2020-2021 MEASURE N BUDGET

School: **ARISE HIGH SCHOOL**

Resource	Allocation	Total Expended	Total Remaining
Measure N	$300,900.00	$300,900.00	$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Pathway Case Manager (Salary + Benifits) - This position will provide pathway student support including collecting student data in our pathway (academic, attendance and survey data) and use this data to devise and execute student interventions. Case manager will provide after school support for pathway students with multiple NC (no credits) through tutoring and credit recovery options. The Pathway Case Manager will work with our Adelante Team to plan and make home visits to some of our most struggling students in the pathway, in particular our African American students and students with IEPs.	$91,866.72	1200	Certified Pupil Support Salary	Pathway Case Manager	1.00	Public and Community Health
2	Work Based Learning Liaison (Salary + Benifits) -With the addition of internships built into the school day, we see an even greater need for a full time employee to help with the following (but not limited to): -Engage with community partners -Establish and maintain internship/externship opportunities for students and staff - Lead PD around connecting WBL learning with classrooms learning - Co-produce weekly Linked Learning newletters - 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	$72,420.48	2201	Non Certified Staff	Work Based Learing	1.00	Public and Community Health
3	Pathway Coordinator (Salary + Benifits) - The Pathway Coordinator will support all teachers, especially CTE teachers, with pathway implementation in their classroom. This position manages the WBL Liason to support student work based learning, designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N grant, expenditures, site visits, and reports. Other duties include: Co-produce weekly Linked Learning newletters, Execute MOU's and partnership agreements with partnernship organizations, manage and oversee Linked Learning certifications.	$100,520.64	1201	Non Certified Staff	Student Support Assistant	1.00	Public and Community Health
4	Health Collaborative Project Supplies: Monies will be used to provide exhibition and student enterprise materials, supplies for student projects (based on specific needs of public and community health action research themes). We plan at least four exhibitions of student work: two in the Fall (the 9th and 10th grade collaboration projects) and two in the Spring (the 11th and 12th grade collaborative projects).	$2,000.00	4300				Public and Community Health

5	Health Collaborative Projects Exhibition Refreshments - for our collaborative project exhibition night open to families and the community.	$3,000.00	4302				Public and Community Health
6	Summer Bridge (Summer School) Funding for Teacher Salary Stipends: 1) Two teachers to teach credit recovery so that our students are on-track to graduate 2) Two teachers to teach "Step Up to Algebra" to increase the number of rising 9th graders prepare to be successful in Algebra 1. with the purpose to proactively ensure that all students are full able to enroll in the pathway program of study Enrichment courses will be offered through Laney college. Students will be offered support in signing up for the courses as well as a designated room and college liaison if they need any assistance in their college course.	$15,000.00	5883				Public and Community Health
7	Teacher Stipends for Pathway Development: Teacher stipends to develop, improve, project based learning curriculum and grade level collaborative projects that is centered in Public and Community Health.	$2,500.00	1200				Public and Community Health
8	Cafe Talks: Guest Speaker Stipends and Organization Honorariums for our Pathway Themed disucssions. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE.	$1,000.00	4300				Public and Community Health
9	Cafe Talks: Refreshments for our Pathway Themed discussion. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE.	$1,000.00	4302				Public and Community Health
10	Transportation: BART, Charter Buses and AC Transit for school year and summer internships, college and career fieldtrips, and work based learning career awareness and exploration activities. Charter Bus: 1500 x 4 = 6000, bart: $8x 350 = $3,150 , AC transit: $55x35 packs = $1,925	$10,592.16	5893				Public and Community Health
11	Advisory Board: ARISE continues to grow our pathway advisory board which supports and guides the development of our pathway. Funds will be used to cover meeting refreshments for our board to thank them for their participation and time.	$1,000.00	4302				Public and Community Health

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	% LTEL	% 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%	Not available	98.0%				
Four-Year Cohort Dropout Rate	3.2%	Not available	0%				
A-G Completion	87.9%	Not available	95%				
On Track to Graduate- 9th Grade	92.9%	93.0%	95%				
Percentage of students who participated in at least 1 Work-Based Learning activity	100.0%	100%	100%				
Percentage of students who have passed dual enrollment courses with a C- or better	87.00%	87.00%	90%				
Percentage of students in Linked Learning pathways	100.0%	100.0%	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%	Not available	AA: 20% SPED: 62.5%				
Four-Year Cohort Dropout Rate	AA: 0% SPED: 12.5%	Not available	AA: 0% SPED: 5%				
A-G Completion	AA: 50% SPED: 60%	Not available	AA: 100% SPED: 50%				
On Track to Graduate - 9th Grade	AA: 100% SPED: 100%	AA: 100% SPED: 100%	AA: 100% SPED: 100%				
Percentage of students who participated in at least 1 Work-Based Learning activity	AA: 100% SPED: 83%	AA: 80% SPED: 85%	AA: 100% SPED: 100%				
Percentage of students who have passed dual enrollment courses with a C- or better	AA: N/A SPED: N/A	AA: N/A SPED: N/A	AA: 100% SPED: 100%				
Percentage of students in Linked Learning pathways	AA: 100% SPED: 100%	AA: 100% SPED: 100%	AA: 100% SPED: 100%				

ROOT CAUSE ANALYSIS			
Indicator	**Strengths**	**Highest Leverage Challenge** *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	**Root Cause Analysis** *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	For the class of 2019, we started the year in August with 70 seniors of which 4 students withdrew from ARISE and the remaining 66 seniors 100% graduated by Summer 2019.

Looking at data from our last graduating class, 87.9% of the class of 2019 completed A-G requirement. Of that group, 67% of were accepted to 4-year colleges. | ARISE teachers need to provide better engagement through lessons that are relevant, rigorous and differentiated for all students.

(Backround information: On average at least 60% of incoming 9th grade students, including our target student population, come in below grade level. (testing levels are from 3rd - 8th grade) in both math ELA as measured by the NWEA assessment done in the beginning of their 9th grade). | On average over the past 4 years, our teacher turnover rate has been at least 30% per year and 85% of new hires are new to teaching and do not yet have a wide range of tools and best practices. Additionally, we have not had enough SPED and Adelante student support in the past, that provide both academic support and socio-emotional support for engagement in school. |
| Four-Year Cohort Dropout Rate | Our four-year cohort dropout rate is low at only 3.2% of students. We continue to implement ways to ensure that ARISE successfully serves as many students as possible towards graduation in four year. This involves building in of individualized supports through our Adelante student support program and through our pathway as a whole. | Providing effective support for all students to complete the ARISE graduation requirements i.e. college classes, youth programs, internships, Warrior Defense, and rigorous A-G academic classes. Of the 3.2% of students that dropped out for the 18-19 school year 0% were AA and 12.5% were our students with IEPs. | While ARISE has a range of student supports, we have not yet fully implemented them in a systemic way nor made effective use of data to identify students early on who need higher levels of support. |
| A-G Completion | Support teams have been put in place to ensure all students graduate on time and our prepared for both college and career. Out of the current 39 students who currently have IEP's, 82% are on track to graduate on an A-G completion track. | ARISE's graduating class of 2019 had the lowest A-G completion rate in the last 5 years. There is a need to identify students early on, in the 9th and 10th grade, who are not on track to complete their A-G requirements and to provide the individualized support necessary for them to succed as A-G completers.

(Background: ARISE students with IEPs have a lower A-G completion rate because students with IEPs have a higher rate of changing their graduation track from either the ARISE grade track, or A-G to CA minimum) | ARISE continues to struggle with how best to provide new and less experienced teachers with coaching, tools, resources and time to effectively support all students, especially students with IEPs, in A-G completion. |
| On Track to Graduate - 9th Grade | We are slowly building our system of academic and social-emotional supports for 9th grade students to be successful as they transition into high school. We have prioritized placing some of our strongest teachers in the 9th grade in order to meet the higher needs of students as they transition from middle school. In the summer of 2019, we implemented a 9th grade retreat for all incoming 9th graders which includes an pathwway focused overnight retreat at Point Bonita. We hired an additional RSP position to provide support mostly for 9th grade students. We hired a new Academic Counselor to focus on the 9th and 10th grades. We have implemented a 9th grade mandatory after school tutoring program for students who are receiving multiple NCs. | ARISE has struggled to provide adequate support to address the academic readiness of incoming 9th graders. Specifically, ARISE continues to struggle with improving student efficacy around academics, as well as work completion.

(Background: a significant percentage of our 9th graders receive non-passing grades in multiple classes in the first quarter and first semester of the year) | While ARISE provides a variety of supports for 9th graders, there is not yet an integrated system of support nor effective use of data to ensure that ALL 9th graders succeed. |

Percentage of students who participated in at least 1 Work-Based Learning activity	We successfully implemented our 12th grade internships into our Senior Seminar capstone course. Students were able to participate in a 5 week internship program that was intergrated into their regular school day. With a full time WBL Liason, we were able to coordiate informative cafe talks for 11th graders, guest speakers in 9th and 10th grade classes, promote various WBL summer opportunities for 9-11th grade, and designed and supported service learning projects related to public and community health for 9th and 10th grade.	ARISE is very ambitious about offering various WBL experiences to all students. However, because of the distruption of COVID 19, our challenge is how to continue to implement high quality work based learning experiences with students in a remote or virtual capacity.	As a result of school closing for COVID-19, the transition to remote learning has been diffcult for everyone. The need to concentrate on the social emotional support for our students and their families combined with the steep learning curve of teaching and learning virtually came first. We are just now beginning to explore options for sustaining high quality work based learning.
Percentage of students who have passed dual enrollment courses with a C- or better	During the 18/19 school year, ARISE partnered with College of Alameda and held Medical Terminology I, Medical Terminology II, and a Law and Democracy course on campus after school hours. For the 19/20 school year, we have been able to include the Dual Enrollmenet Medical Terminology course during our school day. (Background: ARISE requires that every student successfully completes two college courses as a graduation requirement)	Engaging our target population (students with IEP's and AA students) in dual enrollment courses as well as providing the academic and social emotional support needed for successful enrollment in college level courses.	ARISE needs to do more intentional work to prepare students for and to support students during the demands of a dual enrollment course.
Percentage of students in Linked Learning pathways	ARISE has been successful as a wall to wall Pathway with 100% of students in our Public and Community Health Pathway	To make sure our target populations recieve the services and personalized supports they need to succeed in all aspects of the pathway. Students who are enrolled in remediation classes, and or fail one or more classes, have limited opportunities to fully participate in the full pathway sequence.	When ARISE began to implement Measure N, Linked Learning was layered onto the existing school structures without all stakeholders deeply rethinking what needed to change in a high quality Linked Learning approach.

Self Assessment

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strength	Areas For Growth	Next Steps

Rigorous Academics (pages 3, 4, 5 of rubric)			
	Rigorous, relevant and integrated Learning: All core classes engage students in performance tasks throughout the year. These performance tasks or RSAs (Rigorous Summative Assessments) involve core content as well as the public and community health theme and standards. All students participate in one or more grade level collaborative projects that tackle an issue in public and community health (i.e. vaping, global warming, mental health, etc.). Teachers work on collaborative projects throughout the year in interdisciplinary grade level teams; CTE teachers are active participants in these interdisciplinary teams. There are grade level and whole school exhibitions that showcase student interdisciplinary project work to industry experts and community members. **Collaborative Learning:** ARISE has intentionally designed the bell schedule so that Wednesday and Thursday include block periods of at least 80 minutes to provide additional student collaboration work time (Link to bell schedule). Teachers and students receive training in and opportunities to regularly practice collaborative learning. The ARISE graduate profile includes the requirement that students demonstrate their proficiency in collaboration in order to graduate. (link in the Collaboration Rubric). The Collaboration Rubric is part of the ARISE Warrior Intellectual Rubrics, these rubrics are integrated in all classes. Students regularly are assessed on explicit collaboration skills, including student talk. In addition, there are opportunities throughout the year for students to collaborate with industry, postsecondary and community partners; however, these are not yet consistent. (Perhaps add links to collaboration rubric AND Graduate Profile) (Consider using the Linked Learning Behaviors of Learning and Teaching tool. **Sharing Best Practices:** Every teacher at ARISE has a dedicated coach, the coach and teacher meet at least bimonthly. Each coach conducts teacher observations, shares best practices with coachee. Twice per quarter the instructional leadership team, in coordination with the admin team and other teachers observe ARISE teaching staff teaching the Instructional Core. Whole school wide data is collected through the lens of the Instructional Core, the data is analyzed and distributed to teaching staff for review of general trends across the board (this includes pathway integration and pathway content in all classes). Teachers quarterly do peer observations of one another, either through their academic department, or through their grade level interdisciplinary team. **Collaboration Time:** ARISE has adjusted the bell schedule to provide additional planning and collaboration time for grade-level, interdisciplinary teacher teams. These teams follow established protocols and address issues of student support, use of data in improving instruction, and integration of curriculum. In addition, the instructional leadership team (Team Freire), a school culture leadership team (Team Hooks) and a Linked Learning Pathway Design Team meet weekly. All teams have a combination of grade level teachers, leads, pathway personnel, administration and students service support staff. Each of these teams meet at least biweekly. All ARISE team meetings have a high level of structure and processes, protocols for various meetings have been well established in the school. **Professional Learning:** ARISE has weekly professional development learning that focus on either department needs, grade level planning (i.e. the collaborative project, student support), advisory needs, or general students support (academic as well as social emotional). Teachers have the opportunity to observe one another and instructional coaches work with teachers and inform PD's based on observational data. Community Health Pathway elements are integrated into the professional learning agendas and objectives.	**Rigorous, relevant and integrated Learning:** a)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. b) 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. c) ARISE should enhance the consistent use of data to improve instruction and decision making for both teachers and leadership. d) ARISE needs to do more to calibrate what e) Supporting students and teachers in the continuity in rigorous academics in a remote atmosphere **Collaborative Learning:** a) Our students have had some opportunities to collaborate with industry partners, but ARISE needs to implement more consistent and intentional experiences that involve students working with and alongside industry experts and professionals. b) To increase best practices in collaborative learning in all classes-- including virtual classes c) Build and practice student knowledge and skills in collaboration. 3. **Sharing Best Practices:** a) Giving teachers more time to observe and give peer feedback. b) Giving more teachers time to plan in departments c) More differentiated training and learning on Linked Learning Learning and how non CTE teachers can integrate pathway theme and CTE standards into their courses. d) More structured time given to teachers so that they can have more consistent observation opportunities with their teaching peers. ARISE needs to schedule the Linked Learning Design Team so that more CTE teachers can participate in the discussions. Incorporate more time in ARISE's Design Team to review pathway integration scores, to make an action plan to ensure more consistent integration of public and community health in all courses. More intentional pathway/linked learning staff learning and share outs. 4. **Collaboration Time:** a) ARISE needs to incorporate more consistent usage of data in all of team meetings. This includes revising and reviewing long term goals and outcomes and making adjustments as needed and as determined by our data collection and analysis. 5. **Professional Learning:** a) Specific professional development time needed to give teachers more tools on how to integrate pathway theme and standards into their curriculum and classroom. b) ARISE needs to use data more effectively to inform instruction. c) More industry partner involvement to support pathway development.	**Rigorous, relevant and integrated Learning** a) Research and disseminate best practices in employer, postsecondary, and community engagement in support of rigorous, relevant and integrated learning. b)Survey existing and evolving partners to identify their interest in engaging and supporting student learning (ie. guest speaker, panelist, workshop facilitator, trainer, consultant for student projects, collaborator with teachers in project design etc.) c)Work with advisory board to review existing collaborative project designs and to provide guidance and expertise on new public and community health projects. d)Meet with interdisciplinary, grade-level teams to identify needed areas of support. Work to connect teachers with community, industry, and post secondary partners to address those needs e)Develop a system for tracking teacher and industry partner engagement in support of student learning and interdisciplinary projects f) Work to connect teachers with community, industry, and post secondary partners to address those needs **Collaborative Learning**: a) Research and disseminate best practices in classroom - and virtual classrooms - and industry partner collaboration b)Update and refine collaboration protocols for students and teachers. c)Design professional learning that intentionally builds collaboration, knowledge and skills. e)Create a system for tracking data on student, teacher, industry collaboration (ie students who meet graduation standards, rubric data, keep track of industry partner collaboration) f)ARISE will use the behaviors of learning and teaching to intentionally focus on enhancing collaborative learning 3. **Sharing Best Practices:** a) ARISE has changed our teacher workload for the 2020-2021 school year giving teachers an additional prep period in order to observe each other in their classrooms or meet with their instructional coach for additional support. b) CTE teacher led professional learning and/or training to align non CTE classes to industry standards and best practices. c) Create resource sharing system to integrate more collaboration amongst teachers **4. Collaboration Time:** a) Continue to use data collection platforms such as YouthTruth as a baseline in all of our teams. b) Continue to build knowledge and skill in best practices of collaborative teaming. c) More consistent differentiated meetings for pathway and department integrated teams based on data analysis and review. **5. Professional Learning:** a) Use Youth Truth survey data as well as ARISE student achievement data to inform and prioritize PD for 2020-21 school year b) Develop Pathway professional learning series to strengthen teachers' understanding of Youth Truth and other relevant data so they might better analyze and use data to improve student achievement and inform decisions on instructional practice. c) Continue to develop Linked Learning relevant knowledge and skills through specialized conferences such as the Linked Learning Alliance, Get Focused Stay Focused, Educating for Careers, Boost, as well as site visits to Certified Pathways and distinguished academies. d) Better integrate Linked Learning essential pathway elements and language in rubrics and protocols used for classroom observations.

CTE (pages 3,4,5 of rubric)	CTE Program of Study - Four year pathway sequence.	CTE	CTE
	a) Piloted 9th grade Freshman Seminar - College and Career Success course(GFSF curriculum), and added in GFSF curriculum in all grade-level advisories. b) Integrated GFSF into graduate profile and Senior Seminar final presentations c) All collaborative projects have integrated public and community health d) Reemphasis and revamping of 10th grade culminating presentation (Bridge). Lead by and managed by CTE teacher e) Students participated in industry conference f) Student service (Day of Service), WBL and internships all centered on public and community health g) Cafe talks from community member and industry experts centered on public and community health h) Added on CTE teacher in Information and Communication Technologies i) Added CTE Computer Science Foundations course j) Integrated projects between the Information and Communication Technologies pathway and Public and Community Health Pathway (website for public health needs) First year piloting our Dual Enrollment program with College of Alameda during the school day (Medical Terminology I and II)	a) Recruitment and hiring of additional CTE instructors b) Feedback from industry partners for the our general pathway, as well as projects and curriculum c) More consistent integration of WBL into pathway course and regular courses d) Limited access to CTE teachers with experience e) More intentional work in integrating certification into general ed classes as well as pathway classes.	a) To review the system of recruitment and hiring, especially the hiring of CTE teachers. b) Research best practices in the hiring of CTE teachers to better reach our target goal for next school year. c) Pathway core content and CTE course are built d) Incorporate industry partners to review and inform the CTE course sequence to align to industry standards and workforce needs. Revise and enhance CTE courses and curriculum as needed to ensure continuous growth and development.

| WBL (page 6 of rubric) | **Types of Student Experiences:**
a) ARISE has created an in-depth WBL plan for each grade level. Our continuum connects 9-12 grade levels with WBL opportunities to academic and technical coursework at each grade level, aligned with industry standards.
b)This year we invested considerable time and energy to implement our 12th grade internship program, integrated into our Senior Seminar course. This was an intentional decision, designed to provide experiential WBL opportunities with industry professionals aligned to pathway student learning outcomes including career and college readiness.
c) Another success this year has been our integration of Get Focused, Stay Focused (GFSF) curriculum in all grade levels with our 9th grade GFSF pilot course, as well as GFSF curriculum embedded into our advisory class for 10th-12th grade.

Pathway Outcomes:
a) All ARISE to complete the four year pathway sequence in their time at ARISE.
b) Internship graduation requirement to ensure every student at ARISE completes a minimum of 40 hours in a pathway connected internship.
c) Students combine these experiences with guided academic coursework from their pathway CTE classes to better support student progress and learning outcomes.

a) WBL plan includes student goals aligned to ARISE warrior intellectual defense that also integrates WBL industry standards.
b)Collecting WBL assessment data in collaboration with internship and service learning partners. After action reviews, weekly reports, student and partner surveys, and regular site visits to evaluate the scope and quality of each WBL experience.
c) Students take similar steps through reflections, RSA's and classroom discussions to highlight areas of strength and challenge, and to provide feedback in these areas to address areas of improvement
d) All seniors participated in a 5 week internship connected to the Senior Seminar: Public and Community Health

Pathway Evaluation:
a)Various forms of data collection including: regular student and mentor check ins, grades, student suspension rates and referrals, grades around projects (collaborative projects), feedback, and reflections to ensure high quality experiences for students and partners.
b) Pre, mid and post student and partner surveys created to adjust WBL experiences as needed for improving student learning outcomes. Weekly reports and updates created to review with the Design team. Graduation rates, completion of Warrior Intellectual Defense - Senior Seminar culminating presentation | **Types of Student Experiences:**
a) While we created a WBL plan, we were not able to execute all aspects of the plan. Areas of growth for our WBL include to refine and strengthen our continuum.
b) To better connect and build our sequence to create a more systemic approach to Work Based Learning.
c) Better connect WBL experiences to student outcomes. This includes adding more industry experts and professionals as guest speakers, panelists, mentors, and thought partners, to better enhance and deepen our WBL scope and sequence.
Identify and implement best practices in virtual work based learning.

2. Pathway Outcomes
a) Better alignment to Linked Learning outcomes and graduate profile.
b) More input from industry partners to validate WBL outcomes.
c) A pathway advisory board to support with strategic partnerships and pathway course curriculum integration
d) Increase number of student ambassadors to reflect diverse student population at all grade levels
e) The Pathway Advisory Committee (PAC) is already being put together, with a core of around 4 professionals from the field, but will be completely assembled with parent, teacher, an student reps by the end of May, 2019.
f). Improve our WBL continuum by explicitly integration work based learning into each grade level so that the all students are achieving pathway student learning outcomes.

3. Pathway Evaluation:
a) A challenge with collecting data has been to build in the necessary time to analyze and evaluate it in a way to make adjustments in real time. This includes student and mentor surveys, Youth Truth reports, etc. so that we can evaluate our Pathway goals and reassess strategies to ensure we remain on track to achieve our strategic goals. | **Types of Student Experiences:**
a) Strengthen career day in GFSF course to incorporate job shadows in 9th grade.
More consistent planning and execution of WBL in collaboration with industry experts, advisory board, Academic familia teams, and pathway design team.
b) For 10th grade, adding in virtual career presentations and informational interviews throughout the year.
c) Expand and develop the internship and externships for the 11th graders
e) Develop and increase the collaboration between community health experts and teachers for all grade levels.
f) Develop pathway components to develop a student-lead enterprise for 11th graders (i.e. community garden to sell fresh health foods for the public good, student lead health clinic).
g) Work with industry partners to create a career readiness certification for students.

2. Pathway Outcomes
a) Review and refine the graduate profile with a linked learning lens to prepare ARISE students to be health professionals
b) Align work based learning outcomes with graduate profile
Engage industry partners in reviewing WBL sequence and outcomes.
c) Develop a multi-year recruitment plan specifically targeting school with non-Latinx student populations.
d). Continuing to improve and refine our WBL backwards map to ensure we are integrating industry experts.
e) Improve our community action research projects, collaborative projects, and internship experiences by better assessing feedback and data from industry partners. Build explicit time for leadership teams (Friere, Hooks, Design Team, Admin Team) to analize data through the lens of our School and Linked Learning goals.

3. Pathway Evaluation
a) Debrief Youth Truth survey results with faculty and staff
b) Create PD in data analysis to provide tools for staff to utilize data to guide decisions and improve instruction, school culture, and pathway implementation.
c) Create system to collect, capture, analyze and use data required for Linked Learning Gold Certification |

Comprehensive Student Supports (page 7 of rubric)	**College and Career Plan:**	**College and Career Plan**	**College and Career Plan**
	a) Students to assume responsibility for developing, executing, and monitoring their own college and career plans. Supports students to, at least once each semester, review their progress with their families and their advisors - SLC's	a) We are still working on what types of industry certifications we can give our students upon graduation and plan to have those offerings available by the start of the new school year.	a) Continue partnerships with Peralta Colleges by hosting dual enrollment courses and partnering with courses on Peralta campuses. As well as partnering with Merritt College for possible certification opportunities for ARISE students or establishing a pathway from ARISE to Merritt for Certifications.
	b) Dual enrollment courses and community partnerships have been successfully updated to better match our pathway theme. We have successfully developed key partnerships with three local community colleges, and are continuing to build those out to match the pathway. Alameda College extended the course offering of Medical Terminology 1 to Medical Terminology 2 as well. With Laney college, we are working with the biotech department to offer a few courses, as well as building our new partnership with BABEC. We have revamped our partnership with Merritt College and we will be offering several dual enrollment courses next school year, which they are willing to hold on the campus of ARISE.	b) While while we have adopted Get focused! Stay focused! As a curriculum to support WBL in advisories, we've been more intentional around the use of the content in each advisory grade level. In addition, GFSF has been added as a 9th grade introductory class, collaborating with our 9th grade academic counselors and families to support all of our pathway students in identifying career goals and aspirations and in creating an individualized 10-year college and career plan to reach those goals.	b)Expand the focus on possible industry careers for students and the exploration of these careers.
			Support of Student Needs
	Support of Student Needs There are 2 primary teams responsible for overseeing and providing student support services; our Adelante team, and our Student Engagement Committee (SEC).		a) Continue working with ARISE Clinicians to develop mental health internship programs at ARISE and recruit clinical interns to support student's mental health needs in collaboration with local graduate schools and/or ACBHS.
	a) Adelante works within and with the whole school community to create the conditions, procedures, and resources to holistically support struggling students academically & socio-emotionally using these approaches: Personalization, Multi Tiered Systems of Support, and Restorative Praxis. The Adelante team consists of the Dean of School Culture, a Mental Health Clinician, a Parent Coordinator, an Academic Counselor, a College and Career readiness counselor, a Pathway Student Engagement Coordinator, a Pathway Student Support Assistant, and our SPED team. We have a referral system that is open to any and all community members to refer a student for additional support. Our team meets weekly to review referrals and connect students to appropriate supports to the extent possible.	**2. Support of Student Needs** While we currently have a robust team of student support, what we have determined is that our community continues to have more mental health needs than one clinician can offer. Currently our clinician is responsible for providing all mental health, counseling, and social work minutes for students with IEPs and as that is legally mandated, she is required to prioritize those students. In the last 2 years we've averaged about 100 discreet referrals for student support per year, with about 80% of those referrals being for mental health support. This is clearly more than one clinician is able to support. Attempts at referring to outside agencies have often been only minimally successful as many of the organizations have significant waiting lists at this time.	b) Increase the number of psycho ed and emotional support groups available to students to reduce the need for individualized therapy.

c) Increase access to academic tutoring and support for all students |
	b) SEC- Our student engagement committee meets weekly to review data around attendance and academic standing. The committee includes the Senior Administrative Assistant, Data Coordinator, Pathway Student Engagement Coordinator, Pathway Student Support Assistant, Parent Coordinator, Academic Counselor, College and Career Counselor, and the Dean of School Culture. The team meets weekly and uses an MTSS protocol to review attendance data, determine tiers of student support needed and provide the appropriate level of support, outreach, and engagement.	ARISE would greatly benefit from having a grad school mental health intern or part time mental health support who could support general ed students with mental health needs.	d) Continue to use attendance data and MTSS model to improve overall and individual class attendance and student engagement by adjusting overall systems and policies at the school as well as individualize student interventions.
	This year, the team developed a more intentional focus on Tier II and III students by instituting a case management model for students with the highest levels of disengagement as evidenced by either attendance, the failing of multiple classes, or in most cases, both. Identified students were assigned one of four grade level case managers (members of the SEC team) to work individually with the students to improve attendance and grades. While we are still working to analyze data about improvement in academics, we have determined that there was an approximately 15% reduction in the number of unexcused absences for the students being targeted.	Additionally, we've found that many of our students have academic support needs beyond our current capacity to support. Given that most of our students begin high school behind grade level abilities in most subjects, many students struggle to successfully engage with the curriculum. There is an ongoing need for additional academic push in and pull out support, particularly for students who may not qualify for an IEP but are not able to access or successfully engage with curriculum.	e) This includes but is not limited to: Reducing the number of weeks with an alternative schedule, adjusting the process for taking attendance to improve accuracy, adjusting language regarding attendance policies to be more clear and succinct for families and students to better understand, adjusting teaching schedules and salaries to recruit and retain high quality teachers, PD for teachers around the importance of attendance as well as creating warm and welcoming classrooms, more collaboration and communication between the SEC team and teachers, and holding disciplinary action with more consistency.
	ARISE currently has two Pathway Student Support Providers who provide wrap around support services for all students at ARISE. They are both a part of team hooks, ARISE's culture and climate team, that works to build a positive and joyous school culture for all students. Additionally they participate in our Adelante team and SEC teams and are responsible for providing individual and group level support for students who are struggling academically. They also manage our BSU to support the small population of African American students at ARISE.	Finally, student engagement as a whole is an ongoing area for growth. We have identified through our SEC team that while our overall attendance is generally high, the number of students who do not attend one or more classes in any given week is significant. We are continuing to examine ways to improve our class attendance to improve overall student engagement.	

| Pathway Student Outcomes (page 2 of rubric) Open Access and Equitable Opportunities Diverse Student Representation Closing the Opportunity Gap | **Open Access and Equitable Opportunities** ARISE offers open admission to the school and conducts an equitable lottery to determine the students who are admitted to the school. ARISE accepts most students from the surrounding East Oakland area, an area with typically higher socio-economic challenges. As ARISE is a wall-to-wall All students who are admitted to the school are part of the pathway. No students are tracked in the school, all students are encouraged to pursue their goals of college and career. ARISE does not have academic achievement requirements for students to continue within the pathway. **Diverse Student Representation** ARISE has traditionally attracted a high number of Latinx students from the immediate surrounding area in the Fruitvale Village in Oakland CA (92%). Although ARISE's current student demographic does represent the immediate area, however this is not true of the entire city of Oakland which has a much higher percentage of African American students. ARISE has made specific moves to try to recruit from more diverse middles schools in the area (currently only 3% AA students). Currently, our 9th grade class has the highest percent of African American students then other grade levels. ARISE has made specific systematic structures to support our African American students by; instituted a BSU that has specifically targeted our AA student population, offered support and mentoring by our African American identifying staff, and engaging trips that promote college and career. **Closing the Opportunity Gap** 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, this includes our: Pathway Academic Counselor, Pathway Case Manager, Pathway Student Intervention and Support Assistant and Pathway Student Support Assistant. | **Open Access and Equitable Opportunities** As an area of growth ARISE needs to establish more open access and promote our diversity needs and collaborations and partnerships with business and community members. **Diverse Student Representation** Although ARISE has made several intentional shifts to recruit and retain African American students, an area of growth is continued specific recruitment and retention of African American students. Another critical challenge that is connected to our African American student retention is the recruitment of more AA teaching staff. Although ARISE has a teaching staff that is mostly of color, we still do have a strong African American representation on our staff. We need to continue to recruit more African American staff. **Closing the Opportunity Gap** Our data shows that very few of our African American students and students with IEPs take these dual enrollment classes. An area of growth is to have more African American students and students with IEPs take more college classes and dual enrollment class, and that their success rate is at least as high as our current dual enrollment success rate. Additionally, our data shows differentiation for students as an overarching area of growth, we need to continue to have a school wide focus on differentiation that is backed by data. Lastly, we need to continue to build out the capacity of our teaching staff, in particular our STEM teaching staff. Most STEM teaching positions and CTE positions are staffed by teachers that are new to ARISE, or just new to teaching in general. Most STEM teachers that have significant areas of growth as identified by our instructional core - continued work needs to be done via coaching meetings, and professional developments to increase teacher capacity and skills. | **Open Access and Equitable Opportunities** For the 2020-2021 school year ARISE needs to establish moe practices and policies to promote open access and diversity with our community partners and businesses. **Diverse Student Representation** Increase our outreach to more middle schools that have a higher African American student body. Continue to build out our teaching staff so that its racial demographics are more aligned with the larger Oakland area (increase the number of African American teaching staff). **Closing the Opportunity Gap** For the 2020-2021 school year, increase the number of students with IEPs and African American students in dual enrollment classes by encouraging these target students to join the class(es), and then providing appropriate support when they are in the classes. For the 2020-2021 school year ARISE will collect and analyze student subgroup data monthly (looking at NWEA, benchmarks, Instructional Core Observation, and other school wide data resources) to ensure that student subgroups are being supported, and more specifically, that the teachers are providing the proper differentiations. From 2019 through 2020, and 2020 through 2021 ARISE will increase our teacher retention, thereby having fewer newer teachers and more staff that is already indoctrinated in our environment. For the 2020-2021 school year all teachers will receive at least 3 out of 4 on the differentiation, as indicated by the Instructional Core document (MO4). |

2020-2021: YEAR ONE ANALYSIS
Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?

Student Pathway Awareness, Understanding, Connection, and Agency with Linked Learning, Measure N and our Pathway.	a) ARISE will conduct a Student College and Career Pathway Survey at least three times (beginning, mid, end of year). In the category of Student Pathway Awareness and Connection ARISE will score an average of 4 out of 5 or better on the end of year survey. b) Students will be able to articulate their understanding of Linked Learning, the Linked Learning 4 Pillars, and career and college pathway opportunities in Public and Community Health through their Senior Seminar Portfolio, rigorous summative assessments, graduate profile, course assignments and projects. c) All teachers will integrate Public and Community Health standards in their courses, with at least two units explicitly linking course content with the Public and Community Health theme. d) By the start of the 2020-2021 school year, ARISE will integrate the Student Pathway Ambassadors into the ARISE Leadership course and increase opportritinies for all students to demonstrate leadership and agency as advocates in Public and Community Health. e) The Pathway Case Manager and Pathway Student Support Assistant will assure that all targeted students, including exceptional learners and students at promise, will have opportunities for, and successful particiaption in Public and Community Health advocacy.
Striving for Gold Certification in Linked Learning: Continuing to strengthen and further develop our Public and Community Health Pathway as we strive for gold certification	a) By September of 2020, ARISE will to conduct a self assessment of our pathway development as measured by the Gold Certification Standards for Linked Learning. This data will inform our strategic plan. b) By December of 2020, ARISE will work with our Linked Learning Consultant, Patrica Clark, to create a strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully acheive advanced certification. c) By June 2021, ARISE will conduct another self assessment that demonstrates an increase in the number of Gold Certification standards for which ARISE is excelling and sustaining. (Base line = September 2020 self assessment) d) ARISE will register for and participate in the Linked Learning Gold Certification review process by 2022-23.
Industry Partnership Collaboration: Industry partners will review and provide feedback on CTE course curriculum as well as school-wide Linked Learning initatives such as grade level integrated projects, school wide community health action projects, days of service, interships and apprenticeships. Industry partners serve as consultants on student projects, job shadow hosts, internship mentors, mock interviewers, guest speakers, panelists, and key members of our pathway advisory board.	By the end of the 2020-2021, Pathway leadership will recruit and train industry experienced teachers to expand CTE offerings. By June 2021, WBL Liason and Pathway Coordinator will increase the number of intenrship partners from 15 to 20. By June 2020 ARISE will have recruited 2 - 3 new industry parters to our advisory board. By the end of 2020-2021 school year ARISE will have 3 - 5 industry partners in Public and Community Health that are involved in ALL aspsects of two grade level integrated collaborative projects. This will be measured by the attendance of the industry partner at the grade level meetings and proficient filling of the GRADE LEVEL COLLABORATIVE PROJECT RUBRIC (Industry Partnerships) By the end of the 2020-2021 school year, each of ARISE's overarching acdamdic and cultural iniatives will have been reviewed and collaborated with by at least one industry partner. By the end of the 2020-21021 school year industry partners will meet in either department or grade level meetings at least once per quarter to review, audit and give feedback to teacher, in their course curriculum as well as overarching school wide academic initatives, (i.e. grade level collaboratve projects, day of service, interships). Industry partners are woven into our WBL continuum providing 9-12 grade levels direct collaboration with our partners pertaining to career awareness , exploration, preperation and training.
Strategic Actions	
Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**
Pathway Stratigic Goal Student Pathway Awareness, Connection and Support: Reframe and rebrand the connection and integration between ARISE Mission and Vision and the Pillars of Linked Learning. Specifically, 10th Grade Bridge Presentation and 12th Senior Seminar presentation- explcicitly teaching the connection between the 5C (critical Thinking, critical consciouness, collaboration, community transofrmation, communication) the Pillars of Linked Learning as part of their Warrior Intellectual Graduation Presentations.	Bridge and Warrior Intellectual Final Presentations: By the end of the 2020-2021 school year students are able to explicitly call the connection between Linked Learning, the Pillars of Linked Learning, and pathway standards in their lives and the 5Cs of the ARISE Warrier Intellectual.

Pathway Stratigic Goal Student Pathway Awareness, Connection and Support: Integrate the student ambassadors and the student leadership class. By integrating these two vital school leadership groups at ARISE the stratigic initiatives of the pathway will be more integated into the fabric of the day-to-day student operations and student cultural intiatives.	Once each month for the 2020-2021 school year the Pathway Coordinatory and Leadership Teacher will meet and produce agendas that show the review of major student iniatives, in particular to ensuring all student lead intiatives will have some kind of Public and Community Health and/or reference to the Pillars of Linked Learning. will the agenda meetings from thtese meetings and students will take a quarterly survey on their general knowledge of the Public and Community Health Pathway and Pillars of Linked Learning.
Pathway Stratigic Goal Student Pathway Awareness, Connection and Support: Addressing our targeted student population, as well addressing the need to inform and fortifiy our pathway integration, awareness and individualized student support - we are going to continue to have the key positions of Pathway Case Manager and Pathway Student Support Assistant to ensure our target populations are receiving the appropriate individualized support.	Each quarter, Head of School and Data Coordinator will audit the number of No Credit scores from students with IEPs as well as African American students. By the end of the 2020-2021 school year ARISE will decrease the number of No Credits by students with IEPs and African American students.
Pathway Stratigic Goal Striving for Gold Certification: Align ARISE Linked Learning Gold Certification goals, school wide goals, LCAP and Measure N goals. ARISE Leadership team and Design Team members set up Linked Learning Gold Certification backwards map to meet or exceed the standards to ensure our LCAP, school goals and Gold Certification elements are aligned.	By the end of the 2019- 2020 school year ARISE will submit an LCAP that aligns with both the school goals for the 2020-2021 school year, our Measure N stratigic actions, and our Linked Learning areas of focus for Gold Certification
Pathway Stratigic Goal Industry Partnership Collaboration: Once per quarter the advisory board (which will have our industry partners) meets with the grade level team to create, revamp and discuss collaborative projects and/or curriculum.	By the Fall of 2020-2021 ARISE will modify the Buck Institute Collaborative Project Rubric to include an row for industry connection and/or industry relevance; all grade level collaborative projects will score proficienct in this category as judged by members of the advisory board.

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Pathway Case Manager (Salary + Benifits) - This position will provide pathway student support including collecting student data in our pathway (academic, attendance and survey data) and use this data to devise and execute student interventions. Case manager will provide after school support for pathway students with multiple NC (no credits) through tutoring and credit recovery options. The Pathway Case Manager will work with our Adelante Team to plan and make home visits to some of our most struggling students in the pathway, in particular our African American students and students with IEPs.	$91,866.72	1200	Certified Pupil Support Salary	Pathway Case Manager	100%	Public and Community Health
Work Based Learning Liaison (Salary + Benifits) -With the addition of internships built into the school day, we see an even greater need for a full time employee to help with the following (but not limited to): -Engage with community partners -Establish and maintain internship/externship opportunities for students and staff - Lead PD around connecting WBL learning with classrooms learning - Co-produce weekly Linked Learning newletters - 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	$72,420.48	2201	Non Certified Staff	Work Based Learing	100%	Public and Community Health
Pathway Coordinator (Salary + Benifits) - The Pathway Coordinator will support all teachers, especially CTE teachers, with pathway implementation in their classroom. This position manages the WBL Liason to support student work based learning, designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N grant, expenditures, site visits, and reports. Other duties include: Co-produce weekly Linked Learning newletters, Execute MOU's and partnership agreements with partnernship organizations, manage and oversee Linked Learning certifications.	$100,520.64	1201	Non Certified Staff	Student Support Assistant	100%	Public and Community Health

Health Collaborative Project Supplies: Monies will be used to provide exhibition and student enterprise materials, supplies for student projects (based on specific needs of public and community health action research themes). We plan at least four exhibitions of student work: two in the Fall (the 9th and 10th grade collaboration projects) and two in the Spring (the 11th and 12th grade collaborative projects).	$2,000.00	4300				Public and Community Health
Health Collaborative Projects Exhibition Refreshments - for our collaborative project exhibition night open to families and the community.	$3,000.00	4302				Public and Community Health
Summer Bridge (Summer School) Funding for Teacher Salary Stipends: 1) Two teachers to teach credit recovery so that our students are on-track to graduate 2) Two teachers to teach "Step Up to Algebra" to increase the number of rising 9th graders prepare to be successful in Algebra 1. with the purpose to proactively ensure that all students are full able to enroll in the pathway program of study Enrichment courses will be offered through Laney college. Students will be offered support in signing up for the courses as well as a designated room and college liaison if they need any assistance in their college course.	$15,000.00	5883				Public and Community Health
Teacher Stipends for Pathway Development: Teacher stipends to develop, improve, project based learning curriculum and grade level collaborative projects that is centered in Public and Community Health.	$2,500.00	1200				Public and Community Health
Cafe Talks: Guest Speaker Stipends and Organization Honorariums for our Pathway Themed disucssions. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE.	$1,000.00	4300				Public and Community Health
Cafe Talks: Refreshments for our Pathway Themed discussion. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE.	$1,000.00	4302				Public and Community Health
Transportation: BART, Charter Buses and AC Transit for school year and summer internships, college and career fieldtrips, and work based learning career awareness and exploration activities. Charter Bus: 1500 x 4 = 6000, bart: $8x 350 = $3,150 , AC transit: $55x35 packs = $1,925	$10,592.16	5893				Public and Community Health
Advisory Board: ARISE continues to grow our pathway advisory board which supports and guides the development of our pathway. Funds will be used to cover meeting refreshments for our board to thank them for their participation and time.	$1,000.00	4302				Public and Community Health

Measure N 2020-2021 Education Improvement Plan Assessment

ARISE High School

Checklist of Required Elements:

☑ Submitted Measure N Education Improvement Plan   ☑ Silver Certification Status

☑ Submitted Measure N Budget

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program ([Measure N Self Assessment](#)**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 4** **Rationale:** ● There is evidence of all key pillars of Linked Learning pathways ● There is evidence that school is focused on improving the integration of CTE and their instructional core through the review of existing collaborative projects and receiving feedback from industry advisory board ● Theme of public health is consistent and clearly evident in courses and collaborative projects ● School has demonstrated clear next steps to deepen staff understanding and experience with Linked Learning ● Overall, plan reflects awareness and clear next steps to evaluate what's been put in place and provide deeper quality			
	Feedback for continued progress monitoring: ● Continued support from pathway consultant will be key to continuity in pathway development and will help build the full capacity of site team to hold and lead pathway development work			

	● Assess what you will prioritize, if needed, to allow for continued buy-in considering the turnover and percentage of new teachers

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis *The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action* ● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. ● Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined	**Score: 3** **Rationale:** ● School is reflective on disaggregated student outcomes and provides root causes for challenges that are named ● School has identified a key issue of teacher turnover and its impact on graduation rate and A-G completion rate **Feedback for continued progress monitoring:** ● School should assess why it has been difficult to provide supports to 9th grade students ● School should assess why 9th graders receive non-passing grades given that the strongest teachers are placed in the 9th grade			
Pathway Quality Assessment *The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars* ● Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars ● Next steps that have been identified support the continuous quality improvement of the pathway(s) ● Self-assessment provides evidence such as concrete examples or references data ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 4** **Rationale:** ● School has provided evidence of progress made this year that address previously provided feedback such as providing "additional planning and collaboration time for grade-level and interdisciplinary teacher teams" ● School has provided specific strategies that will be implemented next year to address areas of growth such as "incorporate industry partners to review and inform CTE course sequence" ● Reflection demonstrates next steps that contribute to the integration of the pillars			

	Feedback for continued progress monitoring: ● School has identified numerous important next steps and should consider their capacity to implement and the potential of needing to prioritize
Strategic Goals ● Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year ● Alignment between schoolwide goals and Measure N priorities is evident ● For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other ● The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme ● The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation ● The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N	**Score: 4** **Rationale:** ● School has identified goals that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment ● For example, the goal for industry partner collaboration is aligned to the broader pathway quality assessment and next steps that highlight the focus of improving quality ● The evidence identified is concrete
Strategic Actions ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar ● Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies ● For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	**Score: 4** **Rationale:** ● School has identified clear action steps that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment and align to the goals ● For example, the school is working on the goal of industry partner collaboration by having quarterly advisory board meetings to discuss projects ● The evidence identified is concrete

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	**Compliant & Aligned** 4	**Compliant Partially Aligned** 3	**Non-Compliant** ● Supplanting ● Not Allowable 2	**Missing** 1
Budget *The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.*	**Score: 4** **Rationale:**			

• Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N • Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available • Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school • Expenditures are necessary due to the existence of Linked Learning pathways at the school site	• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development • Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined • Proposed Measure N budget appears to be supplemental

Final Recommendation

Fully Approved

School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning.
School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes.

Strengths:
- Strong pathway quality assessment
- School has clear focus on improving quality and doing deeper integration work
- School has clear focus on the need for industry connection and relevancy to improve quality

Key Questions:
- With the current context of teacher turnover and the high percentage of new teachers, how will you progress-monitor along the way to ensure fidelity to pathway development work identified while building teacher capacity?
- With the current context of teacher turnover and the high percentage of new teachers, how will you address the needs of Linked Learning professional development and general teacher capacity building?

Next Steps:

What	Suggested Lead	Deliverable	Date
2020-2021 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided