

## MEASURE N COMMISSION

1000 Broadway, Suite 680  
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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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### Measure N - College & Career Readiness - Commission

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## Memo

**To** Board of Education

**From** Measure N Commission  
Jason Gumataotao, Chairperson  
Louise Waters, Vice Chair  
Whitney Dwyer, Secretary  
Emma Paulino, Member  
James Harris, Member

**Board Meeting Date** April 20, 2021

**Subject** 2021-2022 Measure N Education Improvement Plan  
Services for: ARISE High School

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**Action Requested and Recommendation** Adoption by the Board of Education of ARISE High School proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$422,625.00.

**Background**

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

Adoption by the Board of Education of ARISE High School proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$422,625.00.

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N

**Attachments**

- Measure N Education Improvement Plan

**2021-2022 MEASURE N BUDGET**School: **ARISE HIGH SCHOOL**

<b>Resource</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure N</b>	\$422,625.00	\$422,625.00	\$0.00

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
1	<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"> <li>-Engage with community partners to establish work based learning opportunities (including virtual)</li> <li>-Establish and maintain internship/externship opportunities for students and staff</li> <li>- Lead PD around connecting WBL learning with classrooms learning.</li> <li>- Provide training and other support to students, especially related to 21st Century Skill building</li> <li>- Provide learning sessions for pathway students in advisory,</li> <li>- Co-produce monthly Linked Learning newsletters including WBL announcements and opportunities</li> <li>-Co-manage the Pathway Advisory Council</li> <li>- Manage student off site internships, including during the school day</li> <li>- Execute MOU's and partnership agreements with partnership organizations</li> <li>- Meet with Admin Team and Linked Learning Design Team to develop and execute WBL goals and outcomes</li> <li>- Attend and participate in key CTE/Linked Learning conferences and workshops</li> </ul>	\$72,420.00	2201	Non Certified Staff	Work Based Learning Liaison	1.0 FTE%	Public and Community Health for the People

2	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.	\$100,520.00	1201	Non Certified Staff	Pathway Coordinator	1.0 FTE%	Public and Community Health for the People
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3	<p>Hire a Pathway Mentor and Student Support Coordinator, at 1.0 FTE (Salary + Benefits) (*Budget item originally approved in 2019-20 Carry Over Measure N Improvement Plan) Pathway Strategic Goals: Student Pathway Awareness, Connection and Support / Closing the Opportunity Gap</p> <p>The Mentor and Student Support Coordinator will coordinate and manage mentorship, tutoring and individualized student support programs (available to all students 9th-12th grade, with a special concentration on students with IEP's and/or in our dual enrollment program), occurring during school, after school and during summer bridge. For the 2021-2022 school year, the Mentor and Student Support Coordinator will work to increase the number of students with IEPs and other underrepresented students who enroll in and succeed in pathway and dual enrollment classes by providing individualized support through mentoring and tutoring programs and other services. Primary responsibilities also include:</p> <ul style="list-style-type: none"> <li>-Develop and implement a system for tracking individualized support for pathway students, especially our target student population (includes peer and professional mentoring, peer tutoring, work with college tutors, etc.)</li> <li>-Coordinate the mentor-mentee program, including establishing processes and procedures as well as follow up with mentors, mentees, parents, and staff (as needed).</li> <li>- Meet and work with the Design team to help coordinate ARISE Pathway programming including; dual-enrollment services and structures and Summer Bridge</li> <li>-Develop and facilitate ARISE's Peer Tutoring Program</li> <li>- Oversee 10th grade student counseling activities with support from Pathway Counseling Director</li> <li>-Coordinate 10th grade Bridge and 12th grade Senior Seminar Capstone mentorships</li> <li>-Establish and facilitate other supports for student success in college courses, including review sessions, study skills sessions, writing tutors, etc.</li> <li>-Complete associated paperwork data analysis, and evaluation as needed.</li> <li>-Support IEP students and other target population students in successfully achieving their learning goals</li> <li>-Provide resources and referrals of services in coordination with the Adelante Student Support team</li> </ul>	\$77,255.00	1201	Non Certified Staff	Pathway Mentor and Student Support Coordinator	1.0 FTE	Public and Community Health for the People
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4	<p>Hire an CTE Intermediate Public and Community Health Teacher, at 1.0 FTE (salary and benefits) (*Budget item originally approved in 2019-20 Carry Over Measure N Improvement Plan):</p> <p>As we strive for gold certification with the Linked Learning Alliance, we must ensure that we have CTE certified teachers teaching the CTE classes and pathway sequenced courses. All CTE instructors implement coursework that emphasizes the four pillars of linked learning to increase student engagement and knowledge, specifically: WBL, internships, college and career readiness, guest speakers and industry partnerships that link student learning to the real world. (CTE Public and Community health instructor holds all CTE junior classmen, total of 91 students) (Striving for Gold Certification in Linked Learning)</p>	\$90,354.00	1101	Certified Staff	Intermediate Public and Community Health CTE Teacher	1.0 FTE	Public and Community Health for the People
5	<p>Hire a Pathway Counseling Director, at .50 FTE (salary and benefits) - (*Budget item modified from originally approved line item in 2019-20 Carry Over: Pathway College and Career Counselor):</p> <ul style="list-style-type: none"> <li>- Development and Management of a Comprehensive College and Career Counseling Program for all pathway students 9th-12th grade (approximately 375 students)</li> <li>- Plans and implements a comprehensive school pathway counseling program with the school administration, pathway team, and grade level counselors and case managers.</li> <li>- The Director organizes, supervises, and evaluates the work of the college and career counselors at all levels to align with pathway goals and outcomes and ensure pathway completion</li> <li>- Directs and coordinates all counseling activities, to include coordination of grade level school counselors.</li> <li>- Collaborates with Pathway Coordinator, WBL Liaison, and Pathway Mentor and Student Support Coordinator to help connect students to WBL opportunities based on the WBL continuum with emphasis on internship and career certifications</li> <li>- Pathway Counseling Director ensures students are getting individualized support completing and enhancing their Get Focused Stay Focused 10 year plan, developing evidence for the college and career portfolio, succeeding in their CTE courses to become pathway completers, A-G completers, and additional support with pathway orientation and implementation.</li> </ul> <p>(Pathway Student Awareness, Going for Gold: Individualized Student Support)</p>	\$44,592.00		Certified Staff	Pathway Counseling Director	.50 FTE	

6	<p>Summer Bridge (Summer School) Funding for Teacher Salary Stipends:</p> <p>1) 1-2 teachers to teach credit recovery so that our students are on-track to graduate</p> <p>2) 1-2 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</p> <p>Enrichment courses will be offered through Peralta Colleges. 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.</p>	\$12,484.00	5883				Public and Community Health for the People
7	<p>Teacher Stipends for Pathway Development: Teacher stipends to develop, improve, project based learning curriculum and grade level collaborative projects that are focused on our Public and Community Health theme. 15 teachers working 2.5 days at \$25 per hour (during mid to late June) working to revamp and adjust the ARISE Collaborative Community Action Research Projects (CCARP). Teachers will work with Industry Advisory Council members to integrate best industry practices as they relate to the CCARP. (Industry Partnership Collaboration, Striving for Gold)</p>	\$7,000.00	5100	Sub Agreements for Services			Public and Community Health for the People
8	<p>Public Health Conference and Speaker Series Honorariums: Guest Speaker and Organization Honorariums for our Pathway Themed discussions. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE. Guest speakers are paid between \$100 - \$300 (depending on length of presentation, degree of preparation needed, time commitment). Approximately 20 - 30 Public Health Speaker Series and Conference Speakers throughout the year.</p>	\$3,000.00	4300	Sub Agreements for Services			Public and Community Health for the People
9	<p>Stipends for Student Internships:</p> <p>To pay for the student stipends for ARISE students participating in internships both during the academic school year (after school) as well as during the summer (we hope to connect rising seniors with internships during the summer). Approximately 30 - 40 students ranging from \$350 - \$500 per stipend</p>	\$15,000.00	5100	Sub Agreements for Services			Public and Community Health for the People

**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%	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%		
A-G Completion	AA: 50% SPED: 60%	AA: 32.9% SPED: 14.4%	AA: 100% SPED: 50%	AA: 100% (projected) SPED: 90% (projected)	AA: 100% SPED: 90%		
On Track to Graduate - 9th Grade	AA: 100% SPED: 100%	AA: 100% SPED: 100%	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%	AA: 100% SPED: 100%	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: SPED:	AA: 100% SPED: 100%	AA: 80% (projected) SPED: 80% (projected)	AA: 100% SPED: 100%		

Percentage of students in Linked Learning pathways	AA: 100% SPED: 100%	AA: 100% SPED: 100%	AA: 100% SPED: 100%	AA: 100% SPED: 100%	AA: 100% SPED: 100%		
<b>ROOT CAUSE ANALYSIS</b>							
<b>Indicator</b>	<b>Strengths</b>		<b>Highest Leverage Challenge</b> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>		<b>Root Cause Analysis</b> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>		
Four-Year Cohort Graduation Rate	<p>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.</p> <p>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.</p>		<p>ARISE teachers need to provide better engagement through lessons that are relevant, rigorous and differentiated for all students.</p> <p>(Background 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).</p>		<p>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.</p>		
Four-Year Cohort Dropout Rate	<p>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.</p>		<p>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.</p>		<p>While ARISE has a range of student supports, we have not yet fully implemented them in a systematic way nor made effective use of data to identify students early on who need higher levels of support.</p>		
A-G Completion	<p>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.</p>		<p>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 succeed as A-G completers.</p> <p>(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)</p>		<p>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.</p>		
On Track to Graduate - 9th Grade	<p>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 pathway 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.</p>		<p>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.</p> <p>(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)</p>		<p>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.</p>		

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 integrated into their regular school day. With a full time WBL Liaison, we were able to coordinate 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 disruption 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 difficult 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 Enrollment 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 receive 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.
<b>Self Assessment</b>			
<a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a>	Evidence of Strength	Areas For Growth	Next Steps

<p><b>Rigorous Academics</b> (pages 3, 4, 5 of rubric)</p>	<p><b>Rigorous, relevant and integrated Learning:</b> 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.</p> <p><b>Collaborative Learning:</b> 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.</p> <p><b>Sharing Best Practices:</b> 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.</p> <p><b>Collaboration Time:</b> 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.</p> <p><b>Professional Learning:</b> 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.</p>	<p><b>Rigorous, relevant and integrated Learning:</b> 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</p> <p><b>Collaborative Learning:</b> 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.</p> <p><b>3. Sharing Best Practices:</b> 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.</p> <p><b>4. Collaboration Time:</b> 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.</p> <p><b>5. Professional Learning:</b> 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.</p>	<p><b>Rigorous, relevant and integrated Learning</b> 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</p> <p><b>Collaborative Learning:</b> 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</p> <p><b>3. Sharing Best Practices:</b> 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</p> <p><b>4. Collaboration Time:</b> 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 learning. c) More consistent differentiated meetings for pathway and department integrated teams based on data analysis and review.</p> <p><b>5. Professional Learning:</b> 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</p>
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<p><b>CTE</b> (pages 3,4,5 of rubric)</p>	<p>CTE Program of Study - Four year pathway sequence.</p> <ul style="list-style-type: none"> <li>a) Piloted 9th grade Freshman Seminar - College and Career Success course(GFSF curriculum), and added in GFSF curriculum in all grade-level advisories.</li> <li>b) Integrated GFSF into graduate profile and Senior Seminar final presentations</li> <li>c) All collaborative projects have integrated public and community health</li> <li>d) Re Emphasis and revamping of 10th grade culminating presentation (Bridge). Lead by and managed by CTE teacher</li> <li>e) Students participated in industry conference</li> <li>f) Student service (Day of Service), WBL and internships all centered on public and community health</li> <li>g) Cafe talks from community member and industry experts centered on public and community health</li> <li>h) Added on CTE teacher in Information and Communication Technologies</li> <li>i) Added CTE Computer Science Foundations course</li> <li>j) Integrated projects between the Information and Communication Technologies pathway and Public and Community Health Pathway (website for public health needs)</li> </ul> <p>First year piloting our Dual Enrollment program with College of Alameda during the school day (Medical Terminology I and II)</p>	<p><b>CTE</b></p> <ul style="list-style-type: none"> <li>a) Recruitment and hiring of additional CTE instructors</li> <li>b) Feedback from industry partners for the our general pathway, as well as projects and curriculum</li> <li>c) More consistent integration of WBL into pathway course and regular courses</li> <li>d) Limited access to CTE teachers with experience</li> <li>e) More intentional work in integrating certification into general ed classes as well as pathway classes.</li> </ul>	<p><b>CTE</b></p> <ul style="list-style-type: none"> <li>a) To review the system of recruitment and hiring, especially the hiring of CTE teachers.</li> <li>b) Research best practices in the hiring of CTE teachers to better reach our target goal for next school year.</li> <li>c) Pathway core content and CTE course are built</li> <li>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.</li> </ul>
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<p>WBL (page 6 of rubric)</p>	<p><b>Types of Student Experiences:</b>  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.</p> <p><b>Pathway Outcomes:</b>  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.</p> <p>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</p> <p><b>Pathway Evaluation:</b>  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</p>	<p><b>Types of Student Experiences:</b>  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.</p> <p><b>2. Pathway Outcomes</b>  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.</p> <p><b>3. Pathway Evaluation:</b>  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.</p>	<p><b>Types of Student Experiences:</b>  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.</p> <p><b>2. Pathway Outcomes</b>  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 (Freire, Hooks, Design Team, Admin Team) to analyze data through the lens of our School and Linked Learning goals.</p> <p><b>3. Pathway Evaluation</b>  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</p>
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<p><b>Comprehensive Student Supports</b> (page 7 of rubric)</p>	<p><b>College and Career Plan:</b></p> <p>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</p> <p>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.</p> <p><b>Support of Student Needs</b></p> <p>There are 2 primary teams responsible for overseeing and providing student support services; our Adelante team, and our Student Engagement Committee (SEC).</p> <p>a) Adelante works within and with the whole school community to create the conditions, procedures, and resources to holistically support struggling students academically &amp; 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.</p> <p>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. 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.</p> <p>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.</p>	<p><b>College and Career Plan</b></p> <p>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.</p> <p>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.</p> <p><b>2. Support of Student Needs</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>College and Career Plan</b></p> <p>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.</p> <p>b) Expand the focus on possible industry careers for students and the exploration of these careers.</p> <p><b>Support of Student Needs</b></p> <p>a) Continue working with ARISE Clinicians to develop mental health internship programs at ARISE and recruit clinical interns to support students mental health needs in collaboration with local graduate schools and/or ACBHS.</p> <p>b) Increase the number of psycho ed and emotional support groups available to students to reduce the need for individualized therapy.</p> <p>c) Increase access to academic tutoring and support for all students</p> <p>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.</p> <p>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.</p>
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<p>Pathway Student Outcomes (page 2 of rubric)</p> <p><b>Open Access and Equitable Opportunities</b></p> <p><b>Diverse Student Representation</b></p> <p><b>Closing the Opportunity Gap</b></p>	<p><b>Open Access and Equitable Opportunities</b> 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.</p> <p><b>Diverse Student Representation</b> 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.</p> <p><b>Closing the Opportunity Gap</b> 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.</p>	<p><b>Open Access and Equitable Opportunities</b> 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.</p> <p><b>Diverse Student Representation</b> 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.</p> <p><b>Closing the Opportunity Gap</b> 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</p>	<p><b>Open Access and Equitable Opportunities</b> For the 2020-2021 school year ARISE needs to establish more practices and policies to promote open access and diversity with our community partners and businesses.</p> <p><b>Diverse Student Representation</b> 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).</p> <p><b>Closing the Opportunity Gap</b> 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).</p>
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?		

<b>Student Pathway Awareness, Understanding, Connection, and Agency with Linked Learning, Measure N and our Pathway.</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>d) By the start of the 2020-2021 school year, ARISE will integrate the Student Pathway Ambassadors into the ARISE Leadership course and increase opportunities for all students to demonstrate leadership and agency as advocates in Public and Community Health.</p> <p>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 participation in Public and Community Health advocacy.</p>
<b>Striving for Gold Certification in Linked Learning:</b> Continuing to strengthen and further develop our Public and Community Health Pathway as we strive for gold certification	<p>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.</p> <p>b) By December of 2020, ARISE will work with our Linked Learning Consultant, Patricia Clark, to create a strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully achieve advanced certification.</p> <p>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. (Baseline = September 2020 self assessment)</p> <p>d) ARISE will register for and participate in the Linked Learning Gold Certification review process by 2022-23.</p>
<b>Industry Partnership Collaboration:</b> Industry partners will review and provide feedback on CTE course curriculum as well as school-wide Linked Learning initiatives such as grade level integrated projects, school wide community health action projects, days of service, internships 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.	<p>By the end of the 2020-2021, Pathway leadership will recruit and train industry experienced teachers to expand CTE offerings.</p> <p>By June 2021, WBL Liaison and Pathway Coordinator will increase the number of internship partners from 15 to 20.</p> <p>By June 2020 ARISE will have recruited 2 - 3 new industry partners to our advisory board.</p> <p>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 aspects 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)</p> <p>By the end of the 2020-2021 school year, each of ARISE overarching academic and cultural initiatives will have been reviewed and collaborated with by at least one industry partner.</p> <p>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 initiatives, (i.e. grade level collaborative projects, day of service, internships).</p> <p>Industry partners are woven into our WBL continuum providing 9-12 grade levels direct collaboration with our partners pertaining to career awareness , exploration, preparation and training.</p>
<b>Strategic Actions</b>	
<b>Strategic Actions</b> 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?

<b>Pathway Strategic Goal Student Pathway Awareness, Connection and Support:</b> 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- explicitly teaching the connection between the 5C (critical Thinking, critical consciousness, collaboration, community transformation, 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 Warrior Intellectual.
<b>Pathway Strategic Goal Student Pathway Awareness, Connection and Support:</b> Integrate the student ambassadors and the student leadership class. By integrating these two vital school leadership groups at ARISE the strategic initiatives of the pathway will be more integrated into the fabric of the day-to-day student operations and student cultural initiatives.	Once each month for the 2020-2021 school year the Pathway Coordinator and Leadership Teacher will meet and produce agendas that show the review of major student initiatives, in particular to ensuring all student lead initiatives will have some kind of Public and Community Health and/or reference to the Pillars of Linked Learning. will the agenda meetings from these meetings and students will take a quarterly survey on their general knowledge of the Public and Community Health Pathway and Pillars of Linked Learning.
<b>Pathway Strategic Goal Student Pathway Awareness, Connection and Support:</b> Addressing our targeted student population, as well addressing the need to inform and fortify 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.
<b>Pathway Strategic Goal Striving for Gold Certification:</b> 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 strategic actions, and our Linked Learning areas of focus for Gold Certification
<b>Pathway Strategic Goal Industry Partnership Collaboration:</b> 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 proficiency in this category as judged by members of the advisory board.

**Budget Expenditures****2020-2021 Budget**

<b>Budget Justification:</b> 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?	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
Pathway Case Manager (Salary + Benefits) - 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 + Benefits) -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 newsletters - 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 Learning	100%	Public and Community Health

Pathway Coordinator (Salary + Benefits) - The Pathway Coordinator will support all teachers, especially CTE teachers, with pathway implementation in their classroom. This position manages the WBL Liaison 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 newsletter, Execute MOU's and partnership agreements with partnership 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 discussions. 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 field trips, 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

## 2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals		
Pathway Quality Strategic 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?

<p>Student Pathway Awareness, Understanding, Connection, and Agency with Linked Learning, Measure N and our Pathway.</p>	<ul style="list-style-type: none"> <li>- <b>Monthly Pathway Newsletter</b> - 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</li> <li>- <b>Weekly Email Blast and Advisory Announcements</b> - 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.</li> <li>- <b>Public Health Speaker Series</b> - 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</li> <li>- <b>Public Health Conference</b> - 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</li> <li>- <b>UC Berkeley School of Public Health Mentor Program</b> - 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</li> <li>- <b>Mentoring in Medicine and Science (MIMS Oakland) Partnership</b> - 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.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pathway Ambassador Internship Program</b> - 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</li> <li>- <b>Pathway Survey in Pathway courses</b> - 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</li> <li>- <b>School Website "Pathway" updates</b> - 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</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>- <b>Reviewed Linked Learning Gold Certifications Standards</b></li> <li>- <b>Completed the Linked Learning Alliance "Going for Gold" self assessment</b></li> <li>- <b>Expanding Project Based Learning and Student Focused Instructional Delivery</b> - All Collaborative Projects with integrated industry applications related to public and community health. Students choose their sub topic based on personal interest and collaborate with peers through project based learning across subjects</li> <li>- <b>Shared learning through Cohort Structure</b> - Collaborative Community Action Research Projects (CCARP) - grade level interdisciplinary project focused on Public Health theme and integrates all courses to encourage cross subject collaboration and group work</li> <li>- <b>Students Demonstrate Pathway Learning</b> - all students must complete a final presentation connected to their collaborative projects that ties together the 4 pillars of Linked Learning. These presentations are done either individually or in groups, depending on grade level, and include industry and community partner evaluators, peer evaluators, as well as a formal presentation</li> <li>- <b>Early College Credit Opportunities</b> - Dual Enrollment expansion - We have created a plan to expand our dual enrollment offering by adding an Intro to Health Care Careers for a Summer 2021 pilot with Merritt College, bringing our total number of dual enrollment courses to 4 in 2021. Working with the Pathway Coordinator at Community College Consortium and dual enrollment coordinator at Peralta Colleges, we seek to continue to increase our dual enrollment offerings to create a track to better support students in matriculation to post secondary schools</li> <li>- <b>Increasing Partnerships with Post Secondary and Industry Partners</b> - We have been successful in substantially increasing our partnerships with post secondary and industry partners. We've established new partnerships with UC Berkeley School of Public Health, The George Washington University, Peralta Colleges, a formal partnership with Alameda County Public Health Department (MOU pending), and a formal partnership with Mentoring in Medicine in Science. We've been successful in building our Industry and Community Partner Advisory Council with a total of 20 partners attending 3 meetings over the course of the year so far. We have establish mentoring and tutoring programs with UC Berkeley and Peralta students</li> <li>- <b>Disseminating Work Based Learning Strategies and Resources</b> - Co-planned and co-facilitated "Learning Work: Maximizing Learning in WBL" workshop for The Educating for Careers Conference 2021</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pathway Strategic Goal Striving for Gold Certification:</b> 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.</li> <li>- <b>Pathway integration in LCAP and Charter Renewal</b> - By the end of the 2020- 2021 school year ARISE will submit an LCAP that aligns with both the school goals for the 2020-2021 school year, our Measure N strategic actions, and our Linked Learning areas of focus for Gold Certification</li> <li>- <b>By June of 2021, ARISE will conduct a self assessment of our pathway development</b> as measured by the Gold Certification Standards for Linked Learning. This data will inform our strategic plan for 2021-22 as we continue to collect evidence and documentation on our path to gold certification</li> <li>- <b>Linked Learning Training</b> - Embedded in Faculty Development to ensure understanding and awareness. Linked Learning development integrated into Pathway and CTE forward planning workshops. Work with Pathway Coordinator and Work Based Learning Liaison to integrate industry partners into the curriculum. Review Linked Learning Gold Standards with faculty</li> </ul>

<p><b>Industry Partnership Collaboration:</b> Industry partners will review and provide feedback on CTE course curriculum as well as school-wide Linked Learning initiatives such as grade level integrated projects, school wide community health action projects, days of service, internships 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.</p>	<p><b>Advisory Council</b> - Development of advisory council consisting of industry and community partners dedicated in supporting ARISE and our Public and Community Health Pathway. Advisors participate in quarterly meetings that review Pathway initiatives and goals, provide input and feedback on our Collaborative Project curriculum and plan. Discuss industry standards, market trends, pandemic updates and resources, and host students as internship sites. We've seen success with this initiative and currently have 15 partners that have been regularly participating and have joined all 3 meetings this year.</p> <p><b>Guest Speakers, Panelists, Virtual Workshops, Job Shadows with Industry and Community Partners</b>- Public Health Speaker Series, Public Health Conference, in-class workshops, career awareness and exploration. We've seen success in our industry partners supporting our pathway curriculum, facilitating high level content, and sharing their own personal and professional journeys</p> <p><b>Expert evaluators for student led Pathway themed collaborative projects</b> - Industry partners join CCARP final presentations to review, evaluate, and provide feedback on student research topics and presentation. We successfully piloted this model in December with our 10th grade team and March with our 12th graders. Expert evaluators will be invited to join our 9th and 11th grade CCARP presentations, as well as our 12th grade Warrior Intellectual Defense. This has been successful as we've seen this has motivated and encouraged students to be well prepared and ready to present their final presentations knowing they have an audience of professionals who will be providing feedback</p> <p><b>Virtual Internships</b> - Public Health Pathway aligned virtual internships with various partners including MIMS Oakland,</p> <p><b>Mentoring in Medicine and Science</b> - MIMS Oakland Partnership - in-class facilitation 9th Health and Wellness, 11th Intermediate and Public Health, 12th Senior Seminar: Advanced Public Health - MIMS works to connect Health Professionals and facilitate high level public health curriculum. Students have been engaged with these lessons and as a result have received over 15 applications to MIMS Health Base and Summer Internship Programs</p> <p><b>UC Berkeley School of Public Health</b> - Virtual Mentorship Program Pilot - 12th CCARP and Warrior Intellectual Defense Support. 15 UC Berkeley Mentors working with all 12th grade students during and after school in small 3-5 person cohorts for 10 weeks. We've seen this being successful largely because it has provided more individualized student support as well as allowing our 12th Senior Seminar teacher to focus on the rest of the class</p> <p><b>The George Washington University</b> - Virtual Mentorship Program - 10th grade Bridge preparation and presentation support. 30 GW mentors</p> <p><b>Industry and Post Secondary Partners:</b> MIMS Oakland, Alameda County Public Health Department, ETR, Public Health Institute, La Clínica de la Raza, Roots Community Health Clinic, Tracing California, Spanish Speaking Citizens Foundation, Center for Elders Independence, Train 4 Transformation, Alameda County Community Food Bank, Carmen Flores Recreation Center, UC Berkeley School of Public Health, The George Washington University.</p>	<p><b>- Students Follow a Work Based Learning Plan</b> - Pilot for next year with input from industry partners and tied to the pathway outcomes. Students will have opportunities to engage with these plans, for example, by tracking their participation in specific activities related to the work based learning continuum including service learning hours, internship hours, job shadows, site visits, and career readiness workshops</p> <p><b>- Industry Partners evaluate work based readiness</b> -including the quality of their preparation, performance, and soft skills (e.g., ability to work in teams, ability to present information). Students and teachers use feedback from these evaluations to improve practices and meet pathway and industry outcomes.</p> <p><b>- Increase student certifications</b> - Due to virtual learning, we've yet to implement our plan to increase student certification opportunities. We hope to provide CPR/First Aid, Mental Health First Aid for students next school year once we can be sure to execute the plan safely</p> <p><b>- CTE Curriculum and Industry standards review with Advisory Council</b> - Review market research and data;</p>
<p><b>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</b></p>		
<p><b>Strategic Actions</b> - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</p>	<p><b>What evidence will you look for to know you are successful?</b> - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</p>	
<p>Modified: Pathway Ambassador Internship Program - Due to virtual learning challenges and changes in class schedules, we were unable to incorporate the Pathway Ambassador program into our leadership class as planned. Moving forward, we will involve our Pathway Ambassadors in a structured internship for student leaders. This program will continue our success with Pathway student leadership development and to support with increasing awareness about our pathway. Pathway Strategic Goal: Student Pathway Awareness, Connection and Support: Maintain student ambassadors -</p>	<p>By June of 2021, Ambassador Internship Program will be created and ready to be offered for next school year</p> <p>By September 2021, students will have the opportunity to apply for the Pathway Ambassador internship with the goal of at least 10 students to participate in internship program</p> <p>By January 2022, Pathway Ambassadors will have supported in creating of the monthly Pathway Newsletter, organize aspects of our Public Health Speaker Series and Public Health Conference</p> <p>By Fall 2021 Pathway Ambassadors support with the creation of the Pathway Newsletter</p> <p>By September 2021 Pathway Ambassadors will be eligible to receive a-g credit for the Student Ambassador course</p>	
<p>Modify Bell Schedule to a 4 by 4 schedule to increase students ability to earn additional dual enrollment credits, complete a-g requirements, WBL and enrichment opportunities, and access the full pathway program of study.</p>	<p>- By June 2022, we will maintain or increase the percentage of A-G competitors</p> <p>- By June 2022, all students will have engaged in at least 3 WBL opportunities during the school year</p> <p>- By June 2022, over 85% of the 11th grade students will have completed a 7 week in-school Internship</p>	
<p>Dual Enrollment Expansion - adding dual enrollment offerings to provide a sequence that supports post secondary matriculation and career opportunities in Public Health</p>	<p>- By Summer 2021, approximately 30 students will be enrolled in our Summer Intro to Health Care Careers pilot summer program</p> <p>-By Fall of 2021, ARISE will offer 2 additional semester long dual enrollment course (ie Medical Terminology) that will be embedded in the school day</p>	

Mentoring, Tutoring and Counseling Expansion - Enhancing individualized student support.	<p>- By Summer 2021, led by the Pathway Mentor and Student Support Coordinator to finalize mentor and tutor program model for 2021-22 school year. Continue to grow and develop mentor and tutoring programs through scaffolded approach targeting both individualized tutor plans, and grade level mentorship initiatives</p> <p>-By Summer 2021, finalize counseling department restructure to weave all 4 pillars of linked learning into student supports. This team will include Director of Counseling, along with 1 grade level counselor to provide additional individualized student support.</p> <p>- By Fall 2021, ARISE will embed equal-access tutoring into the school day during Guided Group time so tutors/mentors can work with groups of two to four students.</p> <p>- By Fall 2021, we will increase the number of UC Berkeley School of Public Health Undergraduate mentors from 15 to 30 mentors. This will ensure we are providing the best individualized support for students by working in small cohorts</p> <p>-By December 2021, ARISE will work with 5-10 Industry Partners to create a series of College and Career Readiness Workshops for 11th grade students participating in internships</p>
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**Budget Analysis of 2020-2021 Measure N Budget****Impact of 2020-2021 Budget Expenditures**

- How did distance learning impact your budget expenditures?

- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance learning has had a profound impact on our students, families and teachers. We've faced many challenges with virtual learning during this pandemic and as a result, some of our budget expenditures have been impacted. With virtual learning, we were unable to spend our budget line items connected to in-person experiential work based learning - including transportation, refreshments and supplies needed for in-person interactions. Aside from these challenges, we have been largely successful in many of our strategic goals and initiatives and have improved our budget expenditure spend down this year from years past. This was made possible largely due to the innovative work of our pathway team. Investing in this team - Pathway Case Manager, 9th/10th Academic Counselor, Work Based Learning Liaison, CTE pathway teachers, and Pathway Coordinator, has allowed us to provide the necessary individualized support, academic rigor, work based learning opportunities, and career technical education. In addition to our pathway team, we've found our collaboration with our Industry Partners like MIMS Oakland to be a highly effective use of resources as we continue to build strong pathway connections to career and college readiness opportunities.

**Budget Expenditures****2021-2022 Budget: Enabling Conditions Whole School****Budget Justification:**

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.

- What is the specific expenditure or service type?
- How does the specific expenditure or service type support or is aligned 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?

	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<b>Hire a Work Based Learning Liaison, at 1.0 FTE (Salary + Benefits)</b> -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): -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><b>Hire a Pathway Coordinator, at 1.0 FTE (Salary + Benefits)</b> - 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
<p><b>Hire a Pathway Mentor and Student Support Coordinator, at 1.0 FTE (Salary + Benefits) (*Budget item originally approved in 2019-20 Carry Over Measure N Improvement Plan) Pathway Strategic Goals: Student Pathway Awareness, Connection and Support / Closing the Opportunity Gap</b></p> <p>The Mentor and Student Support Coordinator will coordinate and manage mentorship, tutoring and individualized student support programs (available to all students 9th-12th grade, with a special concentration on students with IEP's and/or in our dual enrollment program), occurring during school, after school and during summer bridge. For the 2021-2022 school year, the Mentor and Student Support Coordinator will work to increase the number of students with IEPs and other underrepresented students who enroll in and succeed in pathway and dual enrollment classes by providing individualized support through mentoring and tutoring programs and other services. Primary responsibilities also include:</p> <ul style="list-style-type: none"> <li>-Develop and implement a system for tracking individualized support for pathway students, especially our target student population (includes peer and professional mentoring, peer tutoring, work with college tutors, etc.)</li> <li>-Coordinate the mentor-mentee program, including establishing processes and procedures as well as follow up with mentors, mentees, parents, and staff (as needed).</li> <li>-Meet and work with the Design team to help coordinate ARISE Pathway programming including: dual-enrollment services and structures and Summer Bridge</li> <li>-Develop and facilitate ARISE's Peer Tutoring Program</li> <li>-Oversee 10th grade student counseling activities with support from Pathway Counseling Director</li> <li>-Coordinate 10th grade Bridge and 12th grade Senior Seminar Capstone mentorships</li> <li>-Establish and facilitate other supports for student success in college courses, including review sessions, study skills sessions, writing tutors, etc.</li> <li>-Complete associated paperwork data analysis, and evaluation as needed.</li> <li>-Support IEP students and other target population students in successfully achieving their learning goals</li> <li>-Provide resources and referrals of services in coordination with the Adelante Student Support team</li> </ul>	\$77,255.00	1201	Non Certified Staff	Pathway Mentor and Student Support Coordinator	1.0 FTE	Public and Community Health for the People
<p><b>Hire an CTE Intermediate Public and Community Health Teacher, at 1.0 FTE (salary and benefits) (*Budget item originally approved in 2019-20 Carry Over Measure N Improvement Plan):</b></p> <p>As we strive for gold certification with the Linked Learning Alliance, we must ensure that we have CTE certified teachers teaching the CTE classes and pathway sequenced courses. All CTE instructors implement coursework that emphasizes the four pillars of linked learning to increase student engagement and knowledge, specifically: WBL, internships, college and career readiness, guest speakers and industry partnerships that link student learning to the real world. (CTE Public and Community health instructor holds all CTE junior classmen, total of 91 students) (Striving for Gold Certification in Linked Learning)</p>	\$90,354.00	1101	Certified Staff	Intermediate Public and Community Health CTE Teacher	1.0 FTE	Public and Community Health for the People

<p><b>Hire a Pathway Counseling Director, at .50 FTE (salary and benefits) - ("Budget item modified from originally approved line item in 2019-20 Carry Over: Pathway College and Career Counselor):</b></p> <ul style="list-style-type: none"> <li>- Development and Management of a Comprehensive College and Career Counseling Program for all pathway students 9th-12th grade (approximately 375 students)</li> <li>- Plans and implements a comprehensive school pathway counseling program with the school administration, pathway team, and grade level counselors and case managers.</li> <li>- The Director organizes, supervises, and evaluates the work of the college and career counselors at all levels to align with pathway goals and outcomes and ensure pathway completion</li> <li>- Directs and coordinates all counseling activities, to include coordination of grade level school counselors.</li> <li>- Collaborates with Pathway Coordinator, WBL Liaison, and Pathway Mentor and Student Support Coordinator to help connect students to WBL opportunities based on the WBL continuum with emphasis on internship and career certifications</li> <li>- Pathway Counseling Director ensures students are getting individualized support completing and enhancing their Get Focused Stay Focused 10 year plan, developing evidence for the college and career portfolio, succeeding in their CTE courses to become pathway completers, A-G completers, and additional support with pathway orientation and implementation.</li> </ul> <p>(Pathway Student Awareness, Going for Gold: Individualized Student Support)</p>	\$44,592.00		Certified Staff	Pathway Counseling Director	.50 FTE	
<p><b>Summer Bridge (Summer School) Funding for Teacher Salary Stipends:</b></p> <ol style="list-style-type: none"> <li>1) 1-2 teachers to teach credit recovery so that our students are on-track to graduate</li> <li>2) 1-2 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</li> </ol> <p>Enrichment courses will be offered through Peralta Colleges. 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.</p>	\$12,484.00	5883				Public and Community Health for the People
<p><b>Teacher Stipends for Pathway Development:</b> Teacher stipends to develop, improve, project based learning curriculum and grade level collaborative projects that are focused on our Public and Community Health theme. 15 teachers working 2.5 days at \$25 per hour (during mid to late June) working to revamp and adjust the ARISE Collaborative Community Action Research Projects (CCARP). Teachers will work with Industry Advisory Council members to integrate best industry practices as they relate to the CCARP. (Industry Partnership Collaboration, Striving for Gold)</p>	\$7,000.00	5100	Sub Agreements for Services			Public and Community Health for the People
<p><b>Public Health Conference and Speaker Series Honorariums:</b></p> <p>Guest Speaker and Organization Honorariums for our Pathway Themed discussions. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE. Guest speakers are paid between \$100 - \$300 (depending on length of presentation, degree of preparation needed, time commitment). Approximately 20 - 30 Public Health Speaker Series and Conference Speakers throughout the year.</p>	\$3,000.00	4300	Sub Agreements for Services			Public and Community Health for the People
<p><b>Stipends for Student Internships:</b></p> <p>To pay for the student stipends for ARISE students participating in internships both during the academic school year (after school) as well as during the summer (we hope to connect rising seniors with internships during the summer). Approximately 30 - 40 students ranging from \$350 - \$500 per stipend</p>	\$15,000.00	5100	Sub Agreements for Services			Public and Community Health for the People