

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

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Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H –

College & Career Readiness Commission

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Board Office Use: Legislative File Info.	
File ID Number	23-0780
Introduction Date	4/18/2023
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: ARISE High School

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for ARISE High School as “Fully Approved” in an amount not to exceed \$336,600.00.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: ARISE HIGH SCHOOL

Site #: 9121

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

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

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9121-1	Academic Mentor Salary- Measure N funds will cover the cost of (4) AcMentors to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and newly developed Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. Approximately 1000 hours x \$25/hour x 4 Mentors = \$100,000. (Benefits not included since they are hourly, part-time employees.) AcMentors (\$25/hr—above the region's living wage) This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.	\$100,000.00	2201	Non Certified Staff	AcMentor	Part-time hourly employees	Public Health and Education Pathways
9121-2	Work Based Learning Liaison (1.0 FTE) As we continue to expand and refine our Work Based Learning continuum for ALL students (9-12 grade) and to specifically increase internship and certification opportunities for our new education pathway, we seek to maintain a full time employee. Duties include (but not limited to): Engage with community partners to establish work based learning opportunities related to WBL continuum; Establish and maintain internship/externship opportunities for students and staff; Lead professional development around connecting WBL learning with classrooms learning; Co-manage the Pathway Advisory Council, Manage students off site internships, including transportation, attendance, mentor/student contracts; and Execute MOU's and partnership agreements with partnership organizations. (Coherent Work-Based Learning and Dual Enrollment experiences) -This position supports all pathway students (400) with work-based learning expansion and industry partner implementation. It supports Work-Based Learning Strategic Goals for both our Health and Education pathways.	\$70,600.00	2201	Non Certified Staff	Work Based Learning Liaison	1.00	Public Health and Education Pathways
9121-3	Employee Benefits (25%)	\$30,000.00	3000	Benefits			Public Health and Education Pathways

<p>9121-4</p>	<p>Conference and Site Visit Travel - aligned with our goal of expanded pathway professional development, this line item will cover travel, accomodations and registration fees for ARISE staff to attend and present at Linked Learning Alliance, Educating for Careers, Deeper Learning, ConnectEd, and site visits to High Tech High, Health Sciences High and Middle College (San Diego), Arthur A. Benjamin Health Professions High School (Sacramento), Dozier-Libbey Medical High School (Antioch)</p> <p>Linked Learning Conference Fees: \$650 x 6 staff = 3,900 / Transportation (\$400/ea = 2400) Lodging (\$300/ea = \$1800) Total: \$8100 Educating for Careers Conference Fees: \$450 x 4 staff = \$1800 / Transportation \$300 (mileage for 2 drivers, lodging (\$300/ea = \$1200 = Total \$3300 Deeper Learning Conference Fees: \$1050 x 3 staff = \$3150 / Transportation \$400/ea = \$1200 / Lodging \$300/ea = \$1200 = Total \$5,550 Pathway School Site Visits = Transportation and Lodging = \$3,050 (Connects to all Pathway strategic priorities with the goal of enhanced professional learning and training for pathway teachers, staff, and academic mentors)</p>	<p>\$20,000.00</p>	<p>5210</p>	<p>Conference Expenses</p>			<p>Public Health and Education Pathways</p>
<p>9121-5</p>	<p>Big Picture Learning (Imblaze) - Internship Management System: ImBlaze (Big Picture Learning) is a program that enables ARISE to curate a set of internships and pathway certifications for students to identify, request and pursue. ARISE is able to monitor the search process, track internship attendance and ensure compliance, and ensure student success. ImBlaze provides powerful support in data keeping, organizational protocols, and student tracking and supports our Work-Based Learning program, by allowing us to keep track of our relationships with the organizations in our community. Funds cover annual support, professional development and student and staff licences. Both the Pathway Coordinator and Work Based Learning Liaison will oversee all aspects of ImBlaze including student training and support. ImBlaze supports in the overall organization, quality assurance, and both mentor and student resources to better equip all parties and ensure high quality work based learning experiences. ImBlaze will support all students participating in WBL experiences and will be used as a key instrument in building a work based learning plan for all students (400 plus students) (Coherent Work-Based Learning and Dual Enrollment experiences) - supports all students participating in an internship, certification, or other WBL experience.</p>	<p>\$11,000.00</p>	<p>5000</p>	<p>Consultant Contract</p>			<p>Public Health and Education Pathways</p>

<p>9121-6</p>	<p>Mentoring in Medicine and Science (MIMS) - Mentoring in Medicine and Science (MIMS Oakland) provides internship and certification opportunities to all ARISE pathway students (total 400 students), with the strongest focus on the 11th grade Intermediate Public Health students since the CPR/First Aid, Mental Health First Aid are embedded into the course. Plans to expand training and certifications to for AcMentors and ARISE staff will ensure our Specific duties include: - Facilitate in-class engagement in our Public Health Pathway Sequenced courses with a focus on 11th and 12th grade - Organize and lead two career site visits to health related institutions for 9, 10,11,12th grade as part of our bi-annual College and Career Day - Facilitate health professional panel or guest speakers as part of our Public Health Speaker Series (Open to all pathway students) - Facilitate 4.5 hour Teen Mental Health First Aid certification course for 40 ARISE AcMentors, and to a cohort of 11th and 12th grade students as part of our Wednesday Enrichment program (2x a year) (60 certificates) - Certify all 11th grade ARISE students in CPR and First Aid (2-year certification) (100 students) - Support work based learning liaison in providing health career based learning opportunities for ARISE students (including mock interviews and internships) - Conduct program evaluation and student reflection for all certification opportunities (Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)</p>	<p>\$30,000.00</p>	<p>5000</p>	<p>Consultant Contract</p>			<p>Public Health Pathway</p>
<p>9121-7</p>	<p>Dean of Linked Learning and Development (75% FTE) - The Dean of Linked Learning (Pathway Coordinator) works to ensure that all students at ARISE successfully achieve the pathway outcomes of college and career readiness for ARISE's Public Health and newly created Education Pathways. The Pathway Coordinator supports all students and teachers, especially CTE teachers, with implementation of CTE , academic, and Linked Learning standards in their classroom. In coordination with school administration, this position oversees all pathway strategic planning related to the Linked Learning 4 Pillars and leads/co-leads all Measure N and Linked Learning initiatives. Cultivates and builds partnerships with industry professionals. Manages the Work Based Learning Liaison to support students to complete the work based learning continuum. Designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N grant, quarterly expenditures and reconciliations, site visits, and reports. Other duties include: Co-produce monthly Linked Learning newsletter, Execute MOU's and partnership agreements with partnership organizations, manage and oversee Linked Learning certifications. (Pathway Strategic Goals: Going for Gold Certification, Education Pathway Development, Expanded WBL and Dual Enrollment)</p>	<p>\$75,000.00</p>	<p>2100</p>	<p>Non Certified Staff</p>	<p>Dean of Linked Learning and Development</p>	<p>0.75</p>	<p>Public Health and Education Pathways</p>

School Name:	ARISE High School	Site #:	9121
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Pathway Name(s):	Public and Community Health for the People; Education for the People
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School Description

ARISE High School has been honored to serve the Oakland community since 2007 and looks forward to continuing this service during our next charter term and three year Measure N plan. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for all of our students. We provide a small school environment where we pride ourselves in every student having at least one adult who knows them well and supports them on their educational journey. At ARISE, education is not just about how well you do on a test. We are a Linked Learning pathway school that emphasizes college and career readiness while also learning knowledge of self, society, and history within a highly personalized and supportive learning environment.

School Mission and Vision

Our MISSION at ARISE is to empower ourselves with the knowledge, skills, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community. Through the Linked Learning Public Health pathway and soon, also through our Linked Learning Education pathway, ARISE students immerse in experiential learning that combines an integrated college and career preparatory curriculum that includes both core academic classes and a sequence of advanced career technical courses, workplace learning experiences, and meaningful connections with public health agencies (and soon, with education agencies.) Together these elements create an experiential college and career readiness educational experience for all students. The Public Health Pathway and Education Pathways at ARISE ensure that all students achieve proficiency in 21st century skills, college and career knowledge, and workplace literacy. ARISE students also engage in collaborative community action research projects that prepare them for success in college and careers and hone their skills as agents for change in public health, education, and other fields.

School Demographics

School Demographics									% Current Newcomers
2022-23 Total Enrollment Grades 9-12			404						2.30%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	54%	46%	98%	91%	34%	25%	14.20%	13.20%	1.00%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	2%	0%	1%	96%	1%	0%	0%	0%	0%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Language Learners			

SCHOOL PERFORMANCE GOALS AND INDICATORS

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

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	83%		90%		92%		94%
Four-Year Cohort Dropout Rate	10%		7%		5%		3%
A-G Completion Rate (12th Grade Graduates)	99%		100%		100%		100
On Track to Graduate - 9th Graders	100%		100%		100%		100.00%
9th Graders meeting A-G requirements	95%		96%		97.00%		98.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	93%		95%		97.00%		100.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	85.0%		87.00%		89.00%		92.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100%		100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	96.1%		97%		98.00%		100.00%

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	36.0%		40.00%		45.00%		50.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	43%		45.00%		47.00%		50.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	74%		80.00%		85%		90%
Four-Year Cohort Dropout Rate	18.5%		14.00%		10%		5%
A-G Completion - 12th Grade (12th Grade Graduates)	95%		97%		98.00%		100.00%
On Track to Graduate - 9th Graders	100%		100.00%		100.00%		100.00%
9th Graders meeting A-G requirements	95.0%		97.00%		98.00%		100.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	88.0%		90.00%		92.00%		95.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	80.0%		85.00%		87.00%		90.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%		100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	85.0%		87.00%		90%		95.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	37.0%		45.00%		47.00%		50.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	12.0%		20.00%		25.00%		35.00%
ROOT CAUSE ANALYSIS							
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.							
Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>			Strengths What is our site doing well that's leading to improvements in this indicator?		Challenges What 1-2 challenges are the most significant barriers to improvements in this indicator?		

<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i></p>	<p>ARISE is a wall-to-wall Linked Learning Pathway school and all student subgroups are included in our pathway(s). As most of our student population is Latinx, ARISE does intentional work to address specific critical subgroups (English Language Learners, and students with IEPs) by building in a multitude of whole school structural supports, which include: a school wide focus on literacy (given that most of student population are EL students), adding in differentiation as a key criteria and instructional arc in our PD planning. Additionally, ARISE has added in specific personnel to address these critical subgroups, this includes our: Dean of Literacy, Pathway Coordinator, Pathway College and Career Counselors, Family Coordinator, Student Intervention and Support teams, and individualized academic support, including mentoring and tutoring. Additional supports for our targeted student populations include newcomer enrichment programs, bilingual work based learning opportunities, and translated documents to support family awareness and understanding. All ARISE students are supported on a path to college and career readiness.</p>	<p>ARISE has welcomed an increase of newcomer and English Language Learners over the past two years. While this increase provides many positive elements to our community, we have seen challenges in student and family awareness and understanding as it relates to graduation requirements. Graduation rates (74%) are lower and dropout rates (18/5%) are higher for our english language learners signifying additional personalized support. The pandemic created equity gaps for our english language learners due to the limitations on personalized support for virtual learning. As a result, ARISE is working to fill these gaps and create strategies to ensure our ELL students have a path towards college and career readiness. Additionally, Increasing family engagement through ongoing parent meetings and trainings is required. We as a community seek to work with families to educate them about all aspects of graduation requirements, A-G completion, Work-Based Learning, and Dual Enrollment so they can better support their students on the path towards equitable college and career readiness for all. Additionally, more tiered support for our most struggling students is necessary in order to ensure all ARISE students are on track to graduate in 4 years.</p>
<p>A-G Completion - 12th Grade</p>	<p>To date, ARISE's educational program, including our existing Public Health pathway, has led to our #1 position in the Bay Area for A-G course completion for schools with 80% or more students who qualify for a free or reduced-price lunch. Overall, ARISE is ranked number #27 in California. Additionally, ARISE's four-year cohort dropout rate is low, at just 3.2% of students, ARISE leadership continues to implement strategies and supports (e.g., on-site access to mental health services, academic tutoring, enrichment opportunities during the school day and afterward, student retreats, etc.) to ensure that ARISE successfully serves as many students as possible towards graduation in four years. This involves building individualized and tiered supports through our counseling, restorative justice, and social emotional student support teams.</p>	<p>We have diverse family populations and language barriers which creates challenges of awareness/understanding related to A-G for both our students and their families. Other challenges include space outside their regular schedule for credit recovery nor having two semesters of government offered. Financial literacy needs to be strengthened as it relates to families understanding of FAFSA, student loans, financial aid.</p>
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i></p>	<p>ARISE is a wall-to-wall Linked Learning pathway school and all students at ARISE are introduced to our pathways and start taking A-G courses their 9th grade year. ARISE works to develop comprehensive advising plans and student supports, including grade specific advising, academic mentoring programs, dual enrollment offerings embedded into schedule, mandatory office hours, student led parent conferences, and mandatory family nights to improve ARISE student A-G awareness and completion rate. Many families at the school are native Spanish speakers and everything is translated for families. We work closely to ensure students with IEP's and 504's are included, with modified or accommodated work, and requirements necessary. Weekly consultancy meetings support students with special needs to ensure we are providing an inclusive pathway for all ARISE students through differentiated learning approaches.</p>	<p>With our diverse family population, there continues to be a barrier between many families and their awareness/understanding related to A-G- completion. Further work is needed to increase family participation and understanding in their students A-G and Pathway requirements. Additional efforts are needed to raise awareness to these requirements with our students as well. We seek to develop new strategies to increase this awareness by connecting college and career readiness at the very beginning of students 9th grade year. Further development is required to ensure our 10th grade bridge and 12th grade capstone provide clear expectations related to AG, WBL, and other ARISE grad requirements.</p>

<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (<i>Analyze these two indicators together</i>)</p>	<p>ARISE has made great strides to increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition. With this expansion, ARISE, led by the Dual Enrollment Coordinator and College and Career Counselors, seeks to broaden and more intentionally align our dual enrollment offerings through Peralta Colleges to provide a sequence of dual enrollment courses that better prepares students to work towards their associate degree completion and/or prepares them for a career in health and education professions and occupations. ARISE currently offers (6) dual enrollment courses through College of Alameda: Medical Terminology I and Medical Terminology II, Laney: College and Career Success (COUN24), Merritt: Genomics and Genomics Lab.</p>	<p>Financial burden, students wanting to stay with families to help financially and help take care of siblings. Not understanding all of the resources that are available to them to help with college financially and academically, etc. After the pandemic, we are seeing a higher dropout rate (10%) for the school but even higher (18.5%) for english language learners. Furthermore, we are seeing a lower percentage of our english learners who are pursuing both 2 year (37%) and 4 year (12%) degrees. This not only highlights the equity gaps for some ARISE students, but also signifies that many of our students don't see themselves going to college. Work is needed to continue shifting this mindset in both students and families.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>At ARISE, every 11th grade student that participates in an internship, also takes an A-G approved internship practicum which is integrated into their pathway concentrator course (currently Intermediate Public Health with the plan to expand and integrate with the newly created education pathway concentrator) which combines preparation, training and development, as well as 40+ hours of field work ie. internship. These internship experiences provide career training and collaborative work with industry and community partners that includes not just the internship itself, but also includes employer/agency input, feedback, and evaluation during internship and capstone presentations.</p>	<p>Many students have significant responsibilities outside of school. Many students have jobs and/or caretaking responsibilities for their siblings while their parents are at work. Though we provide all students with the opportunity to participate in an internship 1x a week on Wednesdays during the school day, it is clear that more work needs to be done in order to increase internship opportunities to take place after school and in the summer. ARISE seeks to remove this barrier by seeking paid internship opportunities for students outside of school. We hope this will further incentivize these opportunities and ensure students have the opportunity to participate in an intensive employer evaluated internship.</p>
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>	<p>Opening up dual enrollment to the whole school instead of waiting until students entered their junior year really pushed a more positive college going culture. We've given students the autonomy to find courses that are interesting to them, therefore piquing their interest in higher education, as well as giving more chances to gain more college credit and college experience. It breaks the negative stigma and fear of college most high school students, especially first generation college students have about higher education.</p>	<p>Student engagement and family involvement. Most students still look at dual enrollment only as graduation requirements. Parents don't understand what Dual Enrollment is or how beneficial it is to students both academically and financially. ARISE must seek new and creative approaches to support students and families to understand the scope and sequence of Dual Enrollment, while also connecting them to the bigger question of why this is important to their college and career aspirations.</p>
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>		
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>		

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions

Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

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

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

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

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

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

2) Expand and strengthen the Pathway Academic Mentor Program - In response to the pandemic, ARISE High School began the Academic Mentors program, which hired recent ARISE alumni who were enrolled in nearby colleges, to return to ARISE as academic support personnel to help students recover from pandemic related learning losses. Over the past two years this program has grown significantly to meet the demand of integrated and individualized student supports. AcMentors work in the classroom alongside teachers, providing students individualized attention, while also receiving professional development as any other instructional staff member would.

Strategic Action 1. ARISE seeks to enhance and expand the AcMentors program to provide higher levels of training and development focused in classroom management, mentorship and tutoring

Strategic Action 2. AcMentors will provide support to students in both the Public Health and newly developed Education for the People CTE pathways

Strategic Action 3. AcMentors will be a tiered 1 support as part of our individualized support services. AcMentors will be trained to better support students including specialized training to support newcomer and ELL students

Strategic Action 4. Identify and assign key acmentors to our newcomer and ELL students to ensure all students are getting individualized supports

3) Coherent Work-Based Learning and Dual Enrollment experiences - Increasing Work-Based Learning and Dual Enrollment opportunities is a strategic goal at ARISE and aligns with CTE and Pathway standards, as well as the Strong Workforce Bay Area regional initiatives as we prepare ALL students for college and career success.

Strategic Action 1. Expand dual enrollment courses to provide a deeper connection to our CTE pathways through more sequenced options with the goal of supporting students towards expediting their Associates degree and/or an industry certificate by the time they graduate

Strategic Action 2. Recruit ARISE students to serve as Education Pathway and Public Health for the People pathway student leaders, ambassadors, and champions. (Pathway Ambassadors program)

Strategic Action 3. Recruit and enroll ARISE students for Peralta Summer Institute and other pathway related programs.

Strategic Action 4. Identify partnerships that provide bilingual support to ensure our newcomer and ELL students have the same access to work based learning opportunities, as well as, provide safe and supportive spaces for our English language learners to gain confidence in their language abilities

Strategic Action 5: Further develop a sequence of Work Based Learning (WBL) experiences that meet the needs for both pathways.

Strategic Action 4: Recruit and enroll ARISE students for Peralta Summer Institute to expand opportunities connected with our education pathway

4) Schoolwide Math, Literacy and Attendance Priority - One of the most critical "Warrior Intellectual" skills is the ability to access, analyze, and think critically about complex texts. We believe that if ARISE teachers prioritize students' ability to access and analyze complex texts of multiple genres and use text-based evidence to support their thinking, students will be better prepared to be successful in college and career and to act as agents of change in their communities. Literacy and Math are two critical elements for all students to be pathway completers.

Strategic Action 1: Unit Planning - Facilitate Pathway, Language, History, and Electives teachers in unit planning using the ARISE Unit Design with an emphasis on:

rigorous anchor text/s a performance task aligned with the Warrior Intellectual skills (5 Cs) highly structured academic discourse

Strategic Action 2: Complex Text Strategies Description - Support all literacy teachers around before, during, and after reading strategies that enable students to access and process varied and complex text

Strategic Action 3: Build Teacher Capacity - Complex Text Strategies - Support all non-math teachers around targeted strategies that enable students to access and process varied and complex text - identify their purpose of text, analyze/process for purpose

Strategic Action 4: Curriculum (Math) Modify and adjust quarterly benchmarks with aligned curriculum-embedded assessments that guide teacher instruction.

Strategic Action 5: Coaching and Accountability - Coach all teachers in the implementation of the assess-reteach-reassess cycle; support identification of reteach students, development of reteach lessons, development of extension lessons for students who have mastered content.

Strategic Action 6: Ensure that all Attendance systems and protocols are clearly defined, communicated and upheld with fidelity by all staff

5) Increase student and family awareness, engagement related to A-G, and pathway graduation requirements to increase graduation rates, decrease drop out rates, and ensure all students are equipped with the tools and skills to be college and career ready

Strategic Action 1) Use YouthTruth Survey data to integrate insights into planning, professional development, and improvement processes to identify strategies for incorporating student, family, and staff voice into increasing graduation rates, reducing drop out rates and establishing a vibrant and supportive school culture.
 Strategic Action 2) Incorporate more intentional focus on AG, Dual Enrollment and pathway graduation requirements during grade level orientations and back to school night
 Strategic Action 3) Expand partnerships and resource sharing with community partners, including Spanish Speaking Citizens Foundation, to provide additional supports for parents of our English Language Learners

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	<p>COST</p>	<p>OBJECT CODE</p>	<p>OBJECT CODE DESCRIPTION</p>	<p>POSITION TITLE</p>	<p>FTE</p>	<p>PATHWAY NAME (if applicable)</p>
<p>Academic Mentor Salary- Measure N funds will cover the cost of (4) AcMentors to provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and newly developed Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths. Approximately 1000 hours x \$25/hour x 4 Mentors =. \$100,000. (Benefits not included since they are hourly, part-time employees.) AcMentors (\$25/hr–above the region’s living wage) This aligns to our 3 year Strategic Goal of Expanding and strengthening the Pathway Academic Mentor Program and will support all ARISE students.</p>	<p>\$100,000.00</p>	<p>2201</p>	<p>Non Certified Staff</p>	<p>AcMentor</p>	<p>Part-time hourly employees</p>	<p>Public Health and Education Pathways</p>

<p>Work Based Learning Liaison (1.0 FTE) As we continue to expand and refine our Work Based Learning continuum for ALL students (9-12 grade) and to specifically increase internship and certification opportunities for our new education pathway, we seek to maintain a full time employee. Duties include (but not limited to): Engage with community partners to establish work based learning opportunities related to WBL continuum; Establish and maintain internship/externship opportunities for students and staff; Lead professional development around connecting WBL learning with classrooms learning; Co-manage the Pathway Advisory Council, Manage students off site internships, including transportation, attendance, mentor/student contracts; and Execute MOU's and partnership agreements with partnership organizations. (Coherent Work-Based Learning and Dual Enrollment experiences) -This position supports all pathway students (400) with work-based learning expansion and industry partner implementation. It supports Work-Based Learning Strategic Goals for both our Health and Education pathways.</p>	<p>\$70,600.00</p>	<p>2201</p>	<p>Non Certified Staff</p>	<p>Work Based Learning Liaison</p>	<p>100%</p>	<p>Public Health and Education Pathways</p>
<p>Employee Benefits (25%)</p>	<p>\$30,000.00</p>	<p>3000</p>	<p>Benefits</p>			<p>Public Health and Education Pathways</p>
<p>Conference and Site Visit Travel - aligned with our goal of expanded pathway professional development, this line item will cover travel, accommodations and registration fees for ARISE staff to attend and present at Linked Learning Alliance, Educating for Careers, Deeper Learning, ConnectEd, and site visits to High Tech High, Health Sciences High and Middle College (San Diego), Arthur A. Benjamin Health Professions High School (Sacramento), Dozier-Libbey Medical High School (Antioch)</p> <p>Linked Learning Conference Fees: \$650 x 6 staff = 3,900 / Transportation (\$400/ea = 2400) Lodging (\$300/ea = \$1800) Total: \$8100 Educating for Careers Conference Fees: \$450 x 4 staff = \$1800 / Transportation \$300 (mileage for 2 drivers, lodging (\$300/ea = \$1200 = Total \$3300 Deeper Learning Conference Fees: \$1050 x 3 staff = \$3150 / Transportation \$400/ea = \$1200 / Lodging \$300/ea = \$1200 = Total \$5,550 Pathway School Site Visits = Transportation and Lodging = \$3,050 (Connects to all Pathway strategic priorities with the goal of enhanced professional learning and training for pathway teachers, staff, and academic mentors)</p>	<p>\$20,000.00</p>	<p>5210</p>	<p>Conference Expenses</p>			<p>Public Health and Education Pathways</p>

<p>Big Picture Learning (Imblaze) - Internship Management System: ImBlaze (Big Picture Learning) is a program that enables ARISE to curate a set of internships and pathway certifications for students to identify, request and pursue. ARISE is able to monitor the search process, track internship attendance and ensure compliance, and ensure student success. ImBlaze provides powerful support in data keeping, organizational protocols, and student tracking and supports our Work-Based Learning program, by allowing us to keep track of our relationships with the organizations in our community. Funds cover annual support, professional development and student and staff licences. Both the Pathway Coordinator and Work Based Learning Liaison will oversee all aspects of ImBlaze including student training and support. ImBlaze supports in the overall organization, quality assurance, and both mentor and student resources to better equip all parties and ensure high quality work based learning experiences. ImBlaze will support all students participating in WBL experiences and will be used as a key instrument in building a work based learning plan for all students (400 plus students) (Coherent Work-Based Learning and Dual Enrollment experiences) - supports all students participating in an internship, certification, or other WBL experience.</p>	<p>\$11,000.00</p>	<p>5000</p>	<p>Consultant Contract</p>			<p>Public Health and Education Pathways</p>
<p>Mentoring in Medicine and Science (MIMS) - Mentoring in Medicine and Science (MIMS Oakland) provides internship and certification opportunities to all ARISE pathway students (total 400 students), with the strongest focus on the 11th grade Intermediate Public Health students since the CPR/First Aid, Mental Health First Aid are embedded into the course. Plans to expand training and certifications to for AcMentors and ARISE staff will ensure our Specific duties include:</p> <ul style="list-style-type: none"> - Facilitate in-class engagement in our Public Health Pathway Sequenced courses with a focus on 11th and 12th grade - Organize and lead two career site visits to health related institutions for 9, 10,11,12th grade as part of our bi-annual College and Career Day - Facilitate health professional panel or guest speakers as part of our Public Health Speaker Series (Open to all pathway students) - Facilitate 4.5 hour Teen Mental Health First Aid certification course for 40 ARISE AcMentors, and to a cohort of 11th and 12th grade students as part of our Wednesday Enrichment program (2x a year) (60 certificates) - Certify all 11th grade ARISE students in CPR and First Aid (2-year certification) (100 students) - Support work based learning liaison in providing health career based learning opportunities for ARISE students (including mock interviews and internships) - Conduct program evaluation and student reflection for all certification opportunities <p>(Pathway Strategic Goals: Going for Gold Certification, Expanded WBL and Dual Enrollment) Funding supports all public health pathway students)</p>	<p>\$30,000.00</p>	<p>5000</p>	<p>Consultant Contract</p>			<p>Public Health Pathway</p>

<p>Dean of Linked Learning and Development (75% FTE) - The Dean of Linked Learning (Pathway Coordinator) works to ensure that all students at ARISE successfully achieve the pathway outcomes of college and career readiness for ARISE's Public Health and newly created Education Pathways. The Pathway Coordinator supports all students and teachers, especially CTE teachers, with implementation of CTE , academic, and Linked Learning standards in their classroom. In coordination with school administration, this position oversees all pathway strategic planning related to the Linked Learning 4 Pillars and leads/co-leads all Measure N and Linked Learning initiatives. Cultivates and builds partnerships with industry professionals. Manages the Work Based Learning Liaison to support students to complete the work based learning continuum. Designs and implements professional learning around linked learning and our pathway, works directly with the Pathway Advisory Board, and manages the Measure N grant, quarterly expenditures and reconciliations, site visits, and reports. Other duties include: Co-produce monthly Linked Learning newsletter, Execute MOU's and partnership agreements with partnership organizations, manage and oversee Linked Learning certifications. (Pathway Strategic Goals: Going for Gold Certification, Education Pathway Development, Expanded WBL and Dual Enrollment)</p>	<p>\$75,000.00</p>	<p>2100</p>	<p>Non Certified Staff</p>	<p>Dean of Linked Learning and Development</p>	<p>75%</p>	<p>Public Health and Education Pathways</p>
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Pathway Name:	Public and Community Health for the People		
Mission and Vision	Through the Linked Learning Public Health Pathway, ARISE students are immersed in experiential learning combining college preparatory curriculum with advanced technology, student workplace experience and direct contact with local health agencies. Together these elements create an experiential college and career readiness educational experience for all students. The ARISE Public Health Pathway ensures that students receive a proficiency in 21st Century skills, workplace literacy and participate in specialized community collaborative action research projects that will prepare those interested in health-related occupations.		
PATHWAY QUALITY ASSESSMENT			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>The pathway scope and sequence, as well as the program of study, are updated yearly. Market data research played a factor in the change to our current pathway theme and continues to determine pathway implementation choices regarding CTE course offerings, after school programming, internships and career certifications. Public Health jobs have increased drastically due to COVID and our CTE pathway has been seen as an opportunity to prepare and train future public health care workers. We believe that excellent classroom instruction and a culture of adult professionalism are the most important elements of our success and the realization of our CTE Pathway. Weekly coaching, assessment, and job-embedded professional learning are facilitated by pathway and CTE coaches, and Director of STEM. CTE instructors and college and career team also participate/attend the Linked Learning Alliance Conference, Educating for Careers, PBL World, and Deeper Learning Conference. Our 4x4 block schedule creates space to expand our dual enrollment offerings with a concentrated focus on Wednesdays, including labs (ie genomics at Merritt). Led by our Dual Enrollment Coordinator, our focus is to continue to expand college course offerings that align with both our Public Health and newly created Education Pathway.</p>	<p>More intentional professional learning for our CTE team. Greater involvement of our Pathway Advisory Council in support of CTE learning, teaching, and curriculum. More strategic use of guest teachers from industry. Greater support for teacher externships and workplace site visits to integrate industry professionals and best practices into the classroom. Better planning to ensure cohort structures allow for grade level integrated projects connected to our CTE pathways. This includes aligned planning time for teachers to build cross-curricular projects; each grade level identify classes to pair/trio up and identify particular markers for them to work on together (example: bio & english pair up for the final presentation prep for 1 RSA - students work on content knowledge in one class, work on writing, informational interviewing & presentation skills in the other class)</p> <p>In addition, we seek to increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.</p>	<p>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.</p> <ol style="list-style-type: none"> 1) ARISE needs to deepen work in engaging industry, postsecondary, and community partners as project experts/consultants/mentors and as reviewers of and clients for student work. 2) ARISE will establish shared prep times and coherent scheduling to ensure integrated projects are achievable for each grade level. <p>Collaborative Learning:</p> <ol style="list-style-type: none"> 3) Our students will have more opportunities to collaborate with industry partners. ARISE will implement more consistent and intentional experiences that involve students working with and alongside industry experts and professionals. 4) Build and practice student knowledge and skills in collaboration. 5) Seeks to broaden and more intentionally align our dual enrollment offerings through Peralta Colleges to provide a sequence of dual enrollment courses that better prepares students to work towards their associate degree completion and/or prepares them for a career health and education professions and occupations.

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>Work based learning is integrated into student's advisory class and CTE pathway curriculum. Students receive support from career and college counselors, WBL Liaison, Pathway Coordinator, and mentors to ensure their timely and efficient completion of the pathway. ARISE currently has more than 50 industry and community partners through our Work Based Learning Enrichment and internship program. We have an MOU with Mentoring in Medicine and Science (MIMS Oakland) to provide deeper career exploration through guest speakers, simulations, internships, mentoring and industry certifications attained through the Intermediate Public and Community Health course. Our counseling department includes Linked Learning and CTE pathway components to ensure all students receive individualized support and guidance in career opportunities. Industry Advisory Council members provide evaluation for teacher lessons, internship presentations and capstone defenses. Academic and career mentors facilitate and support career exploration through worksite visits, mock interviews, and other enrichment activities. Every 11th and 12th grader is in an internship, certification program or dual enrollment course. Every student participates in a series of real world experiences related to Public and Community Health Pathway. Included in our continuum are college/career lessons in advisory that include career exploration and career panels as well as a college and career day (2x a year) that connects all ARISE students to college campuses and career site visits.</p>	<p>Activities related to improvements: review/refine the graduate profile through a linked learning pathway lens; align work-based learning outcomes with graduate profile; engage industry partners in reviewing WBL sequence and outcomes; improve/refine our WBL backwards map to ensure we are integrating industry experts in each grade level to maximize career exploration; improve community action research projects, collaborative projects, and internship experiences by better assessing feedback/data from industry partners; build explicit time for leadership teams to analyze data by CTE and Linked Learning goals. For 10th grade, priorities are focused on career exploration scope/sequence, preparation for internships, and readiness for dual enrollment classes as part of their 10th grade bridge. Our 12th grade capstone will focus more on WBL training, mentoring, and pre-apprenticeships through their reflection and analysis of internships, industry certifications and other trainings. This model will ensure all students have a clear understanding of their own WBL continuum and allow specific checkpoints that ensure all students are empowered to take ownership in their own experiences, while also connecting to pathway and school wide learning outcomes and objectives.</p>	<p>1) ARISE seeks to strengthen our WBL program by providing all students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with our Public Health and Education focus, and connects students further to pathway and/or graduate outcomes. 2) ARISE seeks to provide students with opportunities to engage with the plan through their time at ARISE and includes tracking their participation in specific WBL activities, including internships, certifications, site visits, mock interviews, and other career readiness workshops. 3) Students will incorporate reflections, prompts, internship synthesis, and review/share the plan as components of their 10th bridge, and 12th grade capstone presentations. For 10th grade, we plan to specify career exploration scope/sequence, preparation for internships, and readiness for dual enrollment classes. The plan is personalized as needed to ensure equitable opportunities for all students. 4) The WBL plan will be a component of all ARISE students graduation portfolio but will have some differentiation based on the pathway outcomes. 5) The WBL plan will be informed by and/or validated by input from industry partners and advisory council. As a result, further development is needed to expand our education pathway industry partnerships to provide balance and equity across both pathways.</p>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>ARISE's Adelante Student Services and College and Career Counseling teams support all students to rise up by aligning academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated and responsive interventions attuned to their specific needs. Adelante Student Services works within the whole school community to create the conditions, procedures, and resources to support struggling students academically and socio-emotionally. The Response to Intervention system includes the following structures: Academic Mentorship, Advisory, and Restorative Justice Praxis. Adelante provides a holistic, multi-tiered system of support called Response to Intervention (RTI), which pairs evidence-based academic, behavioral, and social-emotional interventions with an intentional focus on overall culture and climate. This inclusive approach helps ensure that all young people can fully engage in learning and that every student gets what they need and is held to a high standard.</p>	<p>Areas of growth include additional strategic planning to identify gaps within our student support systems in order to ensure all students are meeting their graduation plans and personal college and career plans through consistent check ins, student led conferences, and ongoing communication with parents and families, coordinated through our college and career counseling team. Additional focus on most at-risk students, including English language learners is needed. More planning to design and deliver AG awareness, differentiated grade level lessons, and elevated challenges, areas of growth and differentiated plans to best support all students.</p>	<p>1) Increase regular check-in with grade level case managers to ensure alignment 2) Create more streamlined updates with grade level teachers and advisors regarding students needs and outcomes 3) Continue to strengthen partnerships with college support organizations (TRIO, METS, EAOP, etc) to empower students with skills to navigate the college process 4) Increase opportunities after school and during the summer to engage students in meaningful work based learning and early college credit opportunities. 5) College and Career sequenced grade level advisory lessons that connect graduation, dual enrollment, work based learning, and other school specific requirements 6) Provide additional training and support to the AcMentors program to better support all students, including our English language learners</p>

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals	
<i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>	
Goal #1: By 2026	We will achieve Gold Certification for our Health Pathway from the Linked Learning Alliance. (This was a strategic goal for our previous 3 year plan but due to the pandemic, we were unsuccessful in making this happen)
Goal #2: By 2026	ARISE will establish a robust Work Based Learning Continuum plan for Public Health Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving career awareness, exploration, internship experience, and an industry certification upon graduating
Goal #3: By 2026	ARISE will increase student enrollment and successful completion in college courses, expand dual enrollment offerings, and provide individualized student mentoring and services through our Academic Mentor Program to ensure students are successful in their postsecondary transition.
Pathway Strategic Actions	
Strategic Actions for 2023-24	
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>	
Strategic Actions for Goal #1	Strategic Action 1. By September of 2023, ARISE will conduct a self assessment of our Public Health pathway development as measured by the Gold Certification Standards for Linked Learning.
	Strategic Action 2. By December of 2023, ARISE will invite Linked Learning Alliance to ARISE for a site visit and initial review and to create next steps in our strategic plan to achieve Gold Certification which includes identifying all necessary evidence and data needed to successfully achieve advanced certification.
	Strategic Action 3. By March 2024, ARISE will conduct another self assessment that demonstrates an increase in the number of Gold Certification standards for which ARISE is excelling and sustaining.
	Strategic Action 4. By June 2024, all Public Health Pathway students will have participated in at least 1 integrated project each semester (2x a year) for each grade level (10-12)
Strategic Actions for Goal #2	Strategic Action 1. By June 2024, ARISE will identify and create a cohesive Work-Based Learning scope and sequence for all students 9-12, including identifying expanded functionality of Big Picture Learning's Imblaze.
	Strategic Action 2. By June 2024, ARISE will finalize student portfolio that will include all aspects of the WBL continuum, including tracking career site visits, career panels, mentoring programs, internships, certifications, pre-apprenticeships, as well as store their resume, cover letter, and industry-led work based learning evaluations.
	Strategic Action 3. ARISE will enhance our College and Career curriculum by creating a year long scope and sequence for all students 9-12 including college and career advisory lessons, career panels, guest speakers, career site visits, mock interviews, 10th grade bridge and 12th grade Capstone integration
Strategic Actions for Goal #3	Strategic Action 1. By September of 2023, ARISE will create a CCAP agreement in partnership with Peralta Colleges. ARISE will explore partnerships and opportunities that align with the district, as well as each college, including collaboration with the appropriate instructors, deans and department chairs to ensure dual enrollment courses are being requested in a timely manner and there is adequate instruction to support the sustainability and growth of ARISE's dual enrollment opportunities.
	Strategic Action 2. By September 2023, The pathway team, dual enrollment coordinator and college and career counselors will conduct a needs assessment to evaluate and assess current dual enrollment offerings connected to public health pathway. Through this process, we will identify courses that don't align with our Public Health Pathway sequence and move towards a coherent sequence that ensures College and Career readiness for all students taking dual enrollment.
	Strategic Action 3. By June 2024, ARISE will finalize dual enrollment plan to ensure all students are eligible to receive up to 12 college credits through our pathway aligned dual enrollment program and be on an expedited track to complete their associates degree and receiving an industry certification upon graduation for 24-25 school year. Offerings will include a variety of college and career, pathway, and core course opportunities that will be offered through our imbedded bell schedule, Wednesday enrichment days, after school and summer.
	Strategic Action 4. By June 2024, ARISE will share finalized dual enrollment plan to ensure students and families have a clear understanding of the purpose and importance of receiving college credits during high school. Their understanding of their own dual enrollment sequence will better support with answering their "why" as it relates to college and career readiness.
Pathway Budget Expenditures	
2023-2024 Pathway Budget	

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	<p>COST</p>	<p>OBJECT CODE</p>	<p>OBJECT CODE DESCRIPTION</p>	<p>POSITION TITLE</p>	<p>FTE</p>	<p>PATHWAY NAME</p>
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Pathway Name:	Education for the People Pathway		
Mission and Vision	<p>ARISE High School's proposed pathway, Education for the People, addresses major challenges in attracting & retaining people of color to education sector professions, particularly those who live in communities in which they will teach. According to the Centers of Excellence Labor Market Research, through 2028, there will be more than 8,300 annual openings in the Education & Human Development (ECE/EDU) sector, with greatest need for elementary & secondary classroom teachers, & assistants. Bay Area Community College Consortium (BACCC) Regional Plan goals are (1) Providing pathways that enable all Bay Area students to find employment & livable wages, (2) Meet needs of employers in the Region for qualified candidates for positions that pay livable wages & (3) Ensure equity in participation, completion, & employment. Our Education for the People Pathway addresses all three goals.</p> <p>Our Education for the People Pathway addresses the need to provide more pathway opportunities for our growing student population. With our new pathway, we also address important industry challenges that are directly connected with ARISE's mission and vision to create Warrior Intellectuals. The nationwide teacher shortage crisis is exponentially worse for teachers of color, & especially for male teachers of color. Strong educator preparation pipelines that begin in high school are needed to address near & long term shortages. The Education pathway will prepares students for entry level jobs & careers across the sector. Educator shortages are predicted in CA through 2025 prior to the pandemic and have compounded since. Significant regional teacher shortages include those in STEM, special education, preschool, transitional kindergarten, career technical education, & substitute teaching. Strong educator preparation pipelines that begin in high school are needed to address near & long term shortages and our Education for the People pathway is the first step in addressing these industry and community challenges.</p>		
PATHWAY QUALITY ASSESSMENT			
<p><i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category.</i></p>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>The pathway scope and sequence, as well as the program of study, are updated yearly. Market data research played a factor in making the decision to add an education pathway theme and continues to determine pathway implementation choices regarding CTE course offerings, after school programming, internships and career certifications. According to the Centers of Excellence Labor Market Research, through 2028, there will be more than 8,300 annual openings in the Education & Human Development (ECE/EDU) sector, with greatest need for elementary & secondary classroom teachers, & assistants. We believe that excellent classroom instruction and a culture of adult professionalism are the most important element of our success and the realization of our CTE Pathways. Weekly coaching, assessment, and job-embedded professional learning are facilitated by pathway and CTE coaches, and College and Career Counselors. CTE instructors also participate/attend the Linked Learning Alliance Conference, Educating for Careers, PBL World, and Get Focused, Stay Focused Conference.</p>	<p>As we seek to launch or Education for the People Pathway for the 23-24 school year, ARISE needs more intentional professional learning for our CTE team. Greater involvement of our Pathway Advisory Council in support of CTE learning, teaching, and curriculum. More strategic use of guest teachers from industry. Greater support for teacher externships and workplace site visits to integrate industry professionals and best practices into the classroom.</p> <p>Better planning to ensure cohort structures allow for grade level integrated projects connected to our CTE pathways</p> <p>planning time for teachers to build cross-curricular projects; each grade level identify classes to pair/trio up and identify particular markers for them to work on together (example: bio & english pair up for the final presentation prep for 1 RSA - students work on content knowledge in 1 class, work on writing, informational interviewing & presentation skills in the other class)</p>	<p>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.</p> <ol style="list-style-type: none"> 1) ARISE needs to deepen work in engaging industry, postsecondary, and community partners as project experts/consultants/mentors and as reviewers of and clients for student work. 2) ARISE will establish shared prep times and coherent scheduling to ensure integrated projects are achievable for each grade level. 3) Supporting students and teachers in the continuity in rigorous academics in a remote atmosphere <p>Collaborative Learning:</p> <ol style="list-style-type: none"> 5) Our students will have more opportunities to collaborate with industry partners. ARISE will implement more consistent and intentional experiences that involve students working with and alongside industry experts and professionals. 6) Build and practice student knowledge and skills in collaboration.

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>Every student participates in an advisory class during which they receive additional support in developing college and career readiness skills. The pathway team along with college and career counselors support career exploration, along with the Community Learning team, which supports internships, certifications, and CTE related enrichment programs. Pathway teachers and the pathway coordinator regularly provide career speakers; career interest assessments; career fairs, gradewide career panels, job shadows, informational interviews, workplace challenges, and mock interviews. The Linked Learning Pathway Coordinator and Work Based Learning Liaison support implementation of our WBL continuum, including career exploration and guidance for all pathway students. ARISE partners with more than 60 organizations to create diverse opportunities for our students within the school through our Wednesday Enrichment and Work Based Learning Programming. Students receive real world experiences related to the Public and Community Health pathway through a variety of partners and programs. Completing an internship is a graduation requirement and we've integrated an AG internship practicum with our 11th grade Pathway concentrator course to ensure all students participate in an employer-evaluated internship or similar experience before graduation.</p>	<p>To establish more industry and community partners to support our new Education Pathway. Additional activities related to improvements for all pathway students: review/refine the graduate profile through a linked learning pathway lens; align work-based learning outcomes with graduate profile; engage industry partners in reviewing WBL sequence and outcomes; improve/refine our WBL backwards map to ensure we are integrating industry experts in each grade level to maximize career exploration; improve community action research projects, collaborative projects, and internship experiences by better assessing feedback/data from industry partners; build explicit time for leadership teams to analyze data by CTE and Linked Learning goals.</p>	<p>1) ARISE seeks to strengthen our WBL program by providing all students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with our Public Health and Education focus, and connecting students further to pathway and/or graduate outcomes. 2) ARISE seeks to provide students with opportunities to engage with the plan through their time at ARISE and includes tracking their participation in specific WBL activities, including internships, certifications, site visits, mock interviews, and other career readiness workshops. 3) Students will incorporate reflections, prompts, internship synthesis, and review/share the plan as components of their 10th bridge, and 12th grade capstone presentations. The plan is personalized as needed to ensure equitable opportunities for all students. The WBL plan will be for all ARISE students but will have some differentiation based on the pathway outcomes. 4) The WBL plan will be informed by and/or validated by input from industry partners and advisory council. As a result, further development is needed to expand our education pathway industry partnerships to provide balance and equity across both pathways.</p>
<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>As ARISE is a wall-to-wall school all students subgroups are included in our pathway. As most of our student population is Latinx, ARISE does intentional work to address specific critical subgroups (Latinx, African American and students with IEPs) by building in a multitude of whole school structure which include: a school wide focus on literacy (given that most of student population are EL students), adding in differentiation as a key criteria and instructional arc in our PD planning. Additionally, ARISE has added in specific personnel to address these critical subgroups, Adelante Student Services supports all students to rise up by aligning academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated and responsive interventions attuned to their specific needs. Adelante Student Services works within the whole school community to create the conditions, procedures, and resources to support struggling students academically and socio-emotionally. The Response to Intervention system includes the following structures: Academic Mentorship, Advisory, and Restorative Justice Praxis.</p>	<p>Areas of growth include additional strategic planning to identify gaps within our student support systems in order to ensure all students are meeting their graduation plans and personal college and career plans through consistent check ins, student led conferences, and ongoing communication with parents and families, coordinated through our college and career counseling team. Additional focus on most at-risk students, including English language learners is needed. More planning to design and deliver AG awareness, differentiated grade level lessons, and elevated challenges, areas of growth and differentiated plans to best support all students.</p>	<p>1) Increase regular check-in with grade level case managers to ensure alignment 2) Create more streamlined updates with grade level teachers and advisors regarding students needs and outcomes 3) Continue to strengthen partnerships with college support organizations (TRIO, METS, EAOP, etc) to empower students with skills to navigate the college process 4) Increase opportunities after school and during the summer to engage students in meaningful work based learning and early college credit opportunities. 5) College and Career sequenced grade level advisory lessons that connect graduation, dual enrollment, work based learning, and other school specific requirements 6) Provide additional training and support to the AcMentors program to better support all students, including our English language learners</p>
<p>2023-2024: YEAR ONE ANALYSIS</p>			
<p>Pathway Strategic Goals</p>			

<p>Pathway Quality Strategic 3 Year Goals <i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i></p>	
<p>Goal #1: By 2026</p>	<p>ARISE will fully implement the Education pathway scope, sequence, and curriculum and ensure that all key elements of a Linked Learning and CTE pathway are in place.</p>
<p>Goal #2: By 2026</p>	<p>ARISE will establish a robust Work Based Learning Continuum and Dual Enrollment program for Education for the People Pathway students to ensure parity and balance between pathways with the goal of all ARISE students receiving 12 college course credits upon graduating</p>
<p>Goal #3: By 2026</p>	<p>ARISE will expand the Academic Mentor (AcMentor) program to provide individualized support for all pathway students including pre-apprenticeship (students) and apprenticeships (graduates) to train and support future ARISE alumni and current Peralta Colleges students to be career ready within the Education sector</p>
<p>Pathway Strategic Actions</p>	
<p>Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i></p>	
<p>Strategic Actions for Goal #1</p>	<p>Strategic Action 1. ARISE will hire (1) Education pathway lead (equal to 1 FTE) to provide instruction in Education CTE courses, which will be added to the current offerings of CTE courses, as such, additional instructors with industry knowledge/experience will be required. The education pathway lead will manage and support the Acmentor program to establish professional learning, coaching and development to support their professional growth.</p>
	<p>Strategic Action 2. Teachers and College and Career Counselors will provide support in the development and implementation of our education pathway concentrator and capstone courses, including A-G approved course development and student/family awareness. The implementation includes developing the course outlines, scope and sequence, and instructional materials and curriculum.</p>
	<p>Strategic Action 3: The Education for the People pathway pilot will support fifty (50) students for year one into an A-G approved concentrator pedagogy course which will integrate an A-G approved practicum (internship) course 11th grade year. Year 2 will introduce the Education for the People intro and capstone course.</p>
	<p>Strategic Action 4. Newly recruited members of the advisory council from education/child development sector will review labor market data, identify internships, and career exploration and awareness opportunities to inform this new pathway and ensure its continued alignment to sector needs.</p>
	<p>Strategic Action 5. Professional development, trainings, site visits, and recruitment activities that provide teachers and staff opportunities for professional learning and development (e.g., travel, conferences, meetings, networking events) as well as to recruit education sector leaders to ARISE as advisory council members.</p>
<p>Strategic Actions for Goal #2</p>	<p>Strategic Action 1. The Dual Enrollment coordinator will also serve as an Academic Counselor to ensure every ARISE student completes a minimum of (2) dual enrollment courses before graduation. Also support with data collection and analysis to ensure the pathway development and support are being delivered successfully through our dual enrollment sequence. The Dual Enrollment Coordinator will manage and support the various partnerships at Laney, Merritt, College of Alameda while also expanding new partnerships with Berkeley City College.</p>
	<p>Strategic Action 2. Create a CCAP agreement in partnership with Peralta Colleges. ARISE will explore partnerships and opportunities that align with the district, as well as each college, including collaboration with the appropriate instructors, deans and department chairs to ensure dual enrollment courses are being requested in a timely manner and there is adequate instruction to support ARISE's dual enrollment expansion.</p>
	<p>Strategic Action 3. Offer (8) dual enrollment courses will be offered by 2023-24 school year. These courses will include the current six (6) already in place, and the focus will be on identifying new courses that align to, and sequence with, our newly created Education for the People Pathway.</p>
	<p>Strategic Action 4. Provide internship placements through an integrated AG practicum course connected to the education sector and pathway for all (50) education pathway 11th grade students.</p>
	<p>Strategic Action 5. Develop a sequence of Work Based Learning (WBL) experiences including career awareness and exploration that address industry standards and meet the needs of our Education for the People pathway</p>
<p>Strategic Actions for Goal #3</p>	<p>Strategic Action 1. AcMentors will provide support to classroom teachers and students as tutors, mentors, dual enrollment liaisons, WBL coordination, including internship placements and industry certification programs. AcMentors will provide support to students with both the Public Health and newly developed Education for the People CTE pathway and dual enrollment courses, as well as mentor and guide ARISE students on career and college paths.</p>
	<p>Strategic Action 2. Establish a professional learning plan for all Acmentors to support in their growth and development. This includes professional coaching, trainings, retreats, conferences and certification opportunities including mental health first aid, cpr and first aid.</p>
	<p>Strategic Action 3. Create a peer mentoring program to grow and cultivate student leaders to build and develop the skills and training required to be an AcMentor upon graduating. Peer mentorship will pair upperclassmen and underclassmen together to provide individualized support</p>
	<p>Strategic Action 4. Establish enhanced internship opportunities for 12th grade students who have already successfully completed an internship. This strategic action will allow students to gain valuable work experience through a formal training program to better prepare students for career readiness upon graduation. This will be the foundation to exploring pre-apprenticeships as we continue to build the pipeline from student to Acmentor.</p>
	<p>Strategic Action 5. Identify a Master's/credentialing program to partner with as we seek to create an ARISE Teacher Residency</p>
<p>Pathway Budget Expenditures</p>	
<p>2023-2024 Pathway Budget</p>	

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	<p>COST</p>	<p>OBJECT CODE</p>	<p>OBJECT CODE DESCRIPTION</p>	<p>POSITION TITLE</p>	<p>FTE</p>	<p>PATHWAY NAME</p>
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Measure N/H 2023-2024 Education Improvement Plan Assessment

ARISE High School

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway? <small>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> Integrated Program of Study Work Based Learning Integrated Student Supports 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> There is evidence of the 3 domains of Linked Learning with especially strong evidence related to Work-Based Learning and the Integrated System of Student Support. ARISE has a clear, three-year sequence of Public and Community CTE courses that culminate in a senior capstone and exhibition of learning. School has an active and committed Pathway Advisory Board which meets quarterly Over 60 Internship and Enrichment partners have been established. In 2021-2022: ARISE had 85 Internship Placements at 15 Internship Sites; in 2022-2023, ARISE had 130 Internship Placements at 25 Internship Sites Multiple certifications are offered to students including: CPR/First Aid Certification * Mental Health First Aid * Construction Site Safety Certification (OSHA) * Food Handlers Certification * Community Emergency Response Training (CERT) 6 Dual Enrollment courses are offered (Genomics, Medical Terminology 1 & 2, Coun 24, College math Intermediate 			

	<p>Algebra)</p> <ul style="list-style-type: none"> The 1-pager indicates that integrated project work happens through the 10th grade Bridge and 12th grade capstone. The Pathway Quality Assessment identifies the need for more collaborative planning time to support integrated projects, and identifies that shared prep time will be established to ensure integrated projects occur at every grade level.
	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Continued focus on the structures and professional development needed to support integrated projects at each grade level

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><i>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</i></p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> School has identified a Focal Student population that is not achieving key outcome indicators. School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Identified focal group is English Language Learners, and the particular needs of this population are noted in great detail in the root cause analysis. All sections of the root cause analysis are complete. Some of the identified challenges include: need for greater student engagement and family awareness of Linked Learning, A-G requirements, and dual enrollment classes; students not seeing themselves as college-going; and student responsibilities outside of school Root cause analysis reflects a deep reflection into key issues impacting student achievement Whole School Strategic Actions are quite detailed and reflect needs identified in Root Cause Analysis <p>Feedback for continued progress monitoring: N/A</p>			
Pathway Quality Assessment(s)	Score: 4			

The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.

- Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains
- Next steps have been identified to support the continuous quality improvement of the pathway(s)
- Self-assessment provides evidence, such as concrete examples or specific data

Rationale:

- Very thoughtful and detailed analysis of Linked Learning domains. *Some* of the areas of growth include: more intentional professional development for CTE team, aligned planning time to support cross-curricular projects, increased participation in dual enrollment, refinement of graduate student profile, more intentional integration of industry partners across grade levels, and identification of gaps in student support system.
- Identified next steps are very thorough and support continuous quality improvement of pathways
- Data and concrete examples are provided.
- Pathway scope and sequence and program of study are updated yearly.

Feedback for continued progress monitoring: N/A

Strategic Goals

- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years
- The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)
- Alignment is evident between schoolwide goals and Measure N/H priorities
- For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other
- For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 4

Rationale:

- Strategic Goals align to all 3 of the domains of Linked Learning. There is coherence between the goals and the needs identified in the Root Cause Analysis & Pathway Quality Assessments.
- Strategic Goals build on the work ARISE has been doing and are aligned with the intent of Measure N/H and the Linked Learning Gold Standards. In Goal 1, in particular, there is an intentional alignment of pathway work to the Linked Learning Gold Certification Standards, which has been a long-term goal for ARISE
- There is a strong coherence between the Whole School Strategic Actions and the Pathway plans.
- Several of the whole school strategic actions are designed to address opportunity and achievement gaps for the focal students – English Language Learners.

Feedback for continued progress monitoring: N/A

<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Well thought-out series of strategic actions identified that, if implemented, will lead to great progress on realizing the identified Strategic Goals. Development of a thoughtful plan to establish the new Education pathway through a gradual ramp-up. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> One of the strategic actions has to do with a “student portfolio that will include all aspects of the WBL continuum....” Since Linked Learning places an emphasis on College AND Career perhaps ARISE might consider a College and Career Readiness (or Success) Portfolio that includes evidence of each scholar’s readiness for college and career. Or given ARISE’s commitment to and engagement with community, perhaps a student portfolio might include evidence of readiness for college, career, and community. ARISE might also consider some of the ways student portfolios might be slightly differentiated for the two pathways.
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the needs identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Budget includes funding for 0.75 FTE Dean of Linked Learning and Development (similar to Pathway Coordinator role), 1.0 FTE Work-Based Learning Liaison, four Academic Mentor salaries, contract with Mentoring in Medicine, contract with ImBlaze for internship management, and Conference and Pathway site visit travel. 			

- Proper justification is provided that clearly articulates what Measure N/H dollars are funding and how it is aligned to pathway development
- Proposed Measure N/H budget is in support of and aligned with outlined goals

Final Recommendation

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

Rating: Fully Approved

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

Strengths:

- School has clearly engaged in a thoughtful process that has led to the development of an ambitious yet achievable plan. Thoughtful detail, logic and a sense of coherence is evident in the EIP. The hard work of the school shows in both the EIP and the presentation to the Commission.
- Growth and success of the Academic Mentor program, which involves recent graduates who are also local college students. The Academic Mentors work as tutors, mentors, and learning facilitators to support success for all students
- ARISE's Adelante program offers a tiered system of student support; there are grade level counselors who loop with students for four years with a counselor caseload of 100 or less students.) ARISE also has a growing restorative justice program and team.
- Unique Wednesday schedule that supports opportunities for internships, certifications, dual enrollment, and community-based learning. The Wednesday schedule also supports 3 hours of professional development and/or collaboration time for teachers each week.
- 100% of ARISE 10th-12th grade students are fully enrolled in the *Linked Learning* pathway.
- School has a high A-G completion rate, high CTE pathway completion rate, high percentage of 12th graders who have passed one or more dual enrollment courses, and a high percentage of 9th graders on track to graduate.

Key Questions:

- Adding a new pathway – Education for the People – in a small school is not an easy task. How will ARISE address the scheduling needs of two pathway programs of study to ensure cohorting and common planning time for teachers? What core academic courses will be included in the pathway program of study? What professional development or other support will the pathway team of teachers need to hone their knowledge and skills as an interdisciplinary team of teachers? What strategies will ARISE employ to assure parity of the two pathways?
- Given the 4 x 4 schedule at ARISE, it will be important to be intentional about the scheduling of pathway classes (2 or more core academic classes and at least 1 CTE course at each grade level) if true and high-quality curriculum integration is to result. To what extent is ARISE prioritizing the placement of pathway courses and collaboration time for pathway teachers to design and implement integrated, themed projects?

- ARISE has identified the need to increase student attendance as one of the whole school priorities. While there is not an EIP goal related to improved attendance, what are the research-based practices that ARISE is utilizing to improve student attendance and raise the graduation rate?
- ARISE describes the 10th grade Bridge and the 12th grade Senior Defense. ARISE also describes collaborative projects. However, it is not clear the extent to which Bridge, Senior Defense, and Collaborative projects are aligned with the pathway theme/s of Public and Community Health and Education. In what ways is the pathway theme/s woven into core academic classes, collaborative projects, and benchmark presentations of learning?

Budget Feedback:

- N/A

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided
Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided