships that connect student learning to real-world applications. Budget reflects 0.2 salary with benefits.</p> | \$24,000.00 | 1000 | Certified Staff | Dean of Public and Community Health | 0.20 | Public Health for the People | | Conditionally Approv |

| | | | | | |
|--|--|--|---|--|--|
| Pathway Name: | Education for the People Pathway | | | | |
| Mission and Vision | <p>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.</p> <p>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.</p> | | | | |
| PATHWAY QUALITY ASSESSMENT | | | | | |
| <i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i> | Evidence of Strengths | Areas For Growth | Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i> | | |
| Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation | 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 or 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, gradewide 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. | | |

| | | | | | |
|---|--|---|---|--|--|
| <p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p> | <p>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.</p> | <p>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.</p> | <p>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</p> | | |
| 2023-2024: YEAR ONE ANALYSIS | | | | | |
| Pathway Strategic Goals | | | | | |
| <p>Pathway Quality Strategic 3 Year Goals <i>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.</i></p> | | | | | |
| <p>Goal #1: By 2026</p> | <p>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.</p> | | | | |
| <p>Goal #2: By 2026</p> | <p>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</p> | | | | |
| <p>Goal #3: By 2026</p> | <p>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</p> | | | | |
| Pathway Strategic Actions | | | | | |
| <p>Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i></p> | | | | | |
| <p>Strategic Actions for Goal #1</p> | <p>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.</p> | | | | |
| | <p>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.</p> | | | | |
| | <p>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.</p> | | | | |
| | <p>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.</p> | | | | |
| | <p>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.</p> | | | | |
| <p>Strategic Actions for Goal #2</p> | <p>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.</p> | | | | |
| | <p>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.</p> | | | | |
| | <p>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.</p> | | | | |
| | <p>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.</p> | | | | |
| | <p>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</p> | | | | |
| | <p>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.</p> | | | | |

| | | | |
|--------------------------------------|---|--|--|
| 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 <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. | 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 <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? |
|------------------------------------|---|

| | |
|--|--|
| 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. | 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. 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. |
|--|--|

| | | |
|---|---|---|
| <p>Strategic Actions for Goal #1</p> | <p>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.</p> <p>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.</p> <p>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.</p> | |
| <p>23-24 Strategic Actions for Goal #2</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>4) This goal was met, with all 46 Education concentrator students placed in semester-long internships at local schools and other education-related organizations.</p> <p>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.</p> |
| <p>23-24 Strategic Actions for Goal #3</p> | <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |

Strategic Action 5. Identify a Master's/credentialing program to partner with as we seek to create an ARISE Teacher Residency

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?

| | | | |
|------------------------------------|--|--|---|
| <p>Goal #1: By 2026</p> | <p>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.</p> | <p>New or Revised Strategic Actions for Goal #1</p> | <p>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.</p> |
| <p>Goal #2: By 2026</p> | <p>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</p> | <p>New or Revised Strategic Actions for Goal #2</p> | <p>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.</p> |
| <p>Goal #3: By 2026</p> | <p>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</p> | <p>New or Revised Strategic Actions for Goal #3</p> | <p>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.</p> |

Pathway Budget Expenditures
 Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

| <p>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></p> | <p>COST</p> | <p>OBJECT CODE</p> | <p>OBJECT CODE DESCRIPTION</p> | <p>POSITION TITLE</p> | <p>FTE</p> | <p>PATHWAY NAME (if applicable)</p> | <p>Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i></p> | <p>Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i></p> |
|--|--------------------|---------------------------|---------------------------------------|------------------------------|-------------------|--|---|--|
| Empty justification cell | Empty cost cell | Empty object code cell | Empty object code description cell | Empty position title cell | Empty FTE cell | Empty pathway name cell | Empty fully approved cell | Empty conditionally approved cell |

| | | | | | | | |
|--|------------|------|-------------------|------------------|-------------|---|-----------------------------|
| <p>Academic Mentor and Mentor Lead Stipends for 21 ARISE graduates who are enrolled in Peralta Colleges and UC Berkeley to support ARISE students in post secondary transition.</p> <p>A total of 21 Mentors/Mentor Leads will be hired as part-time ARISE employees (\$25 per hour) Mentors will expand tutoring and mentoring for students enrolled in our dual enrollment offerings, as well as their Career Technical Education sequenced courses. Mentors also provide individualized support through peer mentoring, college success mentoring and tutoring, study groups, and seminars to understand and apply content within their Career Technical Education and dual enrollment courses. Additionally, Academic Mentors will support ARISE community based learning program that includes academic support, dual enrollment courses, service learning, internships and pathway certifications. Some mentoring activities serve all 400 students in the pathway. Academic Mentors support all pathway students and connects to our goals related to individualized support. This line item is new expense in that it was not in our 2022-23 Measure N plan. It was however first introduced in our 2019-20 carry over budget and we hope to make it part of our improvement plan moving forward as we continue to grow and strengthen our academic mentor supports. (Budget includes salaries only since benefits are not included for part-time staff).</p> | \$7,703.05 | 2201 | Classified Salary | Academic Mentors | Part - Time | Public and Community Health/ Education Pathway | Integrated Student Supports |
|--|------------|------|-------------------|------------------|-------------|---|-----------------------------|

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

Arise High School

Checklist of Required Elements:

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

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 (2022-23) and Year 2 (2023-24)?
 (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 4 | Developing Analysis 3 | Emergent Analysis 2 | Unclear Analysis 1 |
|--|---|--------------------------|------------------------|-----------------------|
| <p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> 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 | <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Strengthens: <ul style="list-style-type: none"> 11th grade program of study includes both a CTE course and at least two core academic courses; there is also integration between the learning in 11th grade internships and the learning in the 11th grade CTE concentrator course. Academic mentor program is thriving and is a model for others. Innovative Wednesday schedule which supports community-based learning and work-based learning Extensive community partnerships Pathway Advisory Council which includes partners who directly engage in support of student learning Strong system of integrated supports for student | | | |

- success
 - Reflection on progress toward achieving goals and successfully completing strategic actions is – for the most part – thoughtful and thorough.
 - ARISE offers students opportunities to earn industry-related certifications.
- Areas for Growth:
 - As described on the Three Domains of Linked Learning slides, both pathways appear not to yet meet the standard for a Linked Learning pathway integrated cohort at grade 10 and 12. For the education pathway, there is no CTE course indicated as offered at grade 10 and only one core academic 10th-grade course (English) indicated. In grade 12, only one CTE course and one career and college seminar course are indicated. For the health pathway, only English and Biology are indicated as 10th grade courses. (In the past, the biology course has been “Biology and Community Health,” which is approved as an a-g CTE course). In grade 12, only one CTE course and one career and college seminar elective course are indicated. Refer to standards to ensure full alignment as Arise builds out both pathways.
 - In ARISE’s April 2024 presentation to the Commission, only 11th and 12th-grade students are included in ARISE’s description of the two pathways (slide #4). *The requirement for Measures N & H is for a three or four-year integrated program of study.*
 - There is little evidence of an interdisciplinary curriculum that involves both CTE and core academic classes. English and History are integrated at the 11th-grade level, but it is not clear that Humanities blocks are cohorted for interdisciplinary learning and teaching with either pathway’s eleventh-grade concentrator course.

Feedback for continued progress monitoring:

- What steps might ARISE take to ensure that both pathways meet the criteria for a Linked Learning pathway program of

| | |
|--|--|
| | <p>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?</p> <ul style="list-style-type: none"> To what extent does a two-pathway model at Arise enable it to meet high-quality Linked Learning standards and criteria? <p><i>(Meeting the Standard: "With few identified exceptions, participating students in grades 10-12 are part of a pathway cohort class for 50% of their schedule or a minimum of two academic courses and one CTE/career-themed course"</i></p> <p><i>Exceeding the Standard: With few identified exceptions, pathway students are in a pathway cohort class for 65% of their classes, or four or more classes, including a minimum of at least one CTE/ Career-themed course.")</i></p> |
|--|--|

| Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions? | | | | |
|--|---|--------------|------------------|----------------|
| Category | Excelling 4 | Meeting 3 | Approaching 2 | Beginning 1 |
| <p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges their reflection logically into their actions | <p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> The Education pathway includes a 2024-2025 strategic action related to work with core academic faculty to integrate education-related content into their courses; the Health Pathway includes a strategic action related to continuing to expand cross-curricular projects; and the whole school PBL plan includes integration of community-based learning elements. (However, the PBL plan as described makes no mention of interdisciplinary PBL) ARISE describes the focus on expanding dual enrollment offerings and the challenge of 4x4 block schedules as challenges to offering interdisciplinary projects. The Commission raised the apparent lack of integration of core academic and CTE courses as a concern in its EIP feedback to ARISE in May 2023. This appears to remain a | | | |

| | |
|--|--|
| | <p>concern in May 2024, especially given the apparent lack of a fully integrated program of study – as described by the College & Career for All and Linked Learning Quality Standards – in grades 10 and 12.</p> <ul style="list-style-type: none"> The PowerPoint presentation described plans to better align the Warrior Defense (Capstone exhibition of learning) with the pathway themes and pathway student outcomes; however, there appear to be no 2024-2025 strategic actions associated with the alignment between the Warrior Defense and the pathway themes. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Since Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status and since attaining Gold Certification is one of ARISE’s own EIP goals, how might ARISE best involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership in achieving the Linked Learning Gold Standards? How might ARISE create a shared sense of purpose and shared responsibility by engaging stakeholders in backwards mapping and forward planning related to the Gold Standards? How might ARISE prioritize the necessary conditions for Linked Learning pathway integrated programs of Study – as defined by the Linked Learning Alliance’s Gold Standards for Pathway Quality Certification and by the Measure N & H College and Career for All & Linked Learning Quality Standards – in the Master Schedule development process? How might ARISE prioritize work on grade-level interdisciplinary projects related to your pathway themes of Public Health and Education as part of your Wednesday professional development program? |
|--|--|

| Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan | | | | |
|---|-------------|-----------|---------|------------|
| Category | Strategic & | Partially | Unclear | Missing or |

| | Aligned 4 | Strategic & Aligned 3 | Strategy & Alignment 2 | Non-Compliant 1 |
|---|---|-----------------------------|------------------------------|--------------------|
| <p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> • 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 to 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) | <p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • The budget and budget justification demonstrate a clear through line between expenditures and strategic actions. • Budget line items and budget justifications are aligned with goals and strategic actions for the most part; more resources could flow to the integration of CTE with core academics in <i>both pathways</i>. • Proposed expenditures are clearly related to the continued growth and enhancement of your Linked Learning pathways. | | | |

Final Recommendation

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

Rating¹: Approved

Strengths:

- An innovative approach to the use of time in schools (i.e., Wednesday schedule) that supports all students engaging in community-based and work-based learning as well as provides increased time for teacher professional learning and collaboration.
- Extensive community partnerships
- Academic Mentor program

Key Questions:

- How might ARISE involve teachers, advisory board members, students, and other key stakeholders in backward mapping from the Linked Learning Gold Certification Standards? Focus on “Integrated Program of Study.”
- How might ARISE increase shared responsibility for and shared ownership of the work and documentation needed to achieve Linked Learning Gold Certification?
- How might ARISE better align the Graduate Profile and Warrior Intellectual Defense with the pathway themes and pathway learning outcomes?

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.

¹Fully Approved

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

Approved

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

Conditionally Approved

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



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

| What | Suggested Lead | Deliverable | Date |
|----------------|----------------|-------------|------|
| Not applicable | | | |