



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

2022-23 Measure N Education Improvement Plan (EIP) Updates



Presented by Stacey Blankenbaker

Presented to Measure N Commission

January 18, 2022

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EIP Development - Projected School Site Timeline

January 24, 2022	Release of 2022-23 EIP Template (target date)
March 4, 2022	First Draft of EIP due to Measure N office
March 16, 2022	Measure N Staff and High School Supervisors provide feedback on plans
March 25, 2022	Final EIPs due to Measure N office
Weeks of April 11th and 18th	Site presentations of 2022-23 EIP to Measure N Commission

EIP Development - Projected Commission Timeline

January 18, 2022	Review of proposed changes to EIP questions
February 1, 2022	Review of EIP Presentation expectations
April 4-21, 2022	Review of 2022-23 EIPs by Measure N Commissioners
April 12-21, 2022	Schools present their 2022-23 EIPs to Measure N Commission
May 3 & May 17, 2022	Approval of EIPs and EIP Assessments

EIP Plan - Demographics & Data

School: ARISE HIGH SCHOOL									
School Description									
We believe education does not start or end in the classroom. True learning occurs at all times, when you succeed, when you fail, when you make mistakes, and when you accomplish your goals. We believe that as a school we are teaching all the time. Every hallway interaction, smile, check-in, home visit, and family meeting communicates who we are, what we value, and why we are here. ARISE is a special place. We've carved out a small piece of East Oakland and made it our home. We've offered to this community a sanctuary where we attempt to disrupt toxic schooling practices, the trauma of poverty, and institutionalized oppression. By examining our living conditions, growing our skills in reading, writing, numeracy, and critical thinking, and applying what we've learned to our personal and community transformation we as a community can and will ARISE.									
School Mission and Vision									
Our mission at ARISE is to empower our students with the knowledge, skills, and agency to be leaders in Oakland. 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 small school that emphasizes knowledge of self, society, and history within a highly personalized supportive environment. ARISE is committed to building and maintaining healthy communities by providing families, many of which are first generation college bound, access to college and careers Community and Public Health. At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society. ARISE High School has been honored to serve the Oakland community for nearly 12 years and looks forward to continuing this service during our next charter term. 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 our students. ARISE High School currently serves approximately 286 students in grades 9-12, and prepares students from low-income families to be the first to attend college. Currently 86% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 86% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2- and 4- year colleges and universities. In addition, we believe our alumni will be the future change-makers of Oakland. As more and more of them graduate from college we look forward to welcoming back into our community.									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTLE	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	53.0%	47.0%	94.5%	56.9%	14.7%	11.2%	11.5%	11.5%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	2.8%	0.0%	1.4%	92.0%	3.3%	0.0%	0.6%	1.2%	0.6%
Target Student Population	Which student population will you focus on in order to reduce disparities?					students with IEPs and AA students			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator	18-19 Baseline Data		19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate	92.4%		94.1%	98.0%	93.1% (projected)	95%			
Four-Year Cohort Dropout Rate	3.2%		4.40%	0%	2.3% (projected)	2%			
A-G Completion	87.9%		94.1%	95%	95% (projected)	98%			
On Track to Graduate- 9th Grade	92.9%		93.0%	95%	93%	95%			
Percentage of students who participated in at least 1 Work-Based Learning activity	100.0%		100%	100%	100%	100%			
Percentage of students who have passed dual enrollment courses with a C- or better	87.00%		87.00%	90%	87% (projected)	95%			
Percentage of students in Linked Learning pathways	100.0%		100.0%	100%	100%	100%			
Target Student Population Indicator	18-19 Baseline Data		19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate	AA: 66.7% SPED: 62.5%		AA: 100% SPED: 87.5%	AA: 20% SPED: 62.5%	AA: 100% (projected) SPED: 90% (projected)	AA: 100% SPED: 90%			
Four-Year Cohort Dropout Rate	AA: 0% SPED: 12.5%		AA: 0% SPED: 12.5%	AA: 0% SPED: 5%	AA: 0% (projected) SPED: 0% (projected)	AA: 0% SPED: 3%			
	AA: 50%		AA: 32.9%	AA: 100%	AA: 100% (projected)	AA: 100%			

Current School Year Analysis & Next Year Goals

For each Pathway Quality

3-Year Goal:

- What actions did you take that improved outcomes?
- How do you know you were successful?
- What will you do different next year to continue to improve?

For 2022-23, identify:

- 3-5 key new or revised strategic actions to support pathway development

2021-2022: YEAR TWO ANALYSIS	
What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
<p>- Monthly Pathway Newsletter - highlighting all pathway related news including WBL opportunities, Collaborative Project updates, trainings and announcements. Students, families, teachers and staff receive this monthly newsletter and as a result, are more informed with our pathway. Monthly Pathway Newsletter is shared with members of our Pathway Advisory Council. As a result, we've seen more students apply for internship and work based opportunities. More teacher collaboration and understanding of the Pathway, which supports student awareness</p> <p>- Weekly Email Blast and Advisory Announcements - Weekly email sent out including WBL opportunities, important deadlines, work opportunities and announcements. Advisory slides updated weekly to include Pathway related updates and announcements. We've seen success with students applying to internship opportunities, scholarships, and other youth programs. This has also increased teacher awareness on pathway related topics and opportunities which also supports student awareness as teachers are able to follow up, checkin and remind students.</p> <p>- Public Health Speaker Series - Monthly speaker series highlighting professionals in the field of Public and Community Health. Held during morning advisory, every grade level attends 1x per month. At the beginning of each presentation, we review and introduce the 4 Pillars, highlight that we are Measure N recipient and a Silver Certified Linked Learning Pathway. This initiative has been successful in connecting all students to career awareness and exploration opportunities. Students have become more aware of a wide range of professions within the field of public and community health. Since moving our Speaker Series to advisory, students have become more engaged in the discussions, asking more questions, and have taken the initiative to apply to opportunities that have been presented during the speaker series</p> <p>- Public Health Conference - School wide virtual Public Health Conference in January that connected over 20 industry and community partners with the ARISE community. Each grade level team focused on their collaborative project topic and incorporated industry and post secondary partners, pathway and core teachers, in day long conference including keynote speakers, panel discussions and workshops related to the Public and Community Health Pathway</p> <p>- UC Berkeley School of Public Health Mentor Program - Pilot virtual mentorship program with UC Berkeley School of Public Health undergraduates. Mentors attend the Senior Capstone: Advanced Public Health course to support all 12th grade students with their collaborative project and Warrior Intellectual Defense presentations. Support to integrate Public Health standards within students final presentations</p> <p>- Mentoring in Medicine and Science (MIMS Oakland) Partnership - Monthly In-class collaboration with 9th grade Health and Wellness, 11th Intermediate Public Health, 12th Anatomy, and 12th Senior Seminar: Advanced Public Health Courses. MIMS Oakland provides facilitation around a wide area of health topics. Supports with coordination of industry partners to join class discussions and workshops. Provides internship opportunities for students at ARISE and supports in elevating and making deeper connections to our Public Health pathway. We've seen success with students applications to MIMS summer internship programs as students are able to make deeper connections with a variety of public health careers.</p>	<p>- Pathway Ambassador Internship Program - Due to virtual learning challenges and changes in class schedules, we were unable to incorporate the Pathway Ambassador into our leadership class as planned. Moving forward, we will seek to design a Pathway Ambassador internship program for student leaders to incentivize participation outside of class. This program will continue our success with Pathway student leaders to support with increasing awareness about our pathway</p> <p>- Pathway Survey in Pathway courses - Due to the pandemic and virtual learning, we have not yet completed our student pathway awareness survey. We plan to survey the students this Spring and will conduct another survey Fall 2021</p> <p>- School Website "Pathway" updates - create plan to establish more real time updates and announcements, as well as work based learning opportunities that students and families can access directly from our website</p>

EIP Plan - 2022-23 Budget

Budget Expenditures						
2021-2022 Budget: Enabling Conditions Whole School						
Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p>- What is the specific expenditure or service type?</p> <p>- How does the specific expenditure or service type support or is aligned to pathway development?</p> <p>- How does this expenditure improve student engagement and how many students will be served?</p> <p>- What need does this specific expenditure or service type address?</p> <p>Hire a Work Based Learning Liaison, at 1.0 FTE (Salary + Benefits) -As we continue to build out our Work Based Learning continuum for ALL students (9-12 grade) and to specifically increase internship opportunities, we seek to maintain a full time employee to lead with the following (but not limited to):</p> <ul style="list-style-type: none"> -Engage with community partners to establish work based learning opportunities (including virtual) -Establish and maintain internship/externship opportunities for students and staff - Lead PD around connecting WBL learning with classrooms learning. - Provide training and other support to students, especially related to 21st Century Skill building - Provide learning sessions for pathway students in advisory, - Co-produce monthly Linked Learning newsletters including WBL announcements and opportunities -Co-manage the Pathway Advisory Council - Manage student off site internships, including during the school day - Execute MOU's and partnership agreements with partnership organizations - Meet with Admin Team and Linked Learning Design Team to develop and execute WBL goals and outcomes - Attend and participate in key CTE/Linked Learning conferences and workshops 	\$72,420.00	2201	Non Certified Staff	Work Based Learning Liaison	1.0 FTE%	Public and Community Health for the People
<p>Hire a Pathway Coordinator, at 1.0 FTE (Salary + Benefits) - The Pathway Coordinator works to ensure that all students at ARISE successfully achieve the pathway outcomes of college and career readiness. 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.</p>	\$100,520.00	1201	Non Certified Staff	Pathway Coordinator	1.0 FTE%	Public and Community Health for the People

2022-23 Budget: Proposed Questions for Strategic Actions

Required Questions for 2021-22 EIP	Proposed Questions for 2022-23 EIP
<ul style="list-style-type: none">• What is the specific expenditure or service type?• How does the specific expenditure or service type support or align to pathway development?• How does this expenditure improve student engagement and how many students will be served?• What need does this specific expenditure or service type address?	<ul style="list-style-type: none">• What is the specific expenditure or service type? Please also provide a brief description (word count estimate).• How does this specific expenditure impact students in the pathway and support your 2022-23 pathway goals?

Proposed Additional Questions by Object Code

Extended Contracts - Certificated Staff (1120)	Consultant Contracts (5825)
<ul style="list-style-type: none">● What are the additional duties to be provided outside of normal working hours?● What are the Accomplishment Standards?<ul style="list-style-type: none">○ What are the planned objectives for providing this service?○ What target group of students will benefit from this service, and how many will be served?● How did you calculate the budget? (i.e. # hours X hourly rate X number of staff + 25% benefit costs = \$xxx.xx)	<ul style="list-style-type: none">● Consultant/Agency Name● Describe the services to be provided.● What are the Accomplishment Standards?<ul style="list-style-type: none">○ What are the contract deliverables?○ What target group of students will benefit from this service, and how many will be served?● What, if any, are the agency's administrative fees?

Proposed Additional Questions by Object Code

For FTE:

- Title of position and FTE percentage
- Brief job description and a minimum of 3 specific job duties
- For positions that are not already Measure-N approved*, Duty Statements are also required (submitted during Budget Development sessions.)

**Measure N-approved positions include Work-Based Learning Liaison, College & Career Readiness Specialist, Pathway Coach.*

Proposed Additional Questions by Object Code

Optional Questions: *Could be completed in EIP to avoid Justification Form at time of purchase*

Technology/Equipment (4420/4410)	Supplies & Materials (4310)
<ul style="list-style-type: none">● Explain how this technology/equipment is specialized to meet industry-specific standards and/or enable pathway-specific projects.● How is this technology/equipment purchase supplemental to the technology/equipment already provided by the District (or Charter Management Organization for Charter Schools)?● If the same technology/equipment was purchased in the last 3 years, please explain why you need to purchase this item again.	<ul style="list-style-type: none">● How is this expenditure supplemental to supplies purchased through General funds and/or already provided by the District (or CMO for Charter Schools)?