



ARISE High School

Authenticity, Rigor, Inspiration, Success, Empowerment

June 23, 2010

Superintendent Tony Smith
Directors of the Oakland Unified School District
1025 2nd Avenue
Oakland, CA 94602

Dear Superintendent Smith and Directors of the Oakland Unified School District,

On behalf of the board and staff of ARISE High School, we are requesting to materially revise the term of our charter to reflect the term of our school's operating history.

While our charter was submitted and approved in June of 2006, in both our charter and in OUSD's own staff report, the opening date of the school is listed as August, 2007. We are requesting that the term of our five-year charter commence July 1, 2007 and end June 30, 2012.

Our initial charter stated on page 54:

TERM OF CHARTER

The term of this Charter shall commence upon approval in 2006 and will expire five years thereafter.

We are requesting the revision to read:

TERM OF CHARTER

The term of this Charter shall commence July 1, 2007 and will expire five years thereafter.

We thank you in advance for your consideration of this request.

Sincerely,


Romeo Garcia & Laura Flaxman
Co-Principals

File ID Number: 10-1737
Introduction Date: 6/23/10
Enactment Number: _____
Enactment Date: _____
By: _____

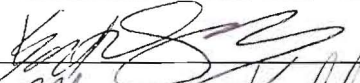
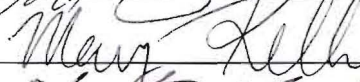


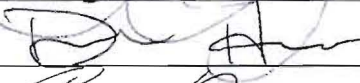

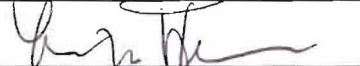
CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: ARISE HIGH SCHOOL

The charter school estimates that ten teachers will be employed by the charter school during the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(I) and who are **meaningfully interested in teaching at the School under the charter petition.** Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached material revision to the term of ARISE's charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to ARISE High School pursuant to Education Code Section 47605 beginning July 1, 2007 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioners, Laura Flaxman and Romeo Garcia, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Kate Sogasman		6/15/10	(646) 416-4801	Provisional	9/10
Mary Kelly		6/15/10	(510) 725-7189	Provisional	9/10
Christopher W. Lester		6/15/10	(510) 761-6234	Internship/Preliminary	7/10
Devin Carberry		6/15/10	415-517-7164	Provisional	
Diana Han		6/15/10	415-722-8081	Preliminary	
Cesar Bawagan		6/15/10	(415) 902-5706	Intern	4/2011
Leah M. Herrera		6/15/10	(415) 264-6072	Preliminary	

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

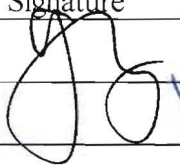

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Gerald Reyes		6/21/10	510.589.9276	English / MS clear	TBD / 2012
Ashanti BRANCH		6/22/10	510-684-4842	MATH secondary clear	

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

ARISE High School

A Mills College/CES School

"preparing courageous leaders, powerful thinkers, compassionate activists"

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

PRESENTED BY

ROMEO GARCIA
LAURA FLAXMAN
EMMA PAULINO

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I. FOUNDING GROUP

Mills College and the Coalition of Essential Schools have come together to create ARISE High School. Mills College has a long history of successfully running a post-secondary educational institution with all that such an endeavor entails. As the main partner and future home of ARISE High School and through faculty members' involvement with the Board, Mills College will play an active role in the oversight of the school, particularly in the areas of finance, facilities, business management, organization, governance and administration. The design team and the school's leadership, which includes the involvement of the Mills College School of Education, will be responsible for developing the curriculum, a consistent set of instructional practices and assessment mechanisms.

ARISE High School is also being created in partnership with the Coalition of Essential Schools (CES), a national school reform organization with over twenty years of experience in school reform. Two of the country's most prominent school reform leaders, Ted Sizer and Deborah Meier, are the co-founders of the organization and currently serve on the Board of Directors. The majority of long-standing, exemplary small high schools in the country were created through the Coalition, including Urban Academy in New York City and Fenway High School, one of the first Pilot schools in Boston. Both schools, along with eighteen other successful small high schools, are a part of the CES Small Schools network which will play a critical role in supporting the creation of ARISE High School. These experienced schools will offer key design and instructional support, with all members of the team receiving "mentoring" from a wide array of powerful small schools educators. In addition to the human and technical support from this network, ARISE High School received a start-up grant from the Coalition of Essential Schools to be one of the schools that CES is creating with funding provided by the Bill & Melinda Gates Foundation. ARISE High School's founders also secured a start-up and implementation grant from the California Department of Education.

Initially, there were two main architects of ARISE High School's design, Romeo Garcia and Laura Flaxman. Building on the successes of the Mills College Upward Bound program and small exemplary high schools across the nation, their vision of ARISE High School is a school in which low-income, students of color in Oakland can demonstrate their capacity for academic excellence, personal success, and high graduation and college matriculation rates. Emma Paulino, a parent and community leader with Oakland Community Organizations, became the third member of the design team and in recent months, a number of other design team members were added, including other parents, students, Mills Upward Bound alumni, teachers, Mills College educators, and community partners (see appendix). All current Mills College Upward Bound students and families have been engaged in discussions about the new school as well. While not having the time to be as involved in the nuts and bolts

of getting the school off the ground, Janet Holmgren, President of Mills College, is also a key supporter of ARISE High School and is responsible for putting the institution's support fully behind the school.

Romeo Garcia, who will serve as a Co-Director and Advisory Board member at the school, earned a Bachelors degree in Theater Arts and Rhetoric from Occidental College in Los Angeles, CA. At Mills College since 1983, he has earned a California Teaching Credential, Administrative Credential, a Masters in Education and is currently pursuing an Ed.D in Educational Leadership. In his current position, Mr. Garcia is director of the Upward Bound and Educational Talent Search Programs (TRiO) serving 800 youth in the Oakland community. He served as the Assistant to the President, Janet Holmgren, for four years. As Liaison to the President's Office, Garcia is a member on the Intersegmental Coordinating Committee of the California Education Round Table. Garcia grew up in Oakland, attended Oakland public schools and worked for six years as a teacher at Brookfield Elementary School in the Oakland Unified School District. Garcia is also a graduate of the Upward Bound Program.

Garcia served several terms on the Board of Directors of the Western Association of Educational Opportunity Personnel (WESTOP), the Julia Morgan School for Girls and the English Center for International Women.

Laura Flaxman, ARISE High School's proposed Co-Principal, brings fifteen years of experience in urban education to her current role as Co-Director of the Small Schools Project for the Coalition of Essential Schools. With her Co-Director, Ms. Flaxman launched a national project to identify 20 exemplary small high schools across the nation, help them develop the skills to "mentor" others just creating schools, create 10 new schools and convert five large schools into small schools. Flaxman came to Oakland in 2000 to start Life Academy, a new small autonomous public high school, where she served as principal. Prior to a year at Harvard and an internship at the Boston Arts Academy, Flaxman worked for Expeditionary Learning Outward Bound in New York City helping to create and support several new middle schools and a couple of existing high schools. She taught English, art and social studies at Thomas Jefferson High School in Brooklyn, a residential treatment center in Manhattan, and South Bronx High School where she coordinated a program with the New York City Outward Bound Center. Flaxman holds two Master's degrees: one in Educational Leadership from Harvard University and the other in English from the Bread Loaf School of English. She earned her Bachelor's at Wesleyan University and her high school diploma at the Bronx High School of Science.

Flaxman founded and serves on the board of the Oakland Small Autonomous Schools Foundation, a non-profit organization dedicated to supporting and strengthening small public schools in Oakland.

Emma Paulino, who will continue to play a leadership role in ARISE High School as a parent representative, has been a full-time organizer for two and a half years with Oakland Community Organizations (OCO), a faith-based organizing group representing 40,000 Oakland families. Prior to her organizing work at OCO, she was a leader with St. Elizabeth/OCO for six years. Emma provided organizing support for a small schools policy in Oakland and collaborated on the design and organization of ASCEND, a K-8 school in East Oakland, which was one of the first small, autonomous schools developed in Oakland Unified School District. Emma was born in Michoacan, Mexico, and has been in the U.S. since 1985. She is married and has three children in the Oakland Public Schools: Fhatima and MacEdward attend Oakland Technical High School, while Edgardo, Jr., an eighth grade student at ASCEND, hopes to be a founding student at ARISE High School.

A partial list of other members of the design team includes Bronwen LaMay, an English teacher with experience in the Mills College Upward Bound program; Jean Johnson, a parent of an Upward Bound student; Josue Hernandez, a current student in the Upward Bound program and student board member for Oakland Unified School District; Michael Torres, chairman of the theater arts program at Laney College; and Eileen and Leslie Barrera, current 8th grade students and potential founding students at ARISE High School. Jane Bowyer, chair of the School of Education at Mills, and Delaine Eastin, a professor and former California State Superintendent of Public Instruction, have both aided the design team in an advisory capacity and will continue to play that role for the school.

The team brings substantial experience in the key areas needed to ensure the school's success, which Mills College will supplement. In addition, the founders have tapped into a number of development partners, including CCSA and EdTec. CCSA is providing technical support on charter school development. EdTec is assisting the school to set up compliant, sustainable business systems that will ensure that ARISE HS opens with a solid business operations and financial management structure. The array of people on the team and at Mills responsible for creating and sustaining an excellent new charter high school has tremendous collective experience.

Attached as Attachment II are the resumes of ARISE High School's founders and several design team members, including Mills College staff. Some of these individuals will be future staff and Board members. Attachment III includes material about the Coalition of Essential Schools and the CES Small Schools Project.

II. Educational Philosophy and Program

MISSION & VISION

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

ARISE High School is designed to serve primarily low-income, first generation college-bound students from throughout the Oakland community. Expanding on the 40 years of experience and success of the Mills College Upward Bound program, ARISE High School will graduate and send Oakland youth to college in record numbers by having high expectations, excellent teaching, extensive academic, college and career support and counseling, and caring, highly qualified educators.

We believe learning best occurs when students are fully engaged participants in their own education by being immersed in a challenging, college-prep curriculum that includes project-based learning, service learning, a highly personalized and supportive environment, and the use of the local community as an extended classroom.

Applying the tenets of the Coalition of Essential Schools (see Appendix IV), a 20 year old national school reform organization founded by two of the country's leading educators, Deborah Meier and Ted Sizer, ARISE High School will feature demanding, project-based academics as well as a community that fosters a strong and nurturing school culture. All students will participate in extended day activities, Saturday and summer programs, internships, and local as well as long distance immersion experiences, such as Outward Bound courses and international exchange programs.

ARISE High School will also serve as a lab for Mills College educators, drawing upon the expertise and support of Mills faculty and students alike, with each institution enhancing the other.

EDUCATIONAL PHILOSOPHY

Whom the School is Attempting to Educate/Target Population

ARISE High School's goal is to serve 220 primarily low-income, first generation college-bound students of color from throughout the Oakland community in grades 9-12. Sadly, many students who fit this description have not been graduating from high school at all, many more have not been graduating UC eligible, and even fewer have gone on to attend college. According to the CDE website, last year, there were 4,150 9th graders in Oakland schools and only 2,235 12th graders and according to EdTrust West, the graduation rates are even lower for students of color. Only 46% of African

American 9th graders and 37% of Latino 9th graders in Oakland completed high school four years later as the class of 2003. Of this already low percentage of graduates, only 34.5% of graduates in 2003-4 (the last year data is available on the CDE site) graduated UC/CSU eligible. Data is not available for college matriculation, but the previous statistics and the experience of the team indicates that these numbers are tragically low as well, especially in light of the kinds of jobs and opportunities that exist in today's society for young people who do not have college degrees.

ARISE High School will target recruitment efforts in traditionally under-served and under-achieving communities with the goal of creating a model where these students do go on to attend and graduate from four-year colleges. ARISE High School plans to open in the summer of 2007 with 110 students in grades 9 and 10, adding a new group of 55 ninth graders each subsequent year.

What It Means to Be An "Educated Person" in the 21st Century

ARISE High School believes that the definition of an "educated person" in the 21st century is someone who:

- ◇ Is fully prepared for and ultimately graduates from a four-year college
- ◇ Has the skills and knowledge to be successful in college and the world of work
- ◇ Is prepared to pursue any option he or she may choose for a successful and productive future
- ◇ Is committed to a lifetime of learning beyond the confines of any school or university
- ◇ Can communicate and work effectively with others from a diverse array of backgrounds
- ◇ Can set and achieve goals
- ◇ Can be full participants in a democratic society
- ◇ Has the ability to take leadership in his or her community
- ◇ Has an understanding of different cultures and the experience of effectively navigating within cultures different from his or her own
- ◇ Has the skills and awareness to function effectively in a global society and economy

How Learning Best Occurs

While ARISE High School will pioneer original and innovative educational practices, particularly in terms of the symbiotic relationship between Mills College and the school with each serving as a lab and extended classroom for the other, ARISE High School will also take advantage of the best practices and instructional approach of the Coalition of Essential Schools and Expeditionary Learning Outward Bound, as well as the rich and successful history of the Mills TRIO Programs.

Both CES and ELOB follow the philosophy of “less is more”, “depth over breadth” and engaging students with challenging yet meaningful and relevant curriculum, all within the context of a highly personalized, supportive culture. Extensive research in both school reform approaches document that this methodology engages students and increases student achievement. Examples of successful small, urban public high schools around the country that have utilized the CES approach include the Boston Arts Academy and Urban Academy in New York City. Both schools have great track records including significantly higher graduation and college matriculation rates compared with other schools serving similar populations. ¹Our team believes that students learn best when teachers practice authentic and active pedagogy that requires students to construct their own knowledge and apply their learning.

Key strategies include:

- Learning expeditions: In-depth, interdisciplinary, standards-based investigations of a theme using project-based learning
- Active pedagogy: Active and engaging teaching and learning that is hands-on and makes the content come alive
- Service learning and community-based learning: Students are involved in projects in their communities, learn by doing, and have meaningful, relevant, yet standards-based experiences outside of the school’s walls
- Differentiated instruction: Students learn in heterogeneous (and fully inclusive) classrooms that allow them to progress even when that improvement has as many different starting points as there are students
- Student-driven projects and inquiry: Students can follow their “passions”, pursue topics, and produce projects of their choosing within the context of appropriate scaffolding
- Literacy across the curriculum: Every class will include a strong focus on reading and writing, with all teachers being trained in literacy instruction and seeing themselves as literacy teachers.
- Clear, achievable expectations around college: All students will take college-prep courses and will receive college counseling and preparation in an environment where it is expected that everyone will attend college.

Drawing upon the Mills TRIO Programs’ expertise in preparing students for and helping them be admitted to four year colleges, ARISE’s college-prep focus will be woven throughout the instructional program. We believe that a critical component of activating student learning and helping students realize their potential is for the staff to have high expectations for all students, including firmly believing that every young person is capable of attending and successfully graduating from an institution of higher education. A high level of personalization, a priority for both the Mills TRIO Program and the Coalition of Essential Schools, allows the adults to provide the support necessary to help students meet these elevated expectations.

¹ See Bibliography in appendices

Through ARISE High School's unique combination of project-based instruction, real world experiences, extended day and year programs, standards-based curriculum, and rigorous graduation requirements, students will become self-motivated, skilled, fully prepared for college, and committed to a lifetime of learning and growth beyond high school.

TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS

Just as parent involvement has been critical to the success of the Mills Upward Bound program, ARISE High School will work in partnership with our families to develop, support and sustain the school (starting with the parents on the school's design team.) Introductory orientations for both students and staff will be a critical part of every school year, and will include information about all aspects of the school program, with a special emphasis on the sequence of courses and activities leading to graduation and college matriculation. Our UC-approved courses will be translated into easy to understand transcripts that align with A-G requirements and these transcripts will match each individual student's personalized learning plan. These plans will be updated regularly and, along with portfolio presentations, will provide the substance of quarterly exhibitions of student work and student-led parent conferences.

Students may fulfill course requirements through coursework at ARISE High School or through approved coursework at Mills College, another local college or a community college. Students will have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. By virtue of completing required coursework, all graduates will fulfill or exceed the UC/CSU system A-G requirements, based on the chart below. The chart below contains graduation requirements. Parents and students will be notified of this information as part of student recruitment efforts and it will also be included in the Student/Parent Handbook to be given to parents and students upon enrollment. The latter will also inform parents about the transferability of courses to other public high schools. Additionally, ARISE High School intends to collaborate with other local high schools to ensure transferability both of our courses to other schools and other schools to ours.

SAMPLE COURSE OFFERINGS

Subject Area	Example of Course Titles	UC/CSU Requirements	ARISE HIGH SCHOOL Graduation Requirements
Social Studies	World Cultures Modern American History American Government	Requirement A: 2 years	4 years

	Economics		
Language Arts	Multicultural Literature American Literature The New Literary Canon The Plays of William Shakespeare Creative Writing	Requirement B: 4 years	4 years
Mathematics	Integrated Math Algebra 1 Geometry Algebra 2 Trigonometry Pre-Calculus AP Calculus	Requirement C: 3 years	4 years
Science	Biology Chemistry Bio-technology Physics	Requirement D: 2 years	3 years
Foreign Language	Spanish 1-4 Spanish for Native Speakers Spanish Literature	Requirement E: 2 years	3 years
Visual & Performing Arts	African Dance Photography 1-2 Theatre Graphic Design Portraiture	Requirement F: 1 year	1 year
Academic Electives	Academic Literacy Media Literacy Psychology	Requirement G: 1 year	1 year
Physical Education	Yoga Bicycling Kayaking	Not Required	2 years

As part of the process of getting our courses approved, the school will seek WASC candidacy and accreditation immediately at start-up.

CURRICULUM AND INSTRUCTIONAL DESIGN

ARISE High School plans to adopt the Coalition of Essential Schools approach as well as an experientially based pedagogy in order to best respond to the student population the school will serve in its site-based setting. From ARISE High School's

developers' experience educating Oakland students, we believe that setting the bar high and challenging students to achieve their personal best is a critical starting point that involves asking students to do meaningful work that has clear relevance beyond the four walls of the classroom.

In addition to carrying a full course load during conventional school hours, ARISE High School students will have additional academic commitments after-school, on Saturdays and during the summers (additional time that research has proven leads to increased student achievement.) An example of what this overview might look like follows:

Year 1:

- Immersion experience at Mills College the summer after eighth grade for ARISE students who are also enrolled in Upward Bound
- Simple block schedule with a Humanities block (including English 1 and a social studies curriculum), a Math/Science block (including an integrated math curriculum with an emphasis on algebra and an integrated science curriculum with an emphasis on biology), and Spanish (for both native and non-native speakers), enhanced by required study hall/tutoring and enrichment activities during the afternoons and on Saturdays
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 2:

- Immersion experience at Mills College for ARISE students who are also enrolled in Upward Bound
- Simple block schedule with a Humanities block (including English 2 and a world cultures curriculum), a Math/Science block, and Spanish, enhanced by required study hall/tutoring, enrichment activities and community service during the afternoons and on Saturdays
- Graduation into the upper grades by portfolios emphasizing growth
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 3:

- Begins with a required summer experience (eg. Outward Bound course, Summer Search, AFS, etc.)
- All elective courses (mostly semester long) that meet pre-requisites for required competencies (and A-G requirements) and graduation portfolios; while students can choose the particular course and its particular focus, they will have to meet "distribution requirements" that ensure that they are taking a college-prep load and meeting subject graduation requirements
- Extended day and Saturday program includes required test and college preparatory activities, as well as portfolio support sessions
- Required internship

- Judged individualized portfolio presentations towards meeting graduation requirements and competencies
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 4:

- Begins with a required summer experience (eg. Outward Bound course, Summer Search, AFS, etc.)
- All elective courses (mostly semester long) that meet pre-requisites for required competencies (and A-G requirements) and graduation portfolios; while students can choose the particular course and its particular focus, they will have to meet "distribution requirements" that ensure that they are taking a college-prep load and meeting subject graduation requirements
- Extended day and Saturday program includes required test and college preparatory activities, as well as portfolio support sessions
- Senior project includes required internship aligned with one or more of the portfolios and competencies necessary for graduation
- Judged individualized portfolio presentations towards meeting graduation requirements (and competencies)
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Typical School Day, Years 1 & 2

9:00 Humanities (see sample curriculum: Appendix V)
 11:00 Spanish
 12:00 Lunch
 12:45 Advisory
 1:45 Math/Science (see sample curriculum: Appendix V)
 3:45 Physical Activity
 4:45 Study Hall/Tutoring/Skill-Building
 6:00 School Day Ends

Weekly: School-wide community meetings, fieldwork day, shortened academic day for teacher collaboration

Typical School Day, Years 3 & 4

9:00 The Civil Rights Movement*
 10:30 Math*
 12:00 Lunch
 12:45 Advisory
 1:45 What is Sodium Laurel Sulfate? The chemistry of your every day food and body products*
 3:15 Study Hall/Tutoring/Skill-Building (portfolio, college prep, senior seminar)
 4:45 Optional enrichment activities (fitness, arts, etc.)

* These semester-long courses would count for a year's worth of coursework in History, Math, and Chemistry, respectively. Students would take a different set of courses during the alternate semester, thus allowing students to meet ARISE's rigorous course requirements while focusing on fewer subjects at one time. The subsequent semester, a student might take courses in English and Spanish on site (for a year's worth of credit in each) as well as one of their required college classes off site.

The chart below provides a draft of the school schedule, including the extended day program and the surplus of instructional minutes (note: period five may be offered as supplemental hourly instruction):

Monday/Tuesday	start	end	
period 1 (block)	9:00 AM	10:55 AM	1:55
passing	10:55 AM	11:00 AM	0:05
period 2	11:00 AM	12:00 PM	1:00
lunch	12:00 PM	12:45 PM	0:45
passing	12:45 PM	12:45 PM	0:00
advisory	12:45 PM	1:40 PM	0:55
passing	1:40 PM	1:45 PM	0:05
period 3 (block)	1:45 PM	3:40 PM	1:55
passing	3:40 PM	3:45 PM	0:05
period 4	3:45 PM	4:45 PM	1:00
passing	4:45 PM	4:50 PM	0:05
period 5 (study skills)	4:50 PM	6:00 PM	1:10
			8:15
			495:00:00

Thursday/Friday	start	end	
period 1 (block)	9:00 AM	10:55 AM	1:55
passing	10:55 AM	11:00 AM	0:05
period 2	11:00 AM	12:00 PM	1:00
lunch	12:00 PM	12:45 PM	0:45
passing	12:45 PM	12:45 PM	0:00
advisory	12:45 PM	1:40 PM	0:55
passing	1:40 PM	1:45 PM	0:05
period 3 (block)	1:45 PM	3:40 PM	1:55
passing	3:40 PM	3:45 PM	0:05
period 4	3:45 PM	4:45 PM	1:00
passing	4:45 PM	4:50 PM	0:05
period 5 (study skills)	4:50 PM	6:00 PM	1:10
			8:15
			495:00:00

Wednesday	start	end		
advisory	9:00 AM	9:15 AM	0:15	
passing	9:15 AM	9:20 AM	0:05	
period 1	9:20 AM	10:20 AM	1:00	
passing	10:20 AM	10:25 AM	0:05	
period 2	10:25 AM	10:55 AM	0:30	
passing	10:55 AM	11:00 AM	0:05	
period 3	11:00 AM	12:00 PM	1:00	
			3:00	
			180:00:00	

Minimum Day	start	end		
advisory	9:00 AM	9:15 AM	0:15	
passing	9:15 AM	9:20 AM	0:05	
period 1	9:20 AM	10:20 AM	1:00	
passing	10:20 AM	10:25 AM	0:05	
period 2	10:25 AM	10:55 AM	0:30	
passing	10:55 AM	11:00 AM	0:05	
period 3	11:00 AM	12:00 PM	1:00	
			3:00	
			180:00:00	

33660:00:00	68	Monday/Tuesday
29700:00:00	60	Thursday/Friday
6660:00:00	37	Wednesday
3060:00:00	17	Minimum Day
73080:00:00		TOTAL
64800:00:00		required
8280:00:00		Surplus

The California state standards will be used as a foundation upon which to build curriculum and guide instruction that is relevant to the lives and interests of ARISE students. Projects, internships and fieldwork experiences, as well as the time in the classroom, will support students in meeting the California standards. Teachers will meet together at least every other week to work on curriculum mapping to ensure that all projects are aligned with the California State content standards and that the grading rubrics for the projects evaluate student progress on the standards.

ARISE High School will require standards proficiency beyond state requirements as all students are required to take A-G courses and exceed the graduation requirements set by both the district and the state. Students will not only be required to demonstrate proficiency on state mandated assessments but will have the added task of actively defending such proficiency before a panel of teachers, outside experts and community members. These presentations require students to demonstrate the application and transfer of knowledge and skills—a critical ingredient to post-

secondary success. Ultimately, the required portfolio presentations that ARISE students will prepare and defend (in scientific inquiry, mathematical thinking, literary analysis, historical research and understanding and artistic expression) will demonstrate their proficiency in numerous key California standards. For example:

- Scientific inquiry: In addition to the specific content area of the topic the student presents on (whether it be a biology or chemistry experiment, for example), students will exceed many of the "Investigation and Experimentation" standards by developing "their own questions and perform[ing] investigations." (p. 52 CA Science Standards)
- Mathematical thinking: In a portfolio presentation of a complex mathematical problem that fits within the Algebra II curriculum, the project might involve the student demonstrating all of the content standards 1.0-8.0.
- Literary analysis: In a paper and presentation analyzing two different literary texts, students would demonstrate proficiency in most of the areas covered in English Language Arts Reading Standards 1.0 (Word Analysis, Fluency, and Systematic Vocabulary Development) and 3.0 (Literary Response and Analysis), and Writing Standards 1.0 (Writing Strategies), 2.0 (Writing Applications), Written and Oral English Language Conventions Standards, and Listening and Speaking Standards.
- Historical research and understanding: As with mathematics, in addition to the specific content area skills that will vary from topic to topic based on the students' choice, students will also demonstrate "Historical and Social Sciences Analysis Skills" in this portfolio. Required components of these portfolios and presentations will be "chronological and spatial thinking," "historical research, evidence and point of view," and "historical interpretation."
- Artistic expression: Students demonstration of mastery in "artistic expression" will be open to even more variation. Depending on the art form and the type of presentation, students will be steered towards the applicable standards which will be used to evaluate their portfolio defense. For example, if a student chooses to put together a show that consists of a series of original oil paintings, they will be expected to demonstrate Advanced Visual Arts standards of "Creative Expression" 2.1, 2.2, and 2.3 (under Skills, Processes, Materials, and Tools, p. 156 Visual and Performing Arts Standards) as well as standards 2.4 and 2.5 under the heading of "Communicate and Express Through Original Works of Art."

Many of the English Language Arts Standards, in terms of reading, writing and speaking, will be demonstrated across the other portfolio areas just as they are taught and practiced within courses across the curriculum. Additionally, the skills and

knowledge that students demonstrate in their portfolio presentations will often have been demonstrated previously as well in their coursework for individual classes. Content standards will be a part of all course objectives and ongoing classroom presentations, as well as the more elaborate graduation portfolio presentations, will assist teachers and advisors in monitoring standards proficiency throughout the academic year.

ARISE High School will draw upon a variety of teaching materials that support the school's philosophy and approach. A text-rich environment and extensive classroom libraries, in addition to the resources provided by the library at Mills College, will support the school's focus on building literacy across the curriculum. There will be novels, non-fiction and anthologies for students at every level and relating to a wide range of interests. Literature circles and reading groups will allow for student choice and differentiation in addition to texts that will be read by entire classes. ARISE High School plans to use the Integrated Math Program (IMP) curriculum and the materials that come with it. Every teacher will have access to technology for their classes, so that print materials can be supplemented by online resources and students will become technologically proficient, by doing research and using technology to create projects and demonstrate proficiency in the various content areas. With the school's experiential approach and commitment to using the Oakland community as part of our extended classroom, teachers and students will also access learning resources from outside of the school and the college, such as local museums, libraries, businesses, community organizations, etc.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING²

It is ARISE High School's intent that the majority of incoming students will previously have been "underachievers" and it is the school's goal to raise students' achievement levels significantly and quickly. Not only will the curriculum be designed to engage these students and inspire them to work harder than they did previously, but the high level of personalization and added supports will help raise achievement levels.

All students will have an advisor and other teachers who work with a limited number of students over the course of a week or semester and can therefore more easily provide extra help and attention to struggling students. Advisors and teachers will regularly examine standardized test scores, classroom and school-based assessments and other data about individual students' progress to identify those who are having difficulty. This data will also be used to personalize the teaching and the nature of the extra support students will receive. In addition, the school's extended day, week and year programs are designed to provide a safety net and extra time and resources for any student who needs help catching up.

² Preference shall be given to petitions that demonstrate the capability to provide comprehensive learning experiences to (students) identified by the petitioner/s as academically low-achieving pursuant to the standards established by the State Department of Education under Section 54032. [Ref. California Education Code §47605(h)]

The staff will meet three times a week for a total of five hours with one of those hours specifically devoted to "student study" meetings. At these weekly meetings, teachers will look at individual students' progress and discuss specific student needs, challenges and strategies for moving the students forward on all fronts: passing individual classes, improving skills, scoring higher on state tests, successfully completing graduation requirements, etc.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

ARISE will offer a highly personalized learning environment for all of its students, including those who are academically high achieving. With the school's focus on student-centered projects, differentiated instruction, internships, and other out-of-school opportunities, every young person will be challenged and stretched appropriately. On the classroom level, for example, a student who comes to the school as a high achiever, will be encouraged to choose a more sophisticated text for a literature circle in his or her humanities class. This same student might pursue a high-level internship that demands sophisticated math, science or communication skills and take a class at Mills College.

These students will be identified in the same way as the "academically low achieving" students. With ARISE High School's highly personalized approach, our advisory structure, and regular student study team meetings, data will be collected and analyzed regularly with a lens towards determining how to best serve the needs of the individual student. State test and grade data will be examined for incoming students (based on their previous records) and supplemented once their careers at ARISE High School begin with updated test and grade data along with other classroom and school-based assessments.

It is the goal of ARISE High School that ultimately all of our students will become "high achievers" and students will be provided the necessary support for this to happen.

PLAN FOR ENGLISH LEARNERS

ARISE High School will identify English Learners through the home language survey and the student cumulative files. Identified English learners will take the California English Language Development Test (CELDT) to determine their levels of proficiency in the English language. The test, as well as the school's own local assessments will help to determine the personalized educational plan best suited to each individual student.

As with all of the other sub-groupings of students, the school's English learners will also benefit from the highly personalized approach of ARISE High School by having an advisor and other teachers who serve limited numbers of students and are thus better able to respond to individual needs, offer extra attention and support. While

students will be in heterogeneous classrooms for their core academic subjects, the extended day, week and year programs are designed to provide additional small group and individualized instruction for different purposes, including targeted English language development instruction. Based on the needs of the students we actually end up enrolling, this extended time is flexible enough to add additional courses as necessary, and it is likely that we would offer an English language development course for students who score 1, 2, and 3 on the CELDT.

As a way of building literacy in their home language, these students will also be encouraged to take advanced classes in their native language both at the school and at local colleges. Research supports that this is an effective way of building English literacy as well. Building on the world of youth development resiliency research, a part of ARISE High School's philosophy is that every student brings particular strengths as well as struggles and it is equally important to build on strengths and allow all students to shine and experience success.

Since we anticipate that approximately 50% of our students will be English Language Learners, all of ARISE's staff will receive professional development in teaching students for whom English is a second language both during our weekly three hour in-house professional development time as well as from outside providers. We will support all of our staff in getting their CLAD certification, if they do not already have it when they are hired.

PLAN FOR SPECIAL EDUCATION

ARISE High School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEA").

During its first year of operations, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

ARISE High School and the Oakland Unified School District shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. AHS will explore the

possibilities available under Oakland's SELPA Option A. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

After its first year of operations, the school shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement. The ARISE Board will inform the OUSD Charter Schools Office in writing if it changes its status as a "school of the district" for Special education purposes.

In the first year of operations, ARISE High School will work with the district to help ensure that the needs of our students who have IEPs are met. As part of the assessment system described above in section ID and in coordination with the District, ARISE High School will manage the IEPs as well as the individualized learning plans of all special needs students. A dedicated special education teacher (on AHS staff or from the district) will write the IEPs, be responsible for communicating with the other staff members, conduct IEP meetings and make sure that the students' individual learning needs are attended to (and conditions of the IEPs are met.)

All ARISE High School students, regardless of whether or not they have special needs, will have access to the same college-prep, rigorous curriculum. ARISE High School's philosophy is based on an inclusion model, with additional support built in to both the regular school day, as well as the mandatory extended day and year programs. Because of this inclusion model, all of our IEP students will be educated in the least restrictive environment most conducive to their learning.

We do not anticipate a tremendous need to identify students as needing special education services since ARISE High School will be a high school and it is rare for students to be identified at such a late state; however, ARISE High School will work with the OUSD to make sure that such identification services are available as needed and set up SST as appropriate.

SECTION 504/ADA

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the Charter School shall adopt and implement a policy, which outlines the requirements for identifying and serving students with a 504 accommodation plan. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the Charter School and shall be accommodated.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

MEASURABLE STUDENT OUTCOMES

There are school-wide goals and objectives that ARISE High School holds for itself and all of its students, as well as individual areas in which we expect each one of our students to demonstrate proficiency prior to graduation. The school's overall goals and objectives include the following:

- Of ARISE High School's incoming ninth graders, a minimum of 80% will graduate within five years.
- 90% of our students will make progress, as measured against themselves, on standardized, state tests, including the CAHSEE (for those who initially fail and retake the exam), CELDT, and STAR tests.
- All graduates will pass the CAHSEE.
- All ARISE High School graduates will meet UC eligibility requirements as well as additional course requirements (see chart on page 8).
- All graduates will successfully complete and present a portfolio of their work that demonstrates mastery of key skill and content areas aligned with the California state standards (see portfolio requirements below).
- Every student will take at least two college level courses by the time he or she graduates.
- The school will maintain a minimum of a 90% attendance rate.
- All graduates will have taken either the SAT or ACT.
- All ARISE High School graduates will participate in internships at organizations throughout the Bay Area that support the academic and career interests of ARISE students.
- All ARISE High School graduates will participate in educational experiences outside of the classroom, both during the school year as well as at least two summers.
- In terms of demonstrating particular academic skills and content knowledge, every student will produce evidence of their proficiency in specific content areas which they will then defend before a panel of educators from both the school and the college, as well as outside experts. Students will be required, at minimum, to create portfolio presentations and projects for defense in the following areas:
 - Scientific inquiry
 - Mathematical thinking
 - Literary analysis
 - Historical research and understanding
 - Artistic expression

- Students (and teachers) will also be assessed according to how they demonstrate the following Habits of Mind and Heart (these are still in draft form and open to revision)³:
 - ◊ The Habit of Perspectives & Evidence
Addressing questions from multiple viewpoints and using a variety of ways to solve problems and bringing together relevant information, judging the credibility of sources, finding out for one's self
 - ◊ The Habit of Connections
Looking for patterns and for ways in which things fit together in order to bring together diverse material and form solutions
 - ◊ The Habit of Convention
Meeting accepted standards in any academic area in order to be understood and to understand others; adhering to appropriate guidelines for the different environments one is in such as school, internship sites, etc.
 - ◊ The Habit of Perseverance
Seeing things through and staying in there even in the face of adversity
 - ◊ The Habit of Exploration & Innovation
Seeking and being open to new experiences and ideas; taking risks and meeting challenges; creatively coming up with new solutions and ideas
 - ◊ The Habit of Collaboration
Accepting and giving assistance; working with diverse groups of people
 - ◊ The Habit of Leadership & Integrity
Taking initiative in the service of the common good; doing the right thing even when no one is looking; acting ethically, with honesty and compassion for others
- While student achievement is the ultimate measure of the school's success, it is also important that students and families are satisfied with the program and direction of the school and feel as if it is meeting their needs. A minimum of

³ Demonstrating proficiency through the use of a portfolio process and Habits of Mind has been a key feature of Coalition of Essential Schools since their inception in 1984. The work of Deborah Meier (specifically *The Power of Their Ideas*, 1995, Beacon press) and Grant Wiggins (for example, *Educative Assessment : Designing Assessments to Inform and Improve Student Performance*, 1998, Jossey-Bass) provide powerful research-based evidence for the efficacy of this approach.

85% of our students and families will express satisfaction with their experience at ARISE High School, as measured by survey data.

- It is our goal to have 90% of graduates matriculate to a four-year college.

ACADEMIC PERFORMANCE INDEX

As part of the annual cycles of inquiry and regularly looking at school and student data to inform school improvement plans, ARISE High School staff and key stakeholders will analyze the school's Academic Performance Index, once it is given, and Adequate Yearly Progress targets to create plans for meeting the goals and raising the API score. ARISE High School will meet its Adequate Yearly Progress targets annually and will exceed the API scores of Oakland Unified School District high schools with similar populations

METHOD(S) OF ASSESSMENT

ARISE High School believes that through Expeditionary Learning, project and community-based learning, differentiated, highly personalized instruction, and heterogeneous groupings of students, the needs of a diverse array of learners will be successfully met. ARISE High School will have a system of both individualized goal-setting and standardized school-wide expectations and requirements, as well as school-wide and individual assessment processes. Multiple measures will be used to assess individual students as well as the school's overall progress.

ARISE High School will administer the following state-wide assessment tests annually: the California High School Exit Examination, the California English Language Development Test, the physical performance test, and the STAR tests. In addition, all of our students will be required to take either the SAT or the ACT.

The school will also administer local assessments in various content areas, teachers will write progress reports each semester, at the end of the summer session and intersession, and students will be asked to demonstrate and present their learning regularly at student-led parent conferences, exhibitions, and in their portfolio defense presentations. Attendance, enrollment, graduation, and college matriculation data will be collected by the school. Our partners at the Coalition of Essential Schools will provide additional external data collection and evaluation for the school, including gathering teacher and student work; providing parent, teacher and student surveys; and analyzing the test score and other data that the school itself will be collecting. We are hopeful that faculty and students at the Mills College School of Education will also conduct research on the progress of the school and help us with our data collection and analysis.

In addition to conducting and reviewing students' scores on state assessment tests such as the California Standards tests and the California English Language Development Test, incoming ARISE High School students will be assessed in

numeracy and literacy to determine baseline data for individual goal-setting and to determine future growth and the success of the ARISE High School program. Every student will have an individualized learning plan (an addition to an I.E.P in the case of our special needs students.) Student growth will be assessed through student portfolio presentations, a critical component of each individualized learning plan, in addition to progress on standardized tests. Through their portfolios, students will demonstrate mastery in all of ARISE High School's key learning areas (see previous sections).

In their presentations, as well as their family conferences, students will discuss both their strengths and weaknesses in each area of learning and together with their families and teachers, adjust their individualized learning plans to best respond to their particular needs. For example, a student who has not yet demonstrated proficiency in English as measured on the CELDT exam will schedule additional English language tutoring during the after-school and Saturday sessions and might choose a homestay experience in the summer in a monolingual, English-speaking household in another part of the country. A student who is a very proficient reader and might be feeling somewhat under-challenged in his ninth grade Humanities class by the level and number of texts can elect to take a college literature course at Mills or plan an independent study project based on starting his English literature proficiency portfolio. A junior who struggles with math might put in her individualized learning plan an internship in an accounting firm or learning how to do bookkeeping for a small business. Her mathematics portfolio might reflect this experience. Another junior might elect to take a Chemistry class based on a learning expedition on the chemistry of everyday food and products as well as a Bioethics class to further her passion about science and interest in pursuing a biochemistry major in college.

The chart below demonstrates how the school's assessment methods will measure the school's outcomes:

OUTCOME	METHOD(S) OF ASSESSMENT
All graduates will pass the CAHSEE.	CAHSEE results provided by the state and monitored for individual students in their files
90% of our students make progress, as measured against themselves, on standardized, state tests, including the CAHSEE (for those who initially fail and retake the exam), CELDT, and STAR tests.	Measured by individual test score data provided by the state and collected in student files
ARISE High School will meet its Adequate Yearly Progress targets annually	Federal AYP targets and performance data provided by the state
ARISE High School will exceed the API	District API data provided by the state

scores of Oakland Unified School District high schools with similar populations	
Of ARISE High School's incoming ninth graders, a minimum of 80% graduate within five years.	Tracking of enrollment and graduation data; conducting exit interviews and collecting information on student mobility.
All ARISE High School graduates will meet UC eligibility requirements as well as additional course requirements (see chart on page 8).	Transcripts of graduates
It is our goal that 90% of graduates matriculate to a four-year college.	Collecting college acceptance and matriculation data; following up with graduates the year after graduation [performed in collaboration with CES]
All graduates will successfully complete and present a portfolio of their work that demonstrates mastery of key skill and content areas aligned with the California state standards (see portfolio requirements below).	Tracking portfolio requirements and presentation performance in students' individual files; graduation data will provide documentation since the presentations are required for graduation (see below)
All graduates will have taken either the SAT or ACT.	SAT or ACT test results monitored in student files
The school will maintain a minimum of an 90% attendance rate.	Attendance records
All ARISE High School graduates will participate in internships at organizations throughout the Bay Area that support the academic and career interests of ARISE students.	Ongoing monitoring of students and communication with their internship sites; student documentation and records kept in files
All ARISE High School graduates will participate in educational experiences outside of the classroom, both during the school year as well as at least two summers.	Ongoing monitoring of students and communication with their external program sites; student documentation and records kept in files
Every student will take at least two college level courses by the time he or she graduates.	Transcripts/grades from the courses obtained from the institutions of higher education kept in students' files
Every student will produce evidence of their proficiency in specific content areas which they will then defend before a panel of educators from both the school and the college, as well as outside experts. Students will be required, at minimum, to create	Student portfolios and rubrics used by panels to score their presentations. Evidence of scores kept in student files and used as one of the determinants for graduation. Graduation numbers will reflect students who successfully

portfolio presentations and projects for defense in the following areas: <ul style="list-style-type: none"> • Scientific inquiry • Mathematical thinking • Literary analysis • Historical research and understanding • Artistic expression 	complete and defend these portfolios.
All students will demonstrate development of ARISE High School's Habits of Mind and Heart	Rubrics and grading systems in every class will reflect assessment of Habits of Mind and Heart. These assessments will be part of the progress reports shared with families and maintained in student files.
85% Student and Parent Satisfaction	As measured by survey data and interviews

USE AND REPORTING OF DATA

ARISE High School's commitment to the continuous improvement will be evident in the following data-driven processes and structures created and sustained to allow all learners opportunities to continue to develop intellectually:

- School administrators, teachers, students, and parents regularly practice habits of reflection, critique, and revision.
- The school regularly collects and analyzes student achievement data, disaggregated by different subgroups within the school, e.g. race, ethnicity, gender, class, etc. School staff uses this data to address issues of predictability and inequitable distributions of student achievement.
- The school community participates in annual School Self-Reviews, sharing results with the broader public and collaboratively setting goals for the future.
- School staff engages in teacher-led inquiry and action research connected to classroom practice and student achievement goals.
- Teachers observe one another and give each other feedback on their practice.
- School staff participates in Critical Friends Groups and hosts school visits from critical friends.
- School staff works to improve cultural competency and seeks ways to understand and improve relationships with students and the communities to which they belong.

- School staff designs and participates in extensive, ongoing professional development aligned with the school's mission and goals while building an effective, thoughtful, adult learning community at the school.

The school faculty, in collaboration with the greater school community and key stakeholders, will conduct ongoing cycles of inquiry, using the numerical test and grade data described in the previous section, disaggregated by different categories of the school's population, as well as in-depth analysis and discussions of student work, to assess how the school is progressing and what adjustments need to be made to the school's program. For example, if the vast majority of students are easily passing the California High School Exit Exam in English, but a majority are failing the Math component, the faculty would conduct an inquiry project about the math curriculum in the 9th and 10th grades and look closely at teacher practice and student work in those classrooms. The staff might also pilot math competitions through advisory or adjust the math test preparation lessons happening after school. In addition to looking for school-wide trends, the faculty will also conduct regular student study team meetings, looking at individual students and how effectively the school is addressing their needs. Finally, the same cycle of inquiry will be used to examine the school's API and AYP growth targets and faculty will ensure that these targets are met each year.

The school is considering using PowerSchool, or another software program to manage student data. Whichever system ARISE High School uses, we would like student achievement and attendance data to be available online for parents to access, and overall school data will be available on our website. ARISE High School's School Accountability Report Card, API and AYP, targets, and growth will also be available on the website, as will samples of student work. The greater the transparency of the work of the school and its overall progress, the more successful we will be.

Since student and parent satisfaction are critical to the school's success as well, the student and parent surveys administered by the Coalition of Essential Schools to evaluate the quality of the ARISE High School experience for students and families, measure implementation of the CES principles and benchmarks, and student and parent satisfaction will also be used in the school's annual cycle of inquiry and ongoing data-based school improvement efforts.

As mentioned earlier, it is also our hope that students and faculty at the Mills College School of Education will conduct and publish studies documenting the progress of ARISE High School.

IV. GOVERNANCE STRUCTURE

ARISE High School shall be a public charter school operated by a duly constituted California Public Benefit Corporation pursuant to California law. This nonprofit corporation will continue its existence notwithstanding any withdrawal of charter status.

As provided by the California Corporations Code, ARISE High School will be governed by its Board of Directors, whose members will have a legal and fiduciary responsibility for the well-being of the organization. The Board of Directors will be composed of five to fifteen members who will have experience in the following areas of expertise:

- Curriculum & Instruction,
- Management & Leadership,
- Financial Management,
- Legal Issues,

ARISE High School will seek members who may also have the following expertise:

- Community & Public Relations,
- Standards & Assessment,
- Parent/Guardian Relations & Outreach,
- Organizational Development
- Facilities & Real Estate.

The board will include at least one staff person who is employed by the school and one parent representative whose child attends the school, and a non-voting student representative. Oakland Unified School District as the chartering authority may appoint one member to sit on the ARISE governing board.

The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Director's major roles and responsibilities include:

- Adopting and overseeing the budget and fiscal affairs of the school;
- Approving policies and procedures regarding employment, including but not limited to, appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- Incurring temporary debts in anticipation of the receipt of funds;
- Overseeing the performance and ensuring accountability of any outsourced service providers;
- Establishing the annual academic calendar;
- Designating depositories of school funds;

- Establishing admissions policies and procedures;
- Hiring, evaluating, and dismissing the School Director;
- Approving contracts above \$10,000;
- Contracting with an external auditor to produce an annual financial audit according to Generally Accepted Accounting Principles;
- Appointing and removing members of the Board of Directors pursuant to the bylaws;
- Prescribing the duties of the Board of Directors;
- Reviewing discipline procedures and hearing discipline appeals;
- Developing and maintaining relationships with community, neighborhood organizations, and other agencies;
- Organizing fundraising campaigns for ARISE High School;
- Having and exercising all of the powers and means appropriate to affect the purpose or purposes for which the school is chartered.

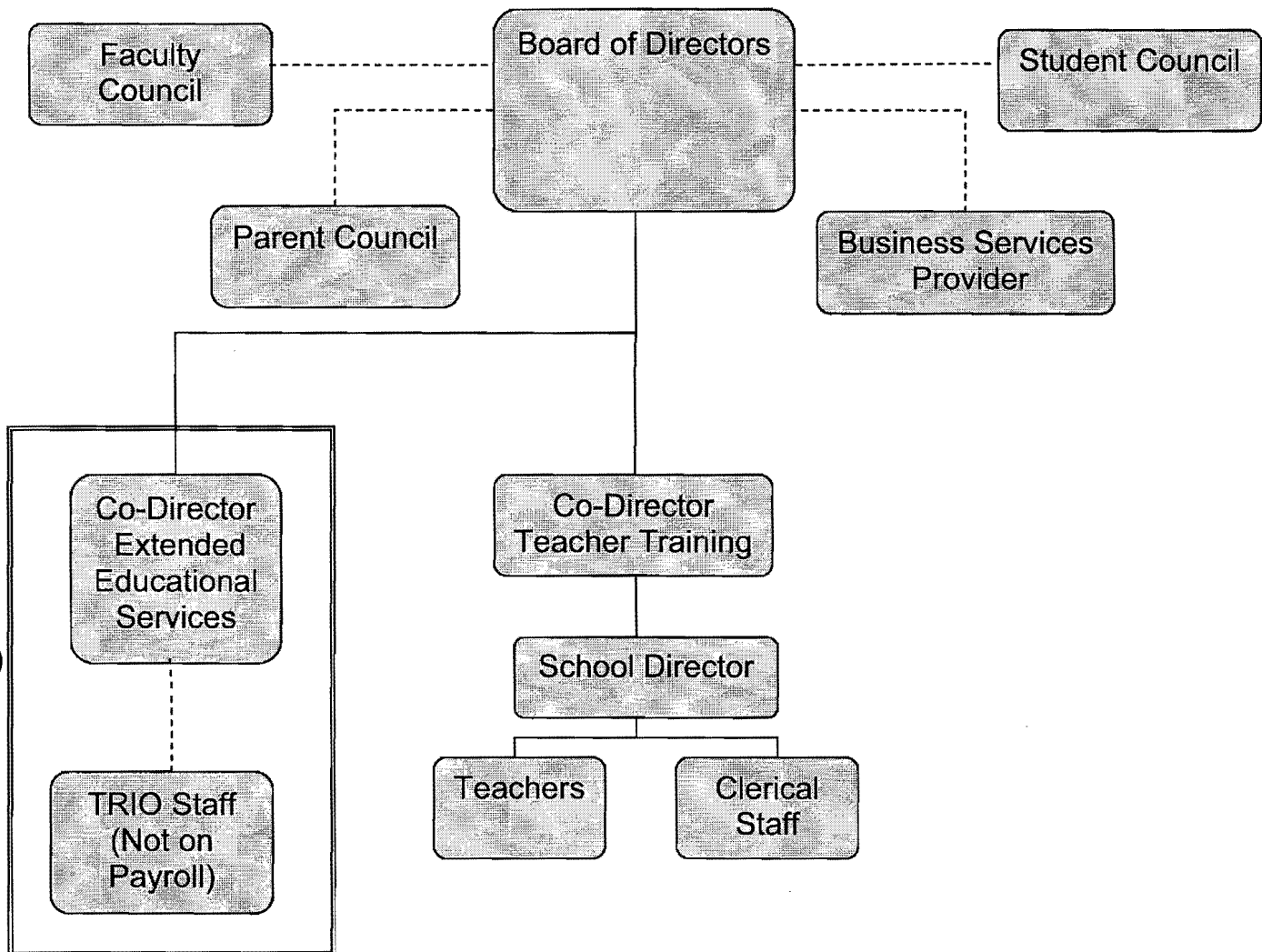
The School Director will oversee the day-to-day administration of the school such as program planning and implementation, including curriculum, instruction, assessment, and staffing. The School Director will manage the staff and ensure that the school remains on track academically.

Business and financial administration such as SACS compliant financial accounting, cash flow management, accounts payable/receivable, payroll, and government reporting will be provided by an outsourced financial services company or by Mills College. The financial services company and/or Mills College will work closely with and under the guidance of the School Director under the ultimate authority of the Board of Directors to maintain the fiscal health of the school. The Board will implement internal financial controls appropriate for a non-profit charter school.

The initial governing board of directors shall be appointed by the lead petitioners and adopt the ARISE High School bylaws that will govern the school. Bylaws for the school will specify the terms of service and procedures for electing new directors. The Board of Director terms will be staggered so as to ensure continuity in school governance.

The initial Board of Directors, and as necessary thereafter to ensure a knowledgeable, competent Board, shall receive training including but not limited to governance, fundraising, charter school finance, the Brown Act, and general laws applicable to charter schools. These trainings shall be conducted by expert consultants or knowledgeable board members or staff.

ORGANIZATIONAL CHART



PARENT COUNCIL

ARISE High School will also be served by a Parent Council consisting of and led by parents of currently enrolled students at the school. The Parent Council shall also recommend parent nominees to serve as the parent delegate to the Board of Directors. Additional roles of this council include:

- Outreach to parents and families of potential incoming students (at middle schools and local community organizations);

- Working to ensure balanced and inclusive participation from all families;
- Working with staff to organize school open houses for new potential students and families;
- Fundraising for the school;
- Establishing effective methods of communicating input from parents to school administration, teaching staff and Board of Directors; and identifying other ways for effective parent involvement with the school

FACULTY COUNCIL

The Faculty Council will consist of the teaching staff, one of whom will be elected by the council to serve on the school's Board of Directors. This representative will bring the faculty perspective to school decisions.

STUDENT COUNCIL

The student body will elect two representatives per grade level to serve on a student council. The student council will in turn elect one of its members to serve on the Board of Directors in a non-voting capacity. The representative will bring the student perspective to school decisions.

ARISE High School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation or disability. ARISE High School will comply with all applicable federal, state and local laws. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, workers compensation and unemployment insurance policies. To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the School Director, employees of the school or other responsible parties.

V. HUMAN RESOURCES

Qualifications of School Employees

ARISE High School shall meet all requirements for employment set forth in applicable provisions of law. All staff will be required to have TB tests, be fingerprinted, and have background checks conducted before employment. Staff must be re-screened for tuberculosis every four years.

ADMINISTRATOR QUALIFICATIONS:

Administrators at the ARISE High School should possess leadership abilities, a comprehensive portfolio that clearly demonstrates success in leadership, a comprehensive educational vision that is consistent with the school's mission and educational program, and skill in hiring and supervising certificated and classified staff,

The minimum criteria for administrators include having:

- a California Administrative Credential or similar experience/educational background;
- evidence of educational leadership
- positive references from immediate and past employers
- knowledge of the state accountability system in California
- human relations skills necessary for creating a collaborative and spirited school culture focused on raising student achievement.

TEACHER QUALIFICATIONS:

The ARISE High School plans to hire the best teachers available. Our staff will ideally have a wide range of expertise and experience, particularly in project-based learning, ideally in an expeditionary learning environment. Our expectation is that we have teachers who believe our children can meet rigorous academic expectations and will hold them to high standards. Furthermore, they must be willing to commit to professional development, which will be ongoing and consistent throughout the academic year.

All core teachers (Math, Science, Social Studies, Language Arts) at the ARISE High School will:

- hold a California teaching credential, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. (Ed.Code. 47605 (1))
- Will demonstrate proficiency in the subject they will teach.
- Have previous experiences working with the types of students who will attend the ARISE High School.
- Make an investment in the school's philosophy, vision, and pedagogy.

We will comply with recent legislation regarding charter schools and teacher credentialing, ensuring that every student will have a 'highly qualified' teacher. Furthermore, when applicable, ARISE High School will sponsor teachers to attain any credits that will contribute to National Board certification.

The ARISE High School will recruit and hire a diverse faculty composed of highly qualified teachers with demonstrated positive attitudes and willingness to serve disadvantaged children. We will achieve this goal through conducting statewide and national searches to hire the finest teachers available. This includes contacts to highly regarded graduate and education schools, teacher training programs, and experienced teachers.

Teacher orientation will be comprehensive, consisting of one week of professional development prior to the beginning of the school year to ensure a thorough understanding of the ARISE High School programs and effective teaching practices. Every teacher will be trained in standards based instruction, student assessment, and expeditionary/project-based learning pedagogical strategies. Ongoing professional growth opportunities will be provided through teacher coaching and mentoring, collaborative grade level and vertical articulation meetings, orientation to new curriculum, formal training with CES staff, and designated staff development opportunities.

Teacher attributes include (but are not limited to):

- Willingness to work in an urban environment with diverse students
- A clearly articulated vision of what a high school education should exemplify
- Evidence of a portfolio of work that suggests excellent teaching
- A desire to be part of a team that believes in high academic performance for all
- Strong interpersonal skills and a desire to achieve success

ARISE High School will employ approximately 5 teachers for 110 9th and 10th grade students beginning in August 2007 (average student/teacher ratio = 23/1). Hiring criteria includes state certification, a willingness to adapt to change, strong interest in professional development, an ability to work collaboratively with peers, and a demonstrated understanding of how shared accountability will result in a strong academic environment for children. Teaching applicants must welcome the unique challenge of teaching at high levels with expectations that exceed many public schools. All faculty and staff at ARISE High School will be considered "at will" employees and the contracts will clearly articulate this designation.

COMPENSATION AND BENEFITS

ARISE High School will be responsible for the retirement benefits of its employees. All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). All classified employees will participate in the Social Security retirement system, and may participate in a 403b plan. Although the school

will not offer PERS in its first year of operation, the school retains the option to choose to participate in PERS or another qualified plan depending upon employee eligibility and the determination of the best interest of the staff and the school as a whole by the Board of Directors. The ARISE Board will inform the OUSD Charter School's Office in writing if it decides to participate in PERS or another qualified retirement plan. This change will not constitute a material revision of the charter.

The Bookkeeper/business services provider will work with OUSD and/or the County Office of Education to ensure that appropriate arrangements for the allowable coverage have been made. All employees who are not members of STRS or PERS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law.

ARISE High School will make the appropriate employee STRS withholding from the employees' paycheck and will contribute the employer's portion, and in the event that the school elects to allow its eligible employees to participate in PERS in the future, the school will do the same for classified employees. All withholdings from employees and the employer contribution from ARISE High School will be forwarded in a timely fashion to the county as required. At the Alameda County Office of Education's request, the school will pay the County a reasonable fee for the provision of such services.

ARISE High School will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

EMPLOYEE REPRESENTATION

ARISE High School shall be deemed the exclusive public school employer of the employees of ARISE High School for the purposes of the Education Employment Relations Act (EERA). ARISE Charter School will adhere to all applicable provisions of EERA.

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

All employees join ARISE High School staff voluntarily. An employee joining ARISE High School staff may do so as a result of taking leave from employment with the sponsoring district, Oakland Unified School District. ARISE High School employees who were previously employees of OUSD shall have only those benefits and rights afforded to any other employee in their collective bargaining unit or employment status who leave the district for employment with any private employer. At the time of this charter submission, there are no such return rights for any employees.

HEALTH AND SAFETY

ARISE High School shall comply with all applicable provisions of Education Code § 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice

for the purpose of obtaining a criminal record summary. A designated school official will assess the results of each teacher's Live Scan test and determine if the teacher can appropriately teach at the school.

Records of students' immunizations shall be maintained to the extent required for enrollment in non-charter public schools. Students who do not have a full regime of immunizations will be required to get them before starting school. All staff must provide evidence that they are free from tuberculosis. A Mantoux TB is required of all employees who do not have a record of having been tested within the previous four years. The School Director will be responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

ARISE High School will provide for the screening of pupils' vision and hearing and screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

ARISE High School will adopt and implement a comprehensive set of health, safety, and risk management policies in consultation with the school's insurance carriers before the school opens. These policies will include, but not be limited to:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent
- Policies relating to the administration of prescription drugs and other medicines
- A policy that the school is housed in facilities that have received Fire Marshal approval
- A policy that the school location and facility will be investigated, inspected, and tested in order to determine that it is free from environmental hazards
- A policy establishing that the school functions as a drug-, alcohol-, and tobacco-free workplace
- A policy mandating that all employees working with students who are minors are subject to fingerprinting and must provide the school with a criminal record summary
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws.
- A policy establishing the school as a zero-tolerance zone for sexual harassment for all employees, students, and parents.

These policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis as part of the school's staff development efforts and governing board policies.

ARISE High School will maintain a current Safety Plan. Attached as Appendix V is a draft safety plan that will require modification once the facility is secured and any improvements made.

ARISE High School will maintain all insurance, liability, and compensatory coverages and will comply with other regulations, such as fire and safety codes, as required by the federal, state, and city laws.

DISPUTE RESOLUTION

Disputes Between ARISE High School and OUSD

ARISE High School and OUSD agree to resolve controversies, claims, or disputes cooperatively and in good faith and as expeditiously as possible. ARISE High School and OUSD agree that ARISE High School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocations are taken. However, ARISE High School understands that OUSD may visit the school at any time, and that if OUSD has a strong basis to believe that a particular infraction of the charter may cause imminent harm to students or staff, then OUSD may move to revoke the charter immediately.

Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

ARISE High School:
Romeo Garcia
Mills College TRIO Programs
5000 MacArthur Blvd.
Oakland, CA 94613

A Written Response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Should ARISE High School and the District be unable to resolve a dispute, then, by mutual agreement, both parties may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

If mediation of disputes between ARISE and OUSD is not successful, then the parties may agree to settle the controversy, claim, or dispute by arbitration, conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.

The District agrees to give the charter school reasonable opportunity to cure any deficiencies in its performance before the conclusion of the revocation proceedings unless the violation presents an imminent threat to the health or safety of the students.

Immediate Revocation. If the District concludes that a violation of the charter constitutes a severe and imminent threat to the health and safety of the pupils, a written determination of the severe and imminent threat will be personally served on the administrator in charge of the charter school and followed by certified mail. When there is a written determination that a violation constitutes a severe and imminent threat to the health of safety of pupils, the charter may be suspended immediately, pending an investigation and the result of the revocation process.

Internal Disputes

Internal disputes at the school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the school to be included in the finalized student and staff handbooks.

The District shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the School Board and/or Principal. The District agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, unless the district believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the School Board has requested the district to intervene in the dispute.

Attached as Appendix VII is a draft of the Employee Handbook.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. ARISE High School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. ARISE High School is open to *all* students in the state of California who wish to attend the school.

The following admission requirements, timelines, and procedures shall apply at ARISE High School:

The admissions process will be carried out in two phases. In the first year, ARISE High School will sponsor an open enrollment period that will be completed by March 1, 2007. Families will provide information on the first page of the Application (Attachment X) to participate in phase one of the admission process e.g. the public lottery and wait lists. If the number of applicants exceeds the maximum or required number of students, enrollment will be determined by a public random drawing ("lottery system"). Preferences in the lottery system will be granted as follows:

- (1) 44 (or "80% of capacity at each grade level") "first-to-college" students who reside within the District—students who come from families where they would be the first to graduate from college. The "first-to-college" admission preference only refers to 4-year colleges.
- (2) children of ARISE High School staff, design team members and Board members who reside within the District;
- (3) Siblings of existing ARISE High School students who reside within the District.
- (4) All other students who reside within the District;
- (5) students who reside outside the District.

These preference guidelines will be observed in subsequent years. Once admitted to ARISE High School, students will be granted admission in subsequent years. Students enrolled will submit a completed Intention to Return form no later than June 1 or the student may lose their enrollment status.

Students who are not admitted through the lottery will be put on a rank ordered waiting list. If slots open in a grade level, students will be pulled from the waiting list in rank

order. Students may remain on the waiting list until the following year's lottery, at which time the student may choose to resubmit his or her application for inclusion in the lottery.

After selection, students and parent/guardians complete Phase two which includes attending an orientation meeting, signing a commitment letter, and completing the second page of the Application (Attachment X).

Admission tests will not be required; however, assessments may, at the discretion of the Charter School, be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

NON-DISCRIMINATION

It is the explicit goal of ARISE High School to ensure that the racial and ethnic balance of the student population at ARISE High School will be reflective of the general population within the territorial jurisdiction of Oakland Unified School District. Since ARISE High School believes that in order for students to become adequately educated in the 21st century, they need to be skilled at communicating and working with a diverse cross-section of people from many different backgrounds and environments, having a diverse student population is critical.

The proposed location for ARISE High School is on or adjacent to the Mills College campus. Mills College is located in East Oakland, accessible to all of the community partners and middle schools, and easily accessible by public transportation.

Many venues for outreach will be used to inform the community of the mission, goals and objectives of ARISE High School. The diversity of the Oakland community will be represented in the recruitment efforts. ARISE will ask all of the principals at the listed district middle schools and will ask charter school principals for permission to make recruiting visits at their sites. Recruitment presentations will be given at the following collaborating community agencies and middle schools:

Community Agencies

- Boys and Girls Club, (High Street)
- East Oakland Youth Development Center
- Mills College Upward Bound
- Mills College Educational Talent Search
- Oakland Community Organizations (OCO)
- Cross City Campaign
- AYPAL (Asian Youth Promoting Advocacy & Leadership)

Middle Schools

- Calvin Simmons
- Cole
- Emhurst
- Frick
- Havenscourt
- Melrose Leadership Academy
- Urban Promise Academy

Recruitment will also be aided by the fact that there are so many parents and students currently on the design team who are eager to enroll at the school they are helping to create.

Other recruitment activities will include but are not limited to the following:

- Develop marketing materials in multiple languages;
- Visit and speak at local community based organizations, such as the ones listed above, in targeted low-income neighborhoods;
- Conduct parent information sessions, facilitated by a combination of design team parents and staff, to elaborate on the commitment involved with attending the Charter School;
- Speak at civic organizations, with a particular focus on local community populations;
- Invite local television and print media reporters to report on the school;
- Encourage teacher referrals from other campuses;
- Hold a series of public meetings each winter, in a variety of neighborhoods to inform parents about the school; and
- Reserve an 80% admissions preference for “first-to-college” students—students who come from families where they would be the first to graduate from a 2- or 4-year college.

In subsequent years, ARISE High School will continue to employ the previous strategies for recruiting students and will implement the following strategies:

- Promote the academic results from the first year through the media and individualized marketing efforts, and
- Develop a parent recruiting committee as part of the ARISE High School Site Leadership Council.

Please see Appendix X for brochures, student and teacher applications.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Provided they live within the boundaries of the Oakland Unified School District, students who opt to leave the ARISE High School or not attend ARISE High School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies. Students who reside outside the boundaries of the District must pursue enrollment in their district or county of residence or apply for an inter-district transfer in accordance with the enrollment policies of the district or county of residence as applicable. ARISE High School will inform parents in the student/parent handbook and at school orientations that enrollment in ARISE High School will not automatically entitle any student to enrollment in the District.

SUSPENSION/EXPULSION PROCEDURES

A comprehensive and well accepted set of disciplinary policies is essential to ensure a safe and effective educational environment. ARISE High School will develop and adopt a student handbook that details the school regulations and policies as well as the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. This handbook will be distributed to students, parents, and teachers. School discipline policy will be reviewed with students and parents upon admission. In addition, the school discipline policy, including the lists of offenses for which students are subject to suspension or expulsion, shall be amended from time to time based on staff, parent, Board of Director, and student feedback.

ARISE High School will adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process.

Students who violate the school policies may be subject to the following:

1. Warning
2. Loss of Privileges
3. Referral to the administrator
4. Notices to parents by telephone or letter
5. Request for parent conference
6. Suspension
7. Expulsion

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.

4. During, or while going to or coming from, a school-sponsored activity.

Grounds for Mandatory Suspension

Below is a list of mandatory grounds for suspension:

1. Possessed, sold, or otherwise furnished any knife, or other dangerous object.
2. Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
3. Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
4. Committed or attempted to commit robbery or extortion,
5. Stole or attempted to steal material school or private property.
6. Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
7. Knowingly received stolen school or private property.
8. Committed hate crimes.

Grounds for Discretionary Suspension

Below is a list of grounds for discretionary suspension:

1. Threatened, attempted, or caused physical injury to another person.
2. Willfully used excessive force or violence upon the person of another, except in self-defense.
3. Disrupted school activities or willfully defied the valid authority of school personnel.
4. Was party to actions that caused the mandatory suspension of another student.
5. Willfully damaged or vandalized school property.
6. Committed an obscene act or engaged in habitual profanity or vulgarity
7. Committed sexual harassment.
8. Possessed or used tobacco or any product containing tobacco or nicotine products, including clove cigarettes.

PROCEDURES FOR SUSPENSION

1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the School Director with the student and his/her parent/guardian. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunities to present his/her version and evidence in his/her defense. The conference may be omitted if the School Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. In the event the student is suspended without conference, the

parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

2. *Notice to Parents/Guardians*

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. It will be followed up with a written notification, which will state the specific offense committed by the student. In addition, the notice may also specify the date and time the student is expected to return to school. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

3. *Length of Suspension*

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

4. *Appeal of Suspension*

The parent or guardian of a suspended student or the suspended student him or herself may appeal the suspension decision directly to the School Director. The School Director will expeditiously review the case with the parent and/or student in question. If the School Director determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process will be amended as the administrative structure changes with the growth of the school and will be defined in the student handbook. Final appeals are to the Board of Directors.

Grounds for Mandatory Expulsion

1. Committed sexual assault.
2. Possessed, sold, or otherwise furnished a firearm, explosive or other life-threatening weapon.
3. Knowingly participated in activities that seriously endangered students, parents, or staff.

Grounds for Discretionary Expulsion

1. Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
2. Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
3. Committed or attempted to commit robbery or extortion,
4. Stole or attempted to steal material school or private property.
5. Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
6. Knowingly received stolen school or private property.
7. Repeated offences that would be grounds for suspension.

EXPULSION PROCEDURES

1. Recommendations for Expulsion

Students will be recommended for expulsion if the School Director finds that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

2. Expulsion Hearing and Written Notice to Expel

A student recommended for expulsion is entitled to a hearing in order to determine whether he/she should be expelled. The hearing will be held within ten (10) days after the School Director determines that an act listed under "Grounds for Mandatory Expulsion," "Grounds for Discretionary Expulsion," or other expellable offense has occurred. The hearing will be presided over by the Board of Directors or an administrative hearing panel appointed by the Board. To ensure an unbiased process, such a panel would include teachers, or retired teachers, or administrators from outside the charter school.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least five (5) calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of ARISE High School's disciplinary rules, which relate to the alleged violation.
- Notification of the student's parent/guardian's obligation to provide information about the student's status at ARISE High School to any other district in which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole

cost and expense of the parent/guardian of the student recommended for expulsion.

- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The School Director or designee following a decision by the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student; and
- Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with ARISE High School.

The School Director or designee shall send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:

- Student's name; and
- Specific offense committed by the student.

In the event of a decision to expel a student from ARISE High School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

3. Appeal of Expulsion

A request for appeal of expulsion must be received within five [5] working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten [10] working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). The governing board may appoint a panel to consider expulsion appeals, but only the governing board (not the appointed panel) may make final expulsion decisions.

SUSPENSION – EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS

SUSPENSION

While special education students are subject to suspension on the same grounds as general education students, special education students may be suspended for up to, but not more than 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

1. Suspension will be imposed only when other means of correction fail to bring about proper conduct.
2. This will be done though a positive behavior intervention plan developed by the IEP team.

EXPULSION

In the event that a special education student commits one of the acts enumerated in the "Grounds for Mandatory Expulsion" or the "Grounds for Discretionary Expulsion" sections, she or he is subject to expulsion only if all of the following conditions are met:

- The IEP team determines that the misconduct was not caused by, or was not direct manifestation of, the student's identified disability.
- The team determines that the student had been appropriately placed at the time of the misconduct occurred.

VII. FINANCIAL PLANNING, REPORTING, and ACCOUNTABILITY

BUDGETS

ARISE High School will receive *directly* those funds to which it is entitled from the State. The School Director, with the assistance of a business manager or consultant, will establish an annual operational budget for each fiscal year and a three year financial projection. The budget development process will begin in March of the year preceding the budget fiscal year and will continue through the May Revision of the Governor's budget. The annual budget will be presented to the Board of Directors for adoption consistent with the general time lines and requirements related to state school budgets in the State of California. The adopted budget will reflect annual budget priorities and be balanced on a three-year timeframe.

The annual operating budget must be adopted by the Board of Directors and must accommodate any adjustments or revisions required as a result of an annual audit by June each year. The Board of Directors will also review the three year financial operating projections annually at the time it adopts the annual operating budget.

The adopted annual budget will be presented to the District's State Administrator and/or Board of Education on or before July 1 of each fiscal year during the term of the charter. The Budget shall include all estimates of income and expenditure for the fiscal year, including cash flow and start-up costs, if any. The budget will include and ARISE High School will maintain a reserve account for economic uncertainties.

The School Director and Board of Directors will monitor the budget on a monthly basis and recommend formal budget revisions for Board approval as needed.

Attached as Appendix IX, please find the school's first-year operational budget and cash flow as well as financial projections for the first three years of operation.

Financial Reporting

The School Director, with the assistance of a business manager or consultant, will be responsible for providing OUSD with all reports and data necessary to meet County and State financial reporting requirements.

ARISE High School will submit the following reports to the District and the Alameda County Office of Education pursuant to Education Code 47604.33:

1. A preliminary budget on or before July 1.
2. An interim financial report reflecting budget changes through October 31, submitted on or before December 15.
3. A second interim financial report reflecting budget changes through January 15, submitted on or before March 15.

4. A final, unaudited report for the full prior year, submitted on or before September 15.

INSURANCE

ARISE High School will acquire and finance property, general liability, worker's compensation and other necessary insurances required for a school of our size through private carriers or the California Charter Schools Association (CCSA) JPA. Insurance estimates in the 3-year budget are consistent with current rates offered by the JPA.

OUSD shall not be liable for the debts or obligations of the school pursuant to Education Code Section 47604 (c) which provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit benefit corporation, shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by charter school, if the authority has complied with all oversight responsibilities required by law." ARISE High School will indemnify, defend, and hold harmless the District for damages resulting from the acts of the school, as will be further detailed in a memorandum of understanding ("MOU") between the parties.

ADMINISTRATIVE SERVICES

ARISE High School plans to contract either with Mills College or with a business services provider, such as EdTec, which works with over 25 charter schools around the state, to provide business consultation and support to the School Director. The School Director will oversee the work of Mills College/business services company, which handles all back-office business functions, including: accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. The provider will ensure that all reporting is submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits reporting. The business services provider will also assist BLHS staff and board on business issues that arise during the year, such as MOU negotiations, financial modeling of programs, strategic planning, transportation, and others. The provider will help the director and Board of Directors create and monitor the annual budget and will provide monthly budget and cash flow projections and analyses.

In consultation with the auditor and legal counsel, the business services provider will assist the school in setting up appropriate financial controls and procedures such as adopting conflict of interest policies, requiring multiple signers on checks over \$5000, separating invoice approval from check approval, monthly board review of all payments, and monthly revenue and bank reconciliation.

In the event that any administrative services are to be purchased from OUSD by ARISE High School, the specifics will be agreed to in a Memorandum of

Understanding between ARISE High School and OUSD, or other mutually agreeable contract before any services are performed.

FACILITIES

The school developers have identified an unused church facility adjacent to Mills College at 2111 Seminary Ave. The owners have approached Mills College about a real estate deal. The school developers are working with Mills College to secure the church facility for the school church. The charter development team is also investigating facility options on the Mills College Campus. As an additional option, the developers have also discussed renting space at the East Bay Perinatal Council at 2648 International Boulevard. The school included reasonable rent projections for a facility in its budget based on current market rates in Oakland. Market rates were determined by current, available property listings and the personal knowledge of the EdTec staff who has assisted numerous schools in the Oakland area with property searches and negotiations.

ARISE High School will inform OUSD of the location of its facility prior to opening in August 2007. ARISE High School recognizes that a change in school site is a material change in the charter under AB 1994. However, OUSD acknowledges that ARISE High School currently does not have a facility, and that its initial school site will not constitute a material change in the charter.

TRANSPORTATION

ARISE High School shall not arrange for the transportation of students to and from school. The school intends to locate near ample public transportation.

AUDITS

The Board of Directors will form an audit committee each fiscal year to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. This committee will retain independent auditors. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school, and will follow the Audit Guide for charter schools effective in the 2007-08 school year. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The school's audit committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them.

These financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices and will review the school's internal controls. The audit will include a review of ADA as reported by ARISE High School. Moreover, the audits will assure that the school's money is being handled responsibly and that its financial statements conform to

generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and OUSD. To the extent possible, ARISE High School agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to OUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. ARISE High School will provide interim financial data required by the district to fulfill its obligation to the county and state.

ARISE High School will receive funding directly pursuant to California Education Code Sections 47630-47635 and all applicable education codes.

CLOSURE PROTOCOL

Should ARISE High School close, the following procedures will be followed to ensure an orderly closing of the school:

1. If possible, staff will be given at least 75 calendar days notice of the closing.
2. If possible, parents and students will be given at least 60 calendar days notice of the closing, and will be provided with information about their attendance alternatives.
3. An independent educational consultant will be hired to collect, organize, and submit all student records to the District and/or the school that receives the students. Copies of the records will be sent to the District of residence.
4. An independent auditor will be hired to catalogue all assets and determine the extent of liabilities of the school. The auditor will also perform a final audit of the school's finances. Sufficient funds will be set aside to pay for the final audit and the safe storage of records for up to one year while students find new schools that can accept the files.
5. The school's attorney will pay down all liabilities and transfer all remaining assets, as allowable by law, to another non-profit educational institution.

Additional policies and procedures will be determined as needed by the board of directors based on the needs of the school and the District.

VIII. IMPACT ON THE CHARTER AUTHORIZER

FACILITIES

The charter development team is investigating private facilities and does not anticipate an impact on district facilities in its first year.

ADMINISTRATIVE SERVICES

ARISE High School will be responsible for all its own business services (which may include contracting with an outsourced business provider or Mills College).

In the event that any administrative services are to be purchased from OUSD by ARISE High School, the specifics will be agreed to in a Memorandum of Understanding between ARISE High School and OUSD, or other mutually agreeable contract before any services commence.

POTENTIAL CIVIL LIABILITY EFFECTS

ARISE High School is responsible for matters of civil and financial liability resulting from the operation of ARISE High School. ARISE High School will carry levels of general liability, property, workers' compensation, Directors and Officers, and unemployment insurance appropriate for the size and scope of the school's operation.

ARISE High School is willing to include liability understandings in the Memorandum of Understanding that hold OUSD harmless for ARISE High School debts and obligations of ARISE High School as well as from all matters of civil liability resulting from the operation of the Charter. ARISE High School assumes that OUSD is willing to provide a parallel provision that holds ARISE High School harmless from OUSD's debts and obligations as well as all matters of civil liability resulting from the operations of OUSD (unrelated to the Charter), and for any negligence of OUSD relating to the Charter.

ARISE High School will be responsible for all supplies and equipment that it purchases, and in the event of loss by fire, disaster, or theft, OUSD shall have no responsibility for those items unless such loss was caused by the negligence of OUSD. In addition, we will agree that OUSD shall have no responsibility for losses of student property, and ARISE High School will hold OUSD harmless from any such losses unless such loss resulted from the negligence of OUSD.

TERM OF CHARTER

The term of this Charter commences June 21, 2006 and ends June 20, 2011.

AMENDMENTS

Any amendments to ARISE High School's charter shall only be made by mutual agreement of the School Board and OUSD. ARISE High School may present a petition to materially amend the charter at any time, and OUSD agrees to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code 47605 or its successors.

RENEWAL

ARISE High School may present a petition to renew the charter at any time prior to expiration. The school should present the renewal request no earlier than 270 days before the expiration of the charter. OUSD agrees to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code 47605 or its successors. Charter renewals will be for five year periods or as may be allowed in Education Code 47605 or its successors.

REVOCAION

ARISE High School and OUSD agree to act in good faith with regard to the continuation of this charter. The charter granted pursuant to this Petition may be revoked by the district if the district finds that ARISE High School did any of the following:

1. Committed a material violation of any of the conditions, standards, or procedures set forth in this Petition.
2. Failed to meet or pursue any of the student outcomes identified in this Petition.
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. Violated any provision of law.

If the grounds for revocation are alleged, the governing board of the district agrees to notify the School Board and to grant reasonable time and opportunity to respond and take appropriate corrective action prior to revocation of the charter unless the district determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the students.

Selected Bibliography

About the Success of Schools within the Coalition of Essential Schools and CES
Small Schools Project network:

Ancess, J. & Wichterle, S. O. (1999). *How the Coalition Campus Schools Have Reimagined High School: Seven Years Later*. New York: National Center from Restructuring Education, Schools, & Teaching. Teachers College, Columbia University.

Darling-Hammond, L. Ancess, J., and Ort, S. W. (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. American Educational Research Journal, 39(3). P639-673

Center for Collaborative Education. (2001a). *How are the Boston Pilot schools faring? An analysis of student demographics, engagement, and performance*. Boston: Author.

Center for Collaborative Education. (2001b). *How Boston Pilot schools use freedom over budget, staffing, and scheduling to meet student needs*. Boston: Author.

Center for Collaborative Education. (2003). *How are the Boston Pilot schools faring? Student demographics, engagement, and performance, 1997-2002*. Boston: Author.

Foote, M. (2005). The New York Performance Standards Consortium College Performance Study. The New York Performance Standards Consortium: NY.

Assurances

Petitioner will sign "Assurances" page prior to filing with the CDE.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for ARISE High School to be located at or near the Mills College Campus is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date

Attachment I: Signatures

1. Signatures of credentialed teachers who are meaningfully interested in teaching at ARISE High School to fulfill the requirements of 47605 (a)(1)(A)
2. Signatures of parents of who are meaningfully interested in sending their students to ARISE High School

Attachment II: Resumes of Founding Group

Lead Developers:

1. Josue Hernandez, Student Design Team Member
2. Romeo Garcia, Founding Co-director and developer
3. Laura Flaxman, Founding Co-director and developer
4. Emma Paulino, Founding Parent and developer
5. Bronwen LaMay, Founding Teacher and developer

Design Team Advisors and Mills Partners:

1. Delaine Eastin
2. Jane Bowyer

Josué A. Hernández
9703 Cherry St. Apt. 1
Oakland CA 94603
(510) 633-0526
josueh_2000@yahoo.com

Castlemont Business & Information Technology High School
Class of 2007
G.P.A: 3.54

- 9th Grade:** - Mills College Upward Bound (2003- Present)
College preparatory program for low income students who attend high school in Oakland public schools.
- 10th Grade:** -School Site Council Student Member (2004- 2005)
Elected by students to serve and work with the principal to develop, review, evaluate and allocate funds for school improvement programs.
- Founder of Executive Board for Castlemont Business & Information Technology
To help students to have a right to be heard and having students influence in the school
- Executive Board Vice President
Elected in office by the Leadership team and students.
- Mills College English 171; Social Action and the Academic Essay
Students from Mills students and Oakland high school come together to discuss writing and education, there own and others. Also publish an essay form class writings.
- Mills College Upward Bound Listen Up! Fundraising
To help the senior class fundraise for scholarships
- Cinco de Mayo Organizer
Helped put on an assembly to have the cultural event by having dances and decoration that were place around the school.
- 11th Grade:** -School Site Council Student Member (2005- 2006)
Elected by students to serve and work with the principal to develop, review, evaluate and allocate funds for school improvement programs.
- 11th grade Representative
Elected by the junior class, to support them and fundraise for their senior year.
- Oakland Unified School District Student Board Member (2005-2006)
Elected by high schools students to serve on the school board and represent student.
- Planning Committee for Barbara Lee High School
Publisher organizer. Developing the new school.
- Awards:** -Mr. Upward Bound (2003 and 2004)
An award given to the most outstanding male in the class of 2007.
- Latino Honor Roll
Obtaining a 3.86 for the year 2005
- Most Outstanding Student in Salsa
Participated in the summer of 2005

Romeo Garcia

4811 Bancroft Avenue

Oakland, CA 94601

Work Phone (510) 430-3320

Cell Phone (510) 772-1894

Email: romeog@mills.edu

OBJECTIVE: I am looking for a position that will enable me to continue serving the community that I live in, by working in an organization which values education and strives to provide equal access to educational, economic and social opportunity for all people.

EDUCATION

2000 – Present	Ed.D, Educational Leadership Mills College
1985 – 1987	M.A., Education: Staff Development Mills College
1983 - 1984	California Teaching Credential Mills College
1976 – 1980	B.A., Theater Arts and Rhetoric Occidental College

EMPLOYMENT

1996 – Present, Director of TRiO Programs, Mills College, CA

Manage administrative operations of TRiO Programs, Educational Talent Search and Upward Bound Program, including financial management, staff hiring/training and supervision, program development, outreach, public relations, evaluations and reporting. Serve as liaison between Mills College and Oakland community.

1992 – 1996, Assistant to the President, Mills College, CA

Senior level professional position. Managed office budgets. Ensured the smooth processing of correspondence. Coordinated master calendar and associated tasks, such as Commencement. Wrote reports and speeches. Acted as President's liaison with key administrative offices, faculty, students and community organizations. Staffed key committees: Committee on Diversity and the Staff Advisory Committee. Worked effectively in a multicultural environment.

1990 – 1992, Assistant Director, Mills College Upward Bound

Liaison between Program and parents, target schools, community representatives, and post-secondary institutions. Coordinated student recruitment, preparation of academic programs and monitoring of students progress and needs. Recruited and supervised academic year teachers and tutors and summer staff. Assisted seniors with the college application and selection process. Monitored academic achievement, prepared individual education plans, and provided guidance in personal/social development. Assisted in the successful writing of TRiO program proposal.

1984-1990 Teacher, Oakland Unified School District

Elementary school teacher in self-contained classroom. Responsible for developing and delivering curriculum, student activities, grade level expectations and community involvement. Coordinated committees at the school site and district level.

BOARD AFFILIATIONS

American Council on Education

College Is Possible Liaison, 2000-Present

California Education Roundtable

Intersegmental Coordinating Committee, 2003 - Present

English Center for International Women

Board of Directors 1993-2005

President 1998 – 2004

Julia Morgan School for Girls

Board of Directors, 2001-2004

United Way of the Bay Area, 1993-1996

Western Association of Educational Opportunity Personnel

Chapter Secretary 1990

Chapter President 1998, 1999

Board of Directors 1991, 1992, 1998,1999

LAURA FLAXMAN

• 554 Fairbanks Avenue • Oakland, CA 94610 • flaxwoman@aol.com • (510)893-0608 • cell: (510)882-6875•

Employment

CO-DIRECTOR, SMALL SCHOOLS PROJECT
Coalition of Essential Schools 2003-PRESENT
Oakland, CA

Collaborated on the creation of the CES Small Schools Project, a Bill & Melinda Gates Foundation funded initiative to identify 20 existing, exemplary small CES high schools to serve as Mentor Schools, create 10 new small high schools and break down 3 existing large high schools into small schools. Responsible for recruiting, identifying and selecting the schools in all three categories, convening and leading the national network of these schools and school teams, creating and facilitating professional development for the network and beyond, and providing technical assistance and coaching to the new school design teams.

PRINCIPAL 2001-2003
Life Academy of Health & Bioscience Oakland, CA

Created the first new small autonomous high school in Oakland, hired the staff, recruited students, responsible for every aspect of creating, supervising and running a high school of 250 students and an annual operating budget of \$1,400,000. Sought and received accreditation in the first year from the Western Association of Schools and Colleges. Brought in outside resources, grants and community and business partners, served as spokesperson for the school in the school district, community and with local and national news media, wrote a charter for the school. Served as a leader in the small schools initiative both locally and nationally. Also served as an advisor to sixteen students and taught an annual "Intersession" class called "Capturing the Spirit: The Art of Portraiture."

ASSISTANT PRINCIPAL 2000-2001
Fremont High School Oakland, CA

Supervised and evaluated teachers; collaborated with a group of teachers to plan and implement weekly staff development focused on examinations of student work; managed disciplinary issues with students; responded to individual student and parent concerns and needs; worked on a school improvement plan for Fremont while also creating a new small autonomous school coming out of Fremont.

PRINCIPAL INTERN 1999-2000
Boston Arts Academy Boston, MA

As part of the practicum for Harvard, worked two to three days a week during the 1999-2000 school year with the Headmaster of this public, visual and performing arts pilot school in its second year. Supervised teachers and helped teachers to develop curriculum. Co-taught a tenth grade writing class. Planned, staffed, budgeted, implemented and evaluated school-wide college preparation events including an on-site fair and a day of college visits for the entire student body.

Worked with the Headmaster and Curriculum Coordinator to plan the staff retreat and weekly staff meetings. Helped to administer the MCAS exam.

SCHOOL DESIGNER
Expeditionary Learning Outward Bound

1997-1999
New York, NY

Responsible for working with public middle and high schools to help them implement the Expeditionary Learning design for whole school improvement. Coached teachers and administrators in planning and developing curriculum, instituting structures required by the design and conducting annual school reviews. For three years created and managed an annual summer institute in New York City serving over a hundred teachers from more than a half a dozen schools in Manhattan, the Bronx, Brooklyn and Queens. Worked in Districts 2, 15, 20, 27 and the Alternative High School Division; helped open three middle schools as Expeditionary Learning schools. Planned and facilitated smaller retreats for individual schools. Performed marketing services for the organization and assisted schools in CSRD grant writing and other fund-raising efforts.

SITE COORDINATOR, INSTRUCTOR AND PROGRAM MANAGER
New York City Outward Bound Center
South Bronx High School

1993-1996
New York, NY
Bronx, NY

Team taught a social studies class and ran an Outward Bound program at South Bronx High School. Led students in grades 9-12 on weekend trips in both wilderness and urban settings as part of the class and an after-school club. Taught an English elective. Organized and ran an annual Unity Week Festival at the school. Provided professional development opportunities for teachers in hands-on learning and community building strategies for the classroom. Supervised and managed site coordinators and instructors placed in various New York City high schools.

TEACHER
August Aichhorn Center for Residential Care

1992-1993
New York, NY

Taught residents with severe emotional and psychological issues social studies and art. Started a school literary magazine.

TEACHER
Thomas Jefferson High School

1990-1992
Brooklyn, NY

Taught Special Education students diagnosed with both learning and emotional disabilities in grades 9-11 English, reading and art. Elected to serve on the School Based Management Team. Won a State Incentive Grant to bring arts organizations into Special Education classes.

Education

MASTER OF EDUCATION
Harvard University

JUNE 2000
Cambridge, MA

Completed the School Leadership concentration and the Principal Certification pattern.

MASTER OF ARTS IN ENGLISH
Bread Loaf School of English
Recipient of a named scholarship for an outstanding New York teacher and of a Bread Loaf Teacher Research grant for developing curriculum.

AUGUST 1996
Middlebury, VT

BACHELOR OF ARTS
Wesleyan University
Double major in English and Studio Art. Recipient of an Olin Fellowship for work on creative writing project and a Dana Grant for summer internship with the New York Times West African Bureau.

JUNE 1990
Middletown, CT

HIGH SCHOOL DIPLOMA
Bronx High School of Science

JUNE 1985
Bronx, NY

Select Publications & Workshops

Why Should I Come to this School? Structuring Schools with Students at the Center

Small Schools Planning Institute sponsored by the Small Schools Workshop. January 2005. Clearwater, FL. Facilitator.

Small Schools Panel

Teach for America Alumni Summit. September 2004. Palo Alto, CA. Panelist.

Life Academy and Fremont High School: Lessons for Large School Conversions
Horace, 20:3. Spring 2004. Author.

Less is More: Powerful Student Engagement & Learning Through Life Academy's Intersession

Fall Forum sponsored by the Coalition of Essential Schools. November 2003. Columbus, OH. Facilitator.

Life Academy's Intersession

Small Schools Conference sponsored by the Bay Area Coalition for Equitable Schools and the Oakland Unified School District. March 2002. Oakland, CA. Facilitator.

Teachers Find Service Just Outside Doors

The Web, The Expeditionary Learning Outward Bound Newsletter, Volume VIII, Issue No.3. March 2000. Author.

Other

- Vice-President of the Board & Co-Founder, Oakland Small Autonomous Schools Foundation, incorporated in 2003
- Some French and Spanish
- Wrote and produced a one-act play performed at the Village Gate in NYC in 1993
- New York State Teaching Certification (English, Grades 7-12)
- Massachusetts Principal Certification (Grades 9-12)
- California Administrator Credential

Attachment III: Description of Partner organizations

1. Mills College TRIO Program
2. Coalition of Essential Schools

Attachment IV: Sample Curriculum

1. Biology
2. Humanities

DRAFT
ARISE High School

Biology Course Description

Course Title

Ninth Grade Biology

Subject Area

Science

Brief Course Description

This course dynamically investigates and analyzes important biological concepts through general thematic questions. During class time we attempt to develop skills under various learning formats; lectures, labs, readings, exams, computer assisted tasks, Socratic discussions, individual and group projects. We strive to instill in the biology student a true interest and appreciation for the natural order of living organisms and their relation with their environment.

We examine the structures and activities fundamental to all forms of life. The functions of the human body compared with those of other organisms and life support systems are part of this program.

Biology is a hands-on course balanced with a reasonable amount of notes, theory and discussion. Students actively participate in on-going laboratory investigations. Depending on the unit being covered these include such investigations as: insect entomology, microbiology, cheek cell smears, dialysis membrane-cell models, firefly bioluminescence, pH analysis, DNA analysis, frog/fetal pig dissection-comparative digestive systems, salivary enzyme analysis, dietary intake, neuron receptors, heredity phenotypes, pulse rate analysis, skeleton anatomy, hominid evolution, and so on.

COURSE CONTENT

Major Student Outcomes

Students will:

- Become familiar with basic concepts which unify all biological sciences.
- Think analytically and understand the nature of investigatory biology.
- Participate in inquiry-based discussion of scientific writings that attempt to answer universal questions about the nature of life.
- Understand the organization of living things and systems.
- Discuss contemporary biological ethical issues such as stem cell research, genetic manipulation and genetic screening from multiple perspectives.
- Develop the ability to entertain intellectual discussions regarding biological science content/issues and research methodology.

Course Objectives

Students will:

Ecology/Insect Analysis:

- Identify and Describe the urban ecosystem of Oakland
- Compare and contrast the urban ecosystem of Oakland with other parts of the greater Bay Area and the ecosystem in the mountain area of central California.
- Locate and classify a minimum of 15 different species of insects from a sea-level and mountain ecosystem according to the binominal system of classification.
- Display an insect collection and develop an extended science report detailing insect behavior and the ecological implications of such.

Cell Biology/Diffusion/Solutions:

- Describe and label cellular organelles.
- Compare and contrast differences/similarities between plant and animal cells.
- Examine and explain cellular diffusion models in passive and active systems.
- Identify and utilize various indicator stains for cells, sugar and starch detection.

Photosynthesis/Respiration/Acids/Bases/Enzymes:

- Recognize, recall and apply the basic formulae for Photosynthesis and Respiration.
- Describe and discuss the concept of optimum temperature and pH upon life systems.
- Demonstrate an understanding of enzyme reactions utilizing the enzyme “Lock & Key” construct.
- Apply the concept of pH in real situations around the ARISE High School campus.
- Demonstrate an understanding of the ATP cycle in cellular respiration.

Organic Compounds/Basic Nutrition Concepts/Comparative Digestive Systems:

- Describe the detailed structure of a DNA molecule.
- Describe at the molecular level, the four organic compounds making up life: carbohydrates, lipids, proteins, and nucleic acids.
- Record and analyze one week’s personal nutrient intake.
- Analyze the secretion of amalyse in saliva.
- Compare and contrast the amphibian (frog) and the mammalian (fetal pig) digestive systems.

Research Report / Presentations:

- Organize a report into a standard research paper, including endnotes and MLA bibliography.
- Detail the results of student research for different audiences.
- Demonstrate knowledge in their respective research topic.

Nervous Systems/Cranial Nerves/Neurotransmitters:

- Describe a neuron
- Classify and distinguish the twelve cranial nerves.
- Apply the understanding of body neurons to differentiated body parts.
- Organize sensory data into a theory of neural networks.
- Compare and contrast amphibian and mammalian brains.
- Evaluate cranial nerve function with respect to differentiated body systems.

Genetics/Body Systems:

- Describe and illustrate genotype and phenotype concepts.
- Construct and evaluate a Punnet's Square.
- Understand and predict the probability of sex-linked traits.
- Compare and contrast chromosomal abnormalities.
- Demonstrate an understanding of the circulatory system, including all transport vessels and liquids.
- Illustrate how the human heart functions.
- Describe the function of the human skeletal system.
- Describe the function of the human muscular system.
- Arrange and assemble a human skeleton.
- Discuss and articulate the nature of stem cell research in the United States and elsewhere.

Reproduction of Plants and Animals:

- Assess the relative attributes between asexual and sexual reproduction.
- Demonstrate an understanding of mitosis and meiosis, including all phases of mitotic division.
- Recognize the details of the human reproductive system.

Darwinian Evolution, Evolution of Mammals/Hominids:

- Explain basic evolutionary theory: selection, genetic drift, and speciation.
- Discuss and interpret classic Hardy Weinburg population genetics.
- Examine and explain cranial differences in ancient hominid skulls.

Course Outline

- I. Ecology/Insect Relationships
 - . Oakland Urban System
 - . Ecosystems of the greater Bay Area Contrasts
 - . Northern Sierra Contrasts

- II. Cell Biology
 - A. Diffusion / Osmosis
 - B. Solutions

III. Entropy

- A. Photosynthesis
- B. Respiration
- C. Acids, Bases, Enzymes

I. Organic Compounds

- A. Carbohydrates, Proteins, Lipids, Nucleic Acids
- B. Mechanical / Chemical Digestive Systems (Mouth, Stomach, Intestines, Liver, Pancreas)

II. Individual Research Report: Showing Mastery of a Biological Topic

- . Procedures of researching, references, writing for a scientific audience
- . Presentation Techniques (PowerPoint, Seminar, Discussion)

III. Body Systems

- . Nervous Systems (Cranial Nerves, Neurotransmitter Research)
- . Circulation, Skeletal
- . Reproduction (Plants / Animals)

IV. Heredity

- . Mendelian Genetics (Phenotypes / Genotypes)
- . Population Genetics
- . Genetic clusters / Human Genome
- . Stem Cell Research

V. Evolution

- . Darwinian
- . Mammalian
- . Hominid: The Fossil Record

Texts & Instructional Materials

Ninth Grade Biology is a course that utilizes many different types of reading/video sources. Examples of articles/chapters/books that students have been given are as follows:

Modern Biology. New York: Holt, Rinehart and Winston, 2002 (and Holt On-Line Web Site for this text)

Lives of a Cell: Notes of a Biology Watcher, Thomas, Lewis (1995) reissue New York: Bantam Books.

The Double Helix, Watson, James D. (2001) Louisville, Kentucky: Touchstone.

Biology Resource Sites

<http://surfaquarium.com/NEWSLETTER/biology.htm>

Carr, Nancy, Coulson, Joseph, Levine, Mike, et. Al. *The Nature of Life: Readings in Biology*. Chicago, Illinois: The Great Books Foundation. Web Site:

<http://www.greatbooks.org/programs/nature/toc.html>. 2001

On-Line Biology / Bioethics Sites

American Biology Teacher: Accessible via Library Database.

Biology Resource Sites

<http://surfaquarium.com/NEWSLETTER/biology.htm>

National Institutes of Health: Bioethics Resources on the Web

<http://www.nih.gov/sigs/bioethics/>

Reports on Stem Cell Research

<http://www.aaas.org/spp/sfrl/projects/stem/main.htm>

<http://www.stemcellresearchfoundation.org/>

Key Assignments

- Insect Field Collection Lab
- Microscope Lab Identification
- Cheek Cell / Onion Staining / Identification Lab
- Cell Model: Dialysis Membrane Lab
- Bioluminescence ATP Enzyme Lab
- Campus pH analysis Lab
- Dissection techniques activity
- Comparative Digestive Anatomy Lab: Fetal Pig, Leopard Frog
- Saliva Secretion Lab
- Research Report Techniques / Content (Library report)
- Neuron Receptor Lab
- Senses Lab
- Phenotype Activity
- Pulse Rate Lab
- Fossil Skeleton Comparison Lab

Instructional Methods and/or Strategies

Socratic questioning coupled with dialogue information exchange between instructor and student form an integral part of this course. Questions are posed and participation is a requirement. There will be times when the class may consist of a biological lecture either by the instructor or by a student who has mastered some subset of the course.

Assessment Methods and/or Tools

Habits of the Mind/Heart rubrics are distributed prior to major science units. Assignments within and in addition to the specific unit rubric may consist of reading/analyzing articles from scientific journals. Assignments might also include vocabulary definitions, written laboratory exercises, diagram renderings, essays, laboratory projects/experiments, insect field collection, notebook study, anatomy memorization, and so on. Projects that articulate learning are an important part of this course. Students are exposed to periodic demonstrations of content and skill knowledge (essay examinations, quizzes, tests).

HONORS COURSES ONLY

Indicate how the honors course option is different from the standard course.

Honors Ninth Grade Biology provides students the opportunity to **examine science topics in greater depth/detail**. Students in this section are required to cover the above material as well as the following topics/projects/essay reports:

- Plant physiology / adaptations. Evolution of insect physiology in response to ecological changes. (Insect project includes a wider diversity of insect species / collection box as well as microscopic photography/analysis of collection leading to a group PowerPoint presentation of his/her project. Use of spiders in ecosystem of insects)
- Protozoa identification
- Cellular video microscopy of cheek/onion cells
- Essay Research Question: in terms of entropy (2nd Law of Thermodynamics) what is the importance of photosynthesis and respiration reactions as they pertain to life?
- Essay Research: What role do temperature and pH have in the continuity of life?
- Log of dietary intake (with analysis of food nutrients)
- Research Report Techniques / Content (individual biological/science research done)
- Comparative Brain Systems (amphibian/mammal)
- Family Pedigree Lab via PTC paper
- Biofeedback of Pulse Rate Activity
- Fossil Skull Reconstruction

DRAFT Course Description

A. COVER PAGE

1. Course Title Humanities 1	9. Subject Area <input checked="" type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Prep Elective
2. Transcript Title / Abbreviation 	
3. Transcript Course Code / Number 	
4. School ARISE High School	
5. District Oakland Unified School District	
6. City Oakland	10. Grade Level(s) 9
7. School / District Web Site www.mills.edu	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Contact Name: Laura Flaxman Title/Position: co-Principal Phone: (510) 882-6875 Ext.: Fax: (510) 433-1455 E-mail: lflaxman@essentialschools.org	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input checked="" type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
	13. Date of School Board Approval
14. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list? _____ Under what course title? _____	
15. Is this course modeled after an UC-approved course from another school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school(s)? _____	
16. Pre-Requisites None	
17. Co-Requisites None	

18. Brief Course Description

This is a required 9th grade class that must be passed to qualify for graduation. This course will examine the themes of self, community, and society through a series of texts. Within this framework, students will learn to critically analyze literature, drama, non-fiction and poetry through essay writing, projects, and oral responses. In the fall, we will focus on an analysis of self, the school community, and the Oakland community with an eye toward the forces that influence students as young people. In the spring, we will extend our lens beyond the school and the broader community of Oakland to the migration and immigration patterns and how our situation today fits within the context of US history. We will learn about the various communities that comprise Oakland, reading fiction as well as non-fiction that complements this theme. Students will read a minimum of six novels and engage in multiple projects that assess the following skills: Oral Presentation, Group Work, Critical Reading, Literary Analysis, Thesis, Essay Organization, Writing Style, Research and Vocabulary. By the completion of this course, students will have produced a major autobiographical work, be able to write a coherent five-paragraph essay that demonstrates research, organization, drafting, and analysis strategies, and produce a presentation of an original research project. This course will fulfill both an English and History requirement and include a focus on US and California history as well as ethnic studies.

Course Goals and/or Major Student Outcomes

1. Students will gain greater confidence, skill, and passion for reading and writing.
2. Students will explore their own identity.
3. Students will learn the history of their community, including the various ethnic, social and political groups that are included in this community.
4. Students will gain a greater understanding of ARISE High School and their role as part of the school's community..
5. Students will make connections between their own identity and the community at large in the context of history, health, sociology, education, public policy.
6. Students will understand how their current context is related to broader currents in US history.

Course Objectives

1. Students will analyze themselves, their community, and their society and create a vision of themselves as successful adults.
2. Students will read at least six complete literary works during the year.
3. Students will be exposed to various literary genres, including fiction, non-fiction, poetry, and drama and be able to articulate the differences among these genres.
4. Students will learn how to do close readings of a text and will be able to discuss themes, character traits, and historical context in relation to a given text.
5. Students will learn to decipher symbolism, metaphors, figurative language and other literary devices in various readings.
6. Students will learn how to utilize background schema, questioning, visualization, inference, synthesis, and other metacognition strategies for reading comprehension.
7. Students will be able to support their opinions using evidence from a text.
8. Students will become proficient in conversing about literature, including being able to critically analyze the credibility, style, and assumptions made by the author.
9. Students will increase their vocabulary development through the emphasis on using word origins and context to determine meanings.
10. Students will be able to write a well-organized, grammatically correct 5-paragraph essay.
11. Students will be versed in basic research skills and the use of disparate resources, including internet, encyclopedias, interviews, primary sources, and secondary sources.
12. Students will be able to create a bibliography of a variety of reference materials.
13. Students will learn how to take well-organized notes from a lecture.
14. Students will produce a major autobiographical work, comprised of multiple chapters, and infusing an analysis of the influences that have shaped and will continue to shape their identities.
15. Students will produce a major biographical and ethnographic work.

COURSE OUTLINE

Fall Semester

Essential Questions:

- What makes me me?
- What dynamics shape my community at ARISE High School and in Oakland?
- What is my role/responsibility in the ARISE High School and Oakland community?

I. Self: What makes me me?

A. Major Readings

- "Beauty When The Other Dancer Is The Self," Alice Walker
- Mama's Girl, Veronica Chambers

Major Topics

- the self
- physical appearance, self confidence, and language
- identity as shaped by race, culture, family, economics, & an urban environment
- Abraham Maslow's Hierarchy of Needs

Major Projects

1. Autobiography, including sections on:
 - a. Who am I? an introduction
 - b. Family
 - c. Peers
 - d. School
 - e. Messages (from family, peers, religion, school, media, etc.)
 - f. Pre-Destined Me (who would I be 10 years from now if I internalized society's messages?)
 - g. Vision (who do I want to be in 10 years?)
2. Visual Metaphor for Autobiography

II. Community: What dynamics shape my community at ARISE High School?

A. Major Readings

1. Lord of the Flies, William Golding
2. Sigmund Freud: id, ego, superego

B. Major Topics

- human nature
- personality structure
- social responsibility
- law and government
- role of individual in community

C. Major Projects (Theme: socialization to ARISE High School)

1. ARISE High School ethnography (both visual and written): Focus on data gathering process
 - a. who has power?
 - b. what is motivating people?
 - c. who is in the office? In the halls?
 - d. who is dating whom?
 - e. what are the various "tribes"?
 - f. how do people affiliate? (LOF choir boys vs. neighborhood, dress, etc.)
- Compare to social and power dynamics in LOF
2. Portfolio
 - a. Autobiography
 - b. 5 paragraph essay on Lord of the Flies
 - c. -Analysis through the eyes of a philosopher
 - d. Freudian case study on one of the key players at ARISE High School (staff, student, parent, etc.)
 - e. -Compare to character/issues from LOF
 - f. Reflective essay on self at ARISE High School

III. Defining "Community" (5 weeks)

A. Major Readings

- The House on Mango Street, Sandra Cisneros
- various news articles, past and present

B. Major topics.

- How does our neighborhood help shape who we are?
- How has "community" been defined in this area throughout history?
- How would we characterize California, Oakland, and other levels of community? Melting pot? Salad bowl?

C. Major Project

- Neighborhood map w/guided tour
- Short Story (work on voice and character development)
- Literature Circles and additional reading

IV. Community: What dynamics and historical influences shape my community in Oakland and the Bay Area?

A. Major Readings

1. American Babylon: Race and the Struggle for Postwar Oakland, Robert O. Self, excerpts
2. A Walk in Oakland, Ishmael Reed, excerpts
3. David Hilliard and the Story of the Black Panther Party, David Hilliard, excerpts
4. various texts for Literature Circles (Daughter of Fortune, Isabel Allende; Joy Luck Club; Amy Tan, Always Running, Luis Rodriguez; Saigon to San Diego, Trinh Do; others TBD)

B. Major Topics

1. What is the history behind various neighborhoods and ethnic groups in Oakland?
2. Impact of immigration, culture shifts.

C. Major Projects

1. Literature Circles
2. Socratic Seminar
3. Historical Research Project on different Oakland sub-groups

Spring Semester

Essential Questions:

- What social, political, historical and economic forces influence people's lives in Oakland?
- What kinds of issues do different populations face and how do people deal with these issues?
- How does racism impact our community and our individual relationships?
- What is multiculturalism, and why is it an important characteristic of a community?
- How can I influence my community and society?

I. How does racism impact our community and our individual relationships? (4 weeks)

A. Major Readings

1. Twilight: Los Angeles, Anna Deavere Smith
2. Black Boy, Richard Wright

B. Major Topics

1. Background of terms: racism, power, oppression, internalized oppression.
2. Internalized oppression: what are the dynamics in Oakland both in terms of intergroup and intragroup relations?

C. Major Project

1. Community walking tour
2. Interview

3. Persuasive essay: What do I need to do to address racism in my community?

II. Conflict Resolution in our Community (5 weeks)

A. Major Readings

1. Romeo and Juliet, William Shakespeare
2. Series on conflict resolution strategies

B. Major Topics

1. Where do we see conflict in the literature?
2. Character development: how do these characters cope with their own mental health throughout the story?
3. What are healthy, unhealthy ways of coping with grief?

C. Major Project

1. Dramatic Interpretation of a scene from Romeo and Juliet, simulating healthy and unhealthy ways to deal with stress and grief.

III. Assessing the Needs of our Community and Finding Solutions (4 weeks)

A. Major Readings: excerpts from recent mental health studies

B. Major Projects:

1. Needs Assessment of community. How are specific populations faced with various problems? What resources are available? How do the books and other literature from the semester help us understand some of the circumstances our community faces?
2. Research Project on local activism. Historically and in the present, how have people addressed inequities and other issues they've faced in the Bay Area?
3. Community Service Project

TEXT AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Students will read selections from the following textbooks.

- ☆ Elements of Literature: Literature of the United States, Holt, Rinehart and Winston
- ☆ Writers Inc, Houghton Mifflin.
- ☆ Grammar and Composition Handbook, Glencoe McGraw-Hill
- ☆ Language Arts Handbook, MultiSource
- ☆ Call and Response: The Riverside Anthology of the African American Literary Tradition, Houghton Mifflin.
- ☆ The Latino Reader, Houghton Mifflin.
- ☆ Chicken Soup for the Teenage Soul.
- ☆ Chicken Soup for the Teenage Soul, Tough Stuff.
- ☆ Decisions, Decisions. Perfection Learning (series)

INSTRUCTIONAL METHODS AND/OR STRATEGIES

1. Lectures (notes on worksheet, slides, interactive, PowerPoint, overheads)
2. Discussions (reflective, Socratic seminar)
3. Debates (team, individual, class, points-based)
4. Collaborative Learning (jigsaw, Q & A, presentation in groups)
5. Class Projects (independent, peer, group)
6. Reading (pair, class, independent, interactive)
7. Peer Response Editing
8. Literature analysis essays (develop thesis, structure, introduction, conclusion, topic sentences, evidence, analysis)
9. Oral Presentations/Speaking (independent, peer, group)
10. Quick Write/Journaling (reflective, analyzing quotes & political cartoons, drawing connections)

11. Creative writing (short story, poetry,
12. Educational games (jeopardy review, vocabulary, team Q & A)
13. Video and questions followed by discussion
14. Audio (analyze speeches and songs)

ASSESSMENT METHODS AND/OR TOOLS

- Regular reading responses
- Daily homework checks
- Portfolio assessment
- Tests and quizzes
- Timed reading assessments
- Rubrics
- Projects/Performance Based Assessments

Attachment V: Draft School Safety Plan

**ARISE HIGH SCHOOL
SCHOOL SAFETY PLAN**

Draft – February, 2006

SAFETY PLAN FOR ARISE HIGH SCHOOL

Statement of Purpose

The mission of ARISE High School is to improve the academic achievement of educationally disadvantaged students from low income families in Oakland, CA. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- I. Staffing
- II. General Policies and Procedures for Handling Safety and Specific Emergency Situations
- III. Drugs, Alcohol and Tobacco
- IV. Child Abuse Reporting
- V. Campus "Coming and Going"
- VI. Harassment Policy
- VII. Disciplinary, Suspension & Expulsion Policy

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

I. Staffing

A. Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

1. Review of this Plan and any other emergency policies and procedures;
2. Review of an employee's role during an emergency;
3. Knowledge of how to conduct and evaluate required drills;
4. Familiarity with the layout of buildings, grounds and all emergency procedures;
5. Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
6. Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

B. Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

1. Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
2. Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
3. Update the contents of classroom emergency kit and keep it in a safe, accessible location;
4. Participate fully in fire, earthquake and evacuation drills;
5. Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

1. Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
2. Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
3. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
4. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;

5. Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
6. Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
7. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
8. Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
9. Maintain a list of emergency phone numbers in a readily accessible location.

C. Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. Notification List

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

Personnel Emergency Telephone Number List

	<u>Ext. #</u>	<u>Home #</u>	<u>Mobile #</u>
School Principal			
Emergency or Safety Designee			
Teachers with CPR or First Aid (list by name):			

Outside Emergency Telephone Number List

	<u>Ext. #</u>	<u>Telephone #</u>
Police Dept.	911	
Ambulance	911	
Sheriff's Dept.	911	
Fire Dept.	911	
Hazardous Materials	911	
Others:		

II. General Policies and Procedures for Handling Safety and Specific Emergency Situations:

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

1. Protect the safety and welfare of students and staff;
2. Provide for a safe and coordinated response to emergency situations;
3. Protect the school's facilities and property;
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible;
5. Provide for interface and coordination between the school and local authorities and resources.

A. Emergencies

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the Executive Director, or his/her designee.

- **Fire:**

In the case of a school fire, the following procedures should be implemented:

1. Sound building fire alarm.
2. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
3. Have students and staff evacuate the building in accordance with established procedures.
4. Evacuate to outdoor assembly area.
5. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
6. Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
7. Render first aid as necessary.
8. Check attendance. Remain with students.

- **Medical Emergency:**

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the Executive Director, or his/her designee. Dial 911 or direct someone to do so.
Provide the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
 - Nature of the emergency.
 - Do not hang up until advised to do so by dispatcher.
2. Notify the school office that an individual has been injured and an ambulance has been called.
3. Ask someone to dispatch a first aid/CPR trained employee to the victim.
4. Stay calm. Keep victim warm with a coat or blanket.

5. Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
6. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

- **Earthquakes:**

Earthquakes strike without warning, and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
2. After shaking stops, check for injuries, and render first aid.
3. If ordered by Executive Director, or his/her designee, evacuate.
4. Do not return to building.
5. Do not light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to Executive Director, or his/her designee.
8. Stay alert for aftershocks.
9. Beware that shaking may activate fire alarm or sprinkler systems.
10. Elevators and stairways will need to be inspected for damage before they can be used.
11. Executive Director, or his/her designee, will issue further instructions.

- **Assaults:**

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.

3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the School Principal, or his/her designee.
7. School Principal, or his/her designee will submit incident report to the local law enforcement if incident is serious.

- **Hazardous Materials:**

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

1. If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
2. If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
3. Notify buildings and grounds personnel.
4. Close all windows and doors if the spill is outside.
5. Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
6. Remain inside building unless ordered to evacuate by the Fire Department.
7. Fire Department will advise of further actions to be taken.
8. Do not eat or drink anything or apply cosmetics.
9. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
10. The Executive Director, or his/her designee, if necessary, will give approval for student release or site evacuation.

- **Civil Disturbance:**

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

1. Notify local law enforcement authorities-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
3. Do not argue with participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside building, unless instructed otherwise by the School Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for School Principal, or his/her designee.

- **Vandalism:**

The following procedures should be used in the case of school vandalism:

1. Notify school principal, or his/her designee.
2. Notify building and ground maintenance personnel.
3. The School Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
4. If possible, identify the parties involved.
5. Interview witnesses and obtain written statements.
6. Document the incident as soon as possible and give the incident report, with any witness statements, to the School Principal or his/her designee.
7. Notify parents or legal guardian.
8. Determine what disciplinary measures are appropriate (in-house or police involvement).
9. Determine any monetary restitution issues and amounts.

- **Utility or Power Failure:**

The following procedures should be used in case of utility or power failure:

1. Staff and students should remain in classroom until further instruction.
2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
3. Staff and students outside of a classroom at the time of the incident should report to main office.
4. Building and grounds personnel report to utility company if necessary.
5. If situation requires long-term maintenance and repair and prevents class activities, the School Principal, or his/her designee, may take measures to dismiss school for the day.
6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

- **Bomb Threat:**

Person receiving call:

1. Listen - Do not interrupt caller.
2. If possible, alert other staff by a pre-arranged signal while the caller is on the line.
3. In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
4. Attempt to ask questions and elicit the information required to determine the severity of the threat.
5. Notify School Principal, or his/her designee, immediately.

The School Principal, or his/her designee will:

1. Notify Police Department – Dial 911.
2. With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas -- shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources -- electric panels, telephone panels, computer rooms, etc.
3. With assistance from responding law enforcement personnel and/or Fire Department, the School Principal, or his/her designee, will evaluate the

threat and will determine whether to evacuate the building and/or to continue to search the premises.

4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The School Principal, or his/her designee, must grant approval for student release.
5. An incident report should be drafted before the end of the workweek.

- **Explosion:**

If an explosion occurs at the school, the following procedures should be used:

1. Give DROP AND COVER command.
2. Sound building fire alarm. This will automatically implement action to leave the building.
3. Notify Fire Department – Dial 911.
4. Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
5. Evacuate to outdoor assembly area.
6. Check attendance. Remain with students.
7. Render first aid as necessary.
8. Notify grounds and building personnel.
9. Keep students and staff at a safe distance from the building(s) and away from firefighting equipment.
10. Public safety officials will determine when the building is safe for re-entry, and along with School Principal, or his/her designee, whether student release from the school site is necessary.
11. Draft incident report by the end of the week.

- **Fighting or Riot:**

School staff should follow these guidelines when a fight occurs:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. Obtain help from other teachers if at all possible.
4. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
5. Call out the names of the involved students (if known) and let them know they have been identified.
6. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.

7. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
8. Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

Staff should follow these guidelines when a riot occurs:

1. The School Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
 - a. Instructing office staff to handle communications and initiate lockdown orders.
 - b. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - c. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - d. Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - e. Brief a representative to meet the media.
 - f. Assign staff to a pre-designated medical treatment/triage facility.

• **Hostage Situation:**

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

1. Stay calm.
2. Don't be a hero.
3. Follow instructions of captor.
4. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

The School Principal, or his/her designee, should be responsible for the following:

1. Immediately notify law enforcement.
2. Move other students and teachers completely away from those who are in the hostage situation.
3. Keep everyone as calm as possible.
4. Be prepared to answer questions from media or family.

- **Death of a Student:**

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The School Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

- **Intruder or Individual With Deadly Weapon:**

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the School Principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

B. Evacuation

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

The Principal, or his/her designee should:

1. Notify the school district office, county official or designee.
2. Notify local law enforcement authorities.
3. Notify school transportation support.
4. Note the special needs of students or staff.
5. Direct clerical staff to take schools master enrollment list.
6. Direct school nurse or designee to prepare emergency medications to be transported.
7. Direct all personnel to leave the building and secure the building.
8. Notify students' parents or legal guardians as situation permits.

School staff should:

1. Plan to evacuate his/her class and ride the bus or walk as situation dictates.
2. Take a copy of class enrollment list.
3. Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.

4. Notify Principal, or his/her designee, of any special needs of students and their requirements.

The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

1. Notify school nurse or local medical personnel of any medical emergencies.
2. Consider how students will be fed and restroom needs met.
3. Activate crisis intervention team to deal with any emotional trauma.
4. Provide area and materials for parents who may arrive to pick up students.
5. Provide an area for non-school community evacuees.

C. Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site.

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

D. Fire Drills

The school shall conduct fire drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or his/her designee, will specify the date and time of fire drills.

Fire drills will be conducted on a monthly basis. Earthquake "drop and cover" drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The School Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

E. Annual Inspections

The School Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

1. Classroom
2. Corridors
3. Laboratory/Shop
4. Cafeteria/Auditorium (use for all assembly areas)
5. Kitchen
6. Office (also used for conference rooms)
7. Teacher's Workroom and Employee Lounge
8. Toilet
9. Custodial
10. Boiler Room
11. Storage Room (also use for File Rooms)
12. Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Classroom 14, Room 7; third floor women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the School Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the School Principal, or his/her designee, of problems that cannot be corrected by site staff.

F. Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

G. Classroom Safety Kits

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit.

Suggested items in case of an emergency:

- ✓ Blankets
- ✓ Matches
- ✓ Pillows
- ✓ Bottled Water
- ✓ Flashlights
- ✓ Paper Towels
- ✓ Batteries
- ✓ Wet Ones
- ✓ Radio (battery operated)
- ✓ Sheets
- ✓ Candles

Suggested first aid items:

- ✓ Hydrogen Peroxide
- ✓ Iodine
- ✓ Alcohol
- ✓ Assorted Band Aids
- ✓ Gauze
- ✓ Sterile Water (for burns)
- ✓ Tape
- ✓ Scissors
- ✓ Tweezers
- ✓ Bandages
- ✓ Instant Ice Packs
- ✓ Ace Bandages
- ✓ Package of Sewing Needles
- ✓ Slings
- ✓ Anti-bacterial salve
- ✓ Steri-strips or butterfly stitches
- ✓ Disposable gloves
- ✓ Face masks
- ✓ CPR (disposable mouthpieces)
- ✓ Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. School Safety Management Team

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

I. Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- ✓ Develop a written statement for dissemination.
- ✓ Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- ✓ Appoint a spokesperson (usually the principal).
- ✓ Keep the staff informed through one person.
- ✓ Be proactive with the media.
- ✓ Contact the media before they contact the school.
- ✓ Set geographic and time limits.
- ✓ Explain restrictions.
- ✓ Hold the press accountable.
- ✓ Create positive relations with the media before an emergency crisis occurs.
- ✓ Stress positive actions taken by the school.
- ✓ Announce new changes made after the incident has passed.

III. Drugs, Alcohol and Tobacco

The use or possession of drugs, alcohol or tobacco are strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

1. Identify the parties involved.
2. Notify the School Principal or his/her designee immediately.
3. Follow-up with a written incident report, including any witness statements.

The School Principal, or his/her designee, should do the following:

1. Assess the situation and determine the level of assistance needed (i.e. school counselor, police)

2. Isolate the parties involved for interview/investigation.
3. Notify parent or legal guardian.
4. Obtain witness statements and document in a written incident report.
5. Determine disciplinary consequences.
6. Determine what intervention or follow-up procedures are necessary including counseling.

IV. Child Abuse Reporting

Child abuse shall be reported in compliance with the procedures set forth in the school's Employee Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

V. Campus "Coming and Going"

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

School personnel should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors should remain locked, except doors near the office area.
3. Staff should receive training on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions.
(NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee)

Visitors who fail to comply with school procedures:

1. Should verbally be informed they are in violation of school policy.
(Example - "Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.")

2. If this fails:

- Notify the office of the situation.
- Follow the person, if possible, and continue to give notice of the violation of school rules.

3. Police should be notified, or call 911.

4. Office should activate building-wide notification plan concerning intruder:

- PA announcement using pre-determined code phrase.
- Classroom doors should be closed.
- Students should remain in current areas.

V. Harassment and Discrimination

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

If harassment or discrimination occurs, school staff should:

1. Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where a threat of serious bodily injury and/or weapons are involved, call 911.
2. Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
3. Document the incident, including the names of witnesses and any statements.
4. Give incident reports to the School Principal, or his/her designee, as soon as possible.

The School Principal, or his/her designee, should:

1. Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
2. Identify the parties involved.
3. Seek written documentation from witnesses.

4. Determine disciplinary consequences. Determine what intervention or follow-up is necessary, including reference to a school counselor, psychologist, or local law enforcement.
5. Notify parents or legal guardian and appropriate school personnel of incident.
6. Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

VI. School Discipline

Discipline will be handled as set forth in the *Student Handbook*.



Attachment VI: Draft Student Handbook

ARISE High School
A Mills College/CES School
“preparing courageous leaders,
powerful thinkers, compassionate
activists”

**ARISE HIGH SCHOOL
STUDENT & PARENT HANDBOOK
2006-7**

DRAFT

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FROM THE FOUNDERS

Welcome to ARISE High School!

We hope that everyone joining this community is as excited as we are to be a part of this exemplary school and that you are eager to be a part of this learning adventure with us. “Adventure” is a good word for this experience, because so much of the ARISE High School experience will be about stretching horizons and exploring new possibilities and opportunities.

As a school, we will push the boundaries of what people think of when they imagine an Oakland high school with Oakland young people. In the past, this image has included a lot of limits and negative attitudes. ARISE High School will push people’s preconceptions and demonstrate that a high school in Oakland can be a model of success for the nation—and that our young people can truly achieve at the highest levels, go on to college, and become leaders and movers and shakers in our world, regardless of where they are coming from, economic, racial, or linguistic background, learning differences, or any other ingredient.

As individual members of the school community, we will be asked to personally push boundaries and approach learning as an adventure—in some cases quite literally if on an Outward Bound or other wilderness course or participating in a cultural exchange in another country. In other cases, the adventures will be close to home and maybe more intellectual, whether participating in an internship or trying to design and conduct a biochemistry experiment.

Explore and enjoy this journey with us!

Laura, Romeo, Emma, Edgardo, Guadalupe, Jean, Leslie, Eileen, Bronwyn and the rest of the founders of the school (and you are now included)

ARISE High School
A Mills College/CES School

**“preparing courageous leaders, powerful thinkers, compassionate
activists”**

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

ARISE High School, a new Oakland charter school, is the result of a unique partnership with the Mills College School of Education, the Mills College TRIO Programs (including Upward Bound and Educational Talent Search), Oakland Community Organizations and the Coalition of Essential Schools.

The school will serve 220 students in grades 9-12, with a focus on preparing students from low income families to be the first in their families to attend college.

ARISE High School features:

- ◇ **A College Prep Curriculum:** Every student will complete the course requirements for admission to the University of California and California State University system. In the upper grades, students will also take college courses.
- ◇ **Personalization & Advisory:** Every student will have several adults who know the student well and make sure that his or her needs are being met.
- ◇ **Experiential Learning:** Hands-on, project-based learning is a key focus at ARISE with students “learning by doing” in all of their classes. Much of the learning will take place outside of the four walls of the classroom.
- ◇ **Community Empowerment:** Students, families and educators all play leadership roles in the school and the school will play a role in making the broader community of Oakland stronger.
- ◇ **Extended Day, Week & Year:** The ARISE experience goes beyond the traditional high school schedule. Students attend school until 6:00 in the evening, as well as regularly scheduled Saturday programs. In addition, all students participate in a minimum of two summer programs.
- ◇ **Cultural Immersion Experiences:** All students will participate in a program, often during the summer, in which they are exposed to a culture that is very

different from the one from which they come. These valuable experiences, among other things, prepare students for the challenges of adjusting to a four-year college.

- ◇ **Service Learning:** A focus of the coursework will be for students to engage in meaningful work and projects that contribute something to the community.
- ◇ **College Advising:** Through the school's partnership with the Mills TRIO Program, all students will receive extensive support in applying to, getting accepted by, and attending college.
- ◇ **Lab for Mills Educators & the Coalition of Essential Schools:** There will be many additional adults who are training to become teachers and school leaders spending time at the school learning from the exciting and innovative components and practices in evidence. Faculty from Mills College as well as educators from the national CES Small Schools Project network will play a role in shaping and supporting the school's design and curriculum.

Habits of Mind and Heart

- ◇ **The Habit of Collaboration**
Accepting and giving assistance; working with diverse groups of people
- ◇ **The Habit of Perseverance**
Seeing things through and staying in there even in the face of adversity
- ◇ **The Habit of Exploration & Innovation**
Seeking and being open to new experiences and ideas; taking risks and meeting challenges
- ◇ **The Habit of Leadership & Integrity**
Taking initiative in the service of the common good; doing the right thing even when no one is looking; acting ethically, with honesty and compassion for others
- ◇ **The Habit of Convention**
Meeting accepted standards in any academic area in order to be understood and to understand others; adhering to appropriate guidelines for the different environments one is in such as school, internship sites, etc.
- ◇ **The Habit of Perspectives & Evidence**
Addressing questions from multiple viewpoints and using a variety of ways to solve problems and bringing together relevant information, judging the credibility of sources, finding out for one's self
- ◇ **The Habit of Connections**
Looking for patterns and for ways in which things fit together in order to bring together diverse material and form solutions

ARISE High School Graduation Requirements

In order for students to be well prepared to gain the skills and knowledge to be successful in four year college *and* in life, ARISE High School has created a program that is intensive as well as supportive. As part of this, requirements for progressing from grade to grade, course to course, and ultimately for graduation are more rigorous than other high schools in Oakland and than many of the schools are students were previously exposed to. We believe that these higher expectations, and more intense requirements, are critical to helping students be successful, and it is important that they are clear to everyone in our community.

Course Requirements

While students will have choices in terms of the actual courses and topics that they choose, these options will need to fit within the *subject areas* outlined here. Students will need to meet or exceed standards in courses in the following subjects:

Subject Area	Example of Course Titles	UC/CSU Requirements	ARISE HIGH SCHOOL Graduation Requirements
Social Studies	World Cultures Modern American History American Government Economics	Requirement A: 2 years	4 years
Language Arts	Multicultural Literature American Literature The New Literary Canon The Plays of William Shakespeare Creative Writing	Requirement B: 4 years	4 years
Mathematics	Integrated Math Algebra 1 Geometry Algebra 2 Trigonometry Pre-Calculus AP Calculus	Requirement C: 3 years	4 years
Science	Biology Chemistry Bio-technology Physics	Requirement D: 2 years	3 years
Foreign Language	Spanish 1-4 Spanish for Native Speakers Spanish Literature	Requirement E: 2 years	3 years

Visual & Performing Arts	African Dance Photography 1-2 Theatre Graphic Design Portraiture	Requirement F: 1 year	1 year
Academic Electives	Academic Literacy Media Literacy Psychology	Requirement G: 1 year	1 year
Physical Education	Yoga Bicycling Kayaking	Not Required	2 years

Additional Requirements

In addition, all students will also be required to complete the following in order to graduate:

- ◇ Prepare, present and successfully defend portfolios in the following areas: scientific inquiry, mathematical thinking, literary analysis, historical research and understanding, and artistic expression
- ◇ Successfully complete an internship experience
- ◇ Complete two college-level courses
- ◇ Successfully complete summer programs over the course of two summers
- ◇ Participate in a "cultural immersion" experience (this can occur as part of one of the summer programs)
- ◇ Take the SAT or ACT
- ◇ Apply to at least five colleges
- ◇ Pass the California High School Exit Exam in both Math and English Language Arts
- ◇ Maintain a Grade Point Average (GPA) of at least a 3.0 (the school will facilitate this since students will need to meet or exceed standards in order to receive course credit and therefore need to earn a B or higher for credit.)

**ARISE High School
Course Descriptions 2006-7
DRAFT 1/2006**

Humanities

Humanities 1: (English, US History, & Multi-Cultural Studies)

This is a required 9th grade class that must be passed to qualify for graduation. This course will examine the themes of self, community, and society through a series of texts. Within this framework, students will learn to critically analyze literature, drama, non-fiction and poetry through essay writing, projects, and oral responses. In the fall, we will focus on an analysis of self, the school community, and the various communities to which students belong with an eye toward the forces that influence students as young people. In the spring, we will extend our lens beyond the school and the broader community of Oakland to the migration and immigration patterns that influenced who we are today and our context within US history. We will learn about the various communities that comprise Oakland, reading fiction as well as non-fiction that complements this theme. Students will read a minimum of six books and engage in multiple projects that assess the following skills: Oral Presentation, Group Work, Critical Reading, Literary Analysis, Thesis, Essay Organization, Research, Writing Style, and Vocabulary. By the completion of this course, students will have produced a major autobiographical work, be able to write a five-page paper that demonstrates research, organization, drafting, and analysis strategies, and produce a presentation of an original research project .

ASSESSMENT METHODS AND/OR TOOLS

- Regular reading responses
- Daily homework checks
- Portfolio assessment
- Tests and quizzes
- Timed reading assessments

Humanities 2: (English 2 & World Cultures)

This humanities course is designed to integrate World Cultures and 10th grade English. Students will read short stories, non-fiction, poetry, legends, and novels to analyze recurrent patterns and themes in historically or culturally significant works. They will read at least 3 novels. Students will master several writing styles: short story narratives, journaling, persuasive, expository, descriptive and research writing. Skills that will be emphasized include: writing mechanics (organization, outlining, drafting, editing), research methods (note taking, foot noting, paraphrasing, bibliography etc.), vocabulary acquisition, reading and writing. Learning expeditions will explore the history of the regions of origin of some of the various ethnic groups of people represented in Bay Area: Africa, Asia and Europe. A final project will include a portfolio of 3 well crafted writing assignments from the different expeditions.

Assessment Methods and/or Tools:

Students are given progress reports every two weeks. Students regularly are asked to self reflect and assess their work in relation to previous work or the work of their peers.

Grading for the course is as follows:

- Journals: (20%)
- Homework: (20%)
- Quizzes: (20) weekly vocabulary quizzes, pop history quizzes, short writing assignments, 1st drafts
- Tests: (30%) Unit tests, Large Projects, Binder Checks and Final Drafts of Essays count as test grades
- Participation: (10%) Attendance, Attention, Cooperation
- Students will have a comprehensive midterm exam
- Students are required to produce a portfolio of their "best work" as well as all work relating to the writing process for those pieces for a final exam grade

Math

Algebra

Algebra is the first course in the high school mathematics sequence. Students will be introduced to equation solving with both one and two variable equations. They will develop logic and critical thinking skills in problem solving. Further, students will develop skill in graphing equations and interpreting data from graphs.

Assessment:

Students will be graded by portfolios in which they will need to demonstrate at least 80% mastery of at least 75% of the course goals to earn a passing grade. An "A" grade would be given if 80% mastery was demonstrated in 100% of course goals.

Geometry

Geometry is the second course in the high school mathematics sequence. Students will expand their algebra skills and apply them to solving geometric problems. They will continue to develop logic and critical thinking skills in problem solving. Further, students will develop their skill in geometric proofs.

Assessment:

Students will be graded by portfolios in which they will need to demonstrate at least 80% mastery of at least 75% of the course goals to earn a passing grade. An "A" grade would be given if 80% mastery was demonstrated in 100% of course goals.

Science

Biology

This course dynamically investigates and analyzes important biological concepts through general thematic questions. During class time we attempt to develop skills under various learning formats: lectures, labs, readings, exams, computer assisted tasks, Socratic discussions, individual and group projects. We strive to instill in the biology student a true interest and appreciation for the natural order of living organisms and their relation with their environment. We examine the structures and activities fundamental to all forms of life. The functions of the human body compared with those of other organisms and life support systems are part of this program.

Biology is a hands-on course balanced with a reasonable amount of notes, theory and discussion. Students actively participate in on-going laboratory investigations. Depending on the unit being covered these include such investigations as: insect entomology, microbiology, cheek cell smears, dialysis membrane-cell models, firefly bioluminescence, pH analysis, DNA analysis, frog/fetal pig dissection-comparative digestive systems, salivary enzyme analysis, dietary intake, neuron receptors, heredity phenotypes, pulse rate analysis, skeleton anatomy, hominid evolution, and so on.

Assessment Methods and/or Tools

Habits of the Mind/Heart rubrics are distributed prior to major science units. Assignments within and in addition to the specific unit rubric may consist of reading/analyzing articles from scientific journals. Assignments might also include vocabulary definitions, written laboratory exercises, diagram renderings, essays, laboratory projects/experiments, insect field collection, notebook study, anatomy memorization, and so on. Projects that articulate learning are an important part of this course. Students are exposed to periodic demonstrations of content and skill knowledge (essay examinations, quizzes, tests).

Physics

Students in the course attempt to understand matter through intensive investigation. Laboratory work is an integral part of the course. Some of the significant conclusions at which students arrive in the laboratory do not appear explicitly in the text. It is assumed that students have found laboratory facts or laws on which the subsequent sections of the text are based. The laboratory instructions provide a minimum of directions and call students' attention to the important points in an experiment by raising questions. Sometimes the answers to these questions merely require thought; at other times further experimentation is needed. The students must decide what to do.

Individuals or pairs of students working in the laboratory collect experimental data. Students have access to laptops and associated peripheral hardware/software. Students can quantify data in the form of tables, graphs, or histograms, from which they can then draw generalizations.

Assessment Methods and/or Tools

Habits of the Mind/Heart rubrics are distributed prior to major science units. Students periodically are given demonstrations on their level of lab preparation, as well as their understanding of an experiment's major theme. Student notebooks are checked on a regular basis. Midway through the semester, students work on research reports and projects.

Nightly homework assignments may include laboratory write-ups, standardized questions found throughout the text, generalized essays on an experiment's observed results, mathematical problems dealing with mass/ratio propositions and constants, review of class lecture notes for a demonstration the next day. The homework assignments vary with the units being discussed during the year.

Spanish

Spanish 1

Spanish 1 is an introductory course for students who do not speak Spanish and wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

Assessment Methods and/or Tools:

Assignment Assessed	Percent of Total Grade
Diarios (Written Warm Ups)	5%
Tareas (Homework)	15%
Exámenes (Exams)	15%
Quizzitos (Quizzes)	10%
Proyectos (Projects)	45%
Participation	10%

Spanish for Spanish Speakers 1

Spanish for Spanish Speakers is a lower-level Spanish for Native Speakers course designed primarily for 9th and 10th graders who may or may not have had previous formal instruction in the Spanish language. It is the first in a sequence of high-school level language arts classes offered solely in Spanish in order to develop and enhance native Spanish speakers' linguistic, literary and critical thinking skills in Spanish. Speaking, reading and writing skills will be emphasized through presentation and discussion of diverse primary materials and literary texts (essays, short stories, poems, videos, newspaper articles, etc.)

Assessment Methods and/or Tools:

Homework

Portfolios of student work

Written projects

Oral presentations

Participation in discussions and Socratic seminars
Tests and quizzes

Other Courses

Elective courses, particularly in the arts and physical education, will be offered through ARISE High School's extended day, week and summer programs, as well as during the three week "intersession" course between semesters (see sample course selection below.) Once the school has eleventh and twelfth graders, this catalogue will be filled with many more elective courses that those older students can choose to fulfill their various A-G requirements. Unlike the upperclassmen, ninth and tenth graders will take the standard curriculum and courses offered above and their elective choices will be limited to intersession and the extended day, week and summer programs. Finally, students will have many other academic choices through concurrent enrollment opportunities at Mills and other colleges and field-based learning experiences through their internships.

Sample Intersession Courses

1. Capturing the Spirit: The Art of Portraiture

****Art Credit**

In this course, we will learn some basics of writing, photography, drawing, and painting while creating both written and image-based portraits of ourselves and others. This intensive course will culminate with a gallery opening where each student will display a body of work that "captures the spirit" of an honored person. All students will create a sketchbook/journal, a portfolio of written work and artwork, a final exhibit, and gallery guide. Fieldwork will include visits to museums, neighborhood photo shoots, and possible work in different arts studios around Oakland. Students will receive an Art credit for this class.

2. O Arte de Capoeira

****Art Credit/Dance Credit**

Come learn the Afro-Brazilian martial arts form of Capoeira Angola! This martial art and ritual was brought to Brazil over 500 years ago, by Africans who disguised it as a game and a dance to conceal its power. Later, it continued to evolve in secret in the urban areas of Brazil, and was used as a tool to fight police and military oppression. Today, Capoeira is practiced all over the world, and continues to help us free our minds, bodies, and spirits. A special guest will teach us the basic movements of Capoeira Angola in the morning classes, and we will learn Portuguese, study capoeira's history, sing, play instruments, and Capoeira games in the afternoon. At the end of the session, each student will collect what they have learned into a "Beginning Capoeirista's Survival Guide," and perform a capoeira roda for the entire school! Women especially encouraged, and students of Regional welcome! Students will receive a P.E. or Dance credit for this course.

3. The Great Outdoors

****P.E. Credit**

Are you ready for an adventure? Welcome to the great outdoors! We will be embarking on a four day backpacking trip! Before the trip, we will spend time learning about camping basics such as survival skills, putting up tents, planning meals and packing. In addition, we will

spend time reflecting and journaling about nature and ourselves. Over the three weeks we're going to create scrapbooks that include our reflections, camping basics and pictures from our trip. The cost for the trip is \$25.00. (But we don't want money to be a problem; scholarships are available). This is a great chance to learn about yourself and your world, as well as to have a lot of fun! Students will receive P.E. credit for this class.

4. ARISE's Butt-Busting Bicycle Bonanza!

****P.E. Credit**

Students will experience physical pain like they've never experienced before. They will be taken on a boot camp style, intensive program of physical training designed to explore the boundaries of their endurance. Students who ride so hard they can barely breath and feel like they're going to throw-up receive A+ grades. Anyone who has lots of fun will also score A grades. On the way they will learn about nutrition, bicycle maintenance, and conditioning. Students will learn how to descend steep hills without fear at speeds approaching 40mph. We will do scenic rides outside of Oakland where there is less traffic and more beautiful views. Determination is all that is necessary to apply. We will provide everything else. Students will receive P.E. credit for this class.

5. Rhythm & Soul

****Art Credit/Dance Credit**

Experience the rhythms in this drum and dance exploration! Understand how cultures practice oral tradition through song, drum, and dance. Drum different styles, dance to different beats. Express your own rhythms and create your own oral tradition. Students will create and perform a performance piece using story telling, improvisation, poetry, drum, and African dance.

Advisory and Student Support at ARISE High School

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. We do this primarily through our advisory program and our extended day program, although it is our intention that the entire school is designed in such a way as to make the educational experience highly personalized, nurturing and supportive.

Advisory

Each student will meet daily in their advisory and will keep the same advisor for all their years at ARISE High School. Advisories will have no more than 16 students and a student's advisor will be their main ally and advocate as he or she goes through the four years of high school. The advisor will be the primary contact with the student's family, conducting home visits and facilitating bi-annual student/parent/advisor conferences. If the student needs academic support, has an issue with another teacher, or even a personal issue, the advisor should be the first person the student can go to.

Responsibilities of advisors include:

- Provide academic and personal guidance and support to an Advisory class of 16 students, with the first objectives of students attending school daily and passing all classes
- Exemplify and reinforce the school's core values in (and beyond) Advisory
- Collaborate with students, parents/guardians and other teachers to address the academic and social needs of advisees; provide consistent follow-up with/for students, parents/guardians and teachers in the role of Advisor
- Facilitate bi-annual student-led parent, student, advisor conferences
- Conduct home visits to meet with advisees and their families
- Acts as the "first responder" if advisees have issues in other classrooms for which those teachers need support

Extended Day

The school day goes until 6 pm so that all students are able to get the support that they need. During this time, students will be able to complete their homework, get extra help in classes and subjects in which they might be struggling, and participate in small group instruction in English Language Development or other options that may be created based on the needs of the students. (For more on the Extended Day program, see the next section.)

Daily Schedule

9th & 10th Grade
9:00 Period 1
11:00 Period 2
12:00 Lunch
12:45 Advisory
1:45 Period 3
3:45 Physical Activity
4:45 Study Hall/Tutoring
6:00 School Day Ends

Weekly: School-wide community meetings, fieldwork day, shortened academic day for teacher collaboration

Note: the final schedule for 9th and 10th graders for 2006-7 will be included at a later date.

Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9 am to 6 pm	9 am to 6 pm	9 am to 12 pm	9 am to 6 pm	9 am to 6 pm

Students will also come to school two Saturdays each month from 9 am until 12:30. The schedule and activities for these days will be announced.

Yearly Schedule

Below is an outline of the four years of the ARISE High School experience. The specific annual calendar for 2006-7 will be included later.

Year 1:

- Immersion experience at Mills College the summer after eighth grade for ARISE students who are also enrolled in Upward Bound
- Simple block schedule with a Humanities block (including English 1 and a social studies curriculum), a Math/Science block (including an integrated math curriculum with an emphasis on algebra and an integrated science curriculum with an emphasis on biology), and Spanish (for both native and non-native speakers), enhanced by required study hall/tutoring and enrichment activities during the afternoons and on Saturdays
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 2:

- Immersion experience at Mills College for ARISE students who are also enrolled in Upward Bound
- Simple block schedule with a Humanities block (including English 2 and a world cultures curriculum), a Math/Science block, and Spanish, enhanced by required study hall/tutoring, enrichment activities and community service during the afternoons and on Saturdays
- Graduation into the upper grades by portfolios emphasizing growth
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 3:

- Begins with a required summer experience (eg. Outward Bound course, Summer Search, AFS, etc.)
- All elective courses (mostly semester long) that meet pre-requisites for required competencies (and A-G requirements) and graduation portfolios; while students can choose the particular course and its particular focus, they will have to meet "distribution requirements" that ensure that they are taking a college-prep load and meeting subject graduation requirements
- Extended day and Saturday program includes required test and college preparatory activities, as well as portfolio support sessions
- Required internship
- Judged individualized portfolio presentations towards meeting graduation requirements and competencies
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 4:

- Begins with a required summer experience (eg. Outward Bound course, Summer Search, AFS, etc.)
- All elective courses (mostly semester long) that meet pre-requisites for required competencies (and A-G requirements) and graduation portfolios; while students can choose the particular course and its particular focus, they will have to meet "distribution requirements" that ensure that they are taking a college-prep load and meeting subject graduation requirements
- Extended day and Saturday program includes required test and college preparatory activities, as well as portfolio support sessions
- Senior project includes required internship aligned with one or more of the portfolios and competencies necessary for graduation
- Judged individualized portfolio presentations towards meeting graduation requirements (and competencies)
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Actual School Calendar for 2006-7 to be announced

Mills TRIO Partnership

Under construction

Mills Graduate School of Education Partnership

Under construction

CES Partnership

Under construction

Assessment at ARISE High School

Under construction

**Families at BLHS and Partnership with Oakland Community Organizations
(OCO)**

Under construction

School Policies and Procedures

Community Expectations Agreements/Covenants

Student Agreements

The design team is currently working on this and it will be included once it is complete. There will be some intersection between the agreements and the Habits of Mind and Heart, which were already collaboratively drafted by the team.

Parent Agreements/ Acuerdos de los Padres

This will also be revised but below is a draft placeholder.

As a parent at ARISE High School, I agree to do the following to support my child and the school:

1. Support my child's learning by asking questions about school, checking homework, reading at home, creating quiet space and time for my child to study.
2. Keep my child in school and avoiding scheduling vacations during school days.
3. Attend at least two of the three annual Exhibitions of student work.
4. Attend at least two parent/student/advisor conferences a year.
5. Attend one College Information event each year to educate myself and my child about his/her post-secondary options.
6. Shadow my child at school, going to all classes, if my child is on probation at ARISE (for falling behind in course credits or not meeting standards on report cards; for being truant; or for having behavioral issues.)
7. Plan and host a celebration for my child and others who are on the school's honor roll.
8. Serve on the LOC, Leadership Team or Board (1 year commitment once a month) or volunteer at a minimum of three events at the school during the year.
9. Do everything that I can to support my child and others' high achievement at ARISE High School

Como padre de ARISE High School, estoy en acuerdo sobre ayudar mi hijo/a y la escuela:

1. Apoyar el aprendizaje de mi hijo/a al hacer preguntas acerca de la escuela, revisar los deberes, leer en casa, crear un espacio tranquilo y tiempo para que mi hijo/a estudie.
2. Mantener a mi hijo/a en la escuela y evitar las vacaciones durante los días escolares.
3. Asistir a por lo menos dos de las tres Exposiciones de trabajo estudiantil que se llevarán a cabo durante el año escolar.
4. Asistir a por lo menos dos conferencias sobre mi hijo/a programadas por su consejer/a (advisor) durante el año escolar.
5. Asistir a un evento de "College Information" para educarme a mí hijo/a sobre sus opciones académicas después de graduarse de la escuela secundaria.

6. Acompañar a mi hijo/a en todas sus clases si está en un período de prueba (por un problema de créditos o por problemas de comportamiento).
7. Planear y ser anfitrión para una fiesta que celebre a mi hijo/a y otros que saquen un GPA de 3.0 or más.
8. Servir en el LOC o Board (comprise durante 1 año una vez por mes) o ofrecer mis servicios como voluntario/a en tres eventos de la escuela durante el año escolar.
9. ¡Hacer todo lo que pueda para apoyar el éxito académico de mi hijo/a y otros estudiantes de ARISE High School!

I, _____, commit to the above agreements as a parent/family member of ARISE High School.

Yo, _____, estoy de acuerdo con este contrato como padre/miembro de familia de ARISE High School

Signature/Firma _____ Date/Fecha: _____

Staff Agreements

Again, these are still under construction

School Governance

Under construction

Attachment VII: Draft Employee Handbook

EMPLOYEE HANDBOOK

ARISE High School

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WELCOME TO ARISE HIGH SCHOOL

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with ARISE High School (hereinafter referred to as “ARISE” or “School”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. This Handbook serves as our official policies and procedures manual, and we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (expressed or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

ARISE High School will always exercise the necessary rights, authority, duties and responsibilities as stated in the Charter. The adoption of policies, rules, regulations, and practices shall always follow both the spirit and letter of the law of the State of California and the Charter of the school. This handbook is a “living document” that will be modified as circumstances change. ARISE High School full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. The School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate. Please do not hesitate to contact the Directors of the school with questions regarding the charter or its policies.

No individual other than the Director or Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of one of the Directors.

Employees should sign the acknowledgement form at the back of this Handbook, tear it out, and return it to the Director or Supervisor. This will provide the School with a record that each employee has received this Handbook.

PURPOSE OF THIS HANDBOOK

This Handbook is intended to assist employees in becoming acquainted with ARISE. It explains our employment guidelines. We hope that it serves as a useful reference document for employees throughout their employment at ARISE. The Handbook neither implies nor establishes a contract between ARISE and the employee. It is provided for your use as a

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ready reference and as a summary of our relevant ARISE personnel policies. You are required to read the entire Handbook and ask any questions that may arise for you to ensure that you have a complete understanding of the material covered. Your signature on the last page of the Handbook (the Acknowledgement Form) will signify your receipt and review of the Handbook and review of the Charter. Should you have any questions, concerns or suggestions regarding School policies, work conditions, compensation or procedures, please contact one of the Directors immediately. We value your input and encourage you to make suggestions and comments freely. Experience has shown that open communication results in better work environments, better communication, and more positive attitudes. ARISE will make every effort to respond effectively to all staff concerns.

Please understand that this Handbook only highlights our personnel policies, it is not exhaustive or all-inclusive, and must be read in conjunction with your individual employment agreement. Circumstances will obviously require that some policies, benefits, and practices described in this Handbook be changed from time to time. Consequently, ARISE reserves the right to amend, supplement or rescind any provisions of this Handbook, as it deems necessary at its sole and absolute discretion. As the policies are revised, updated pages will be distributed to you. Please keep your Handbook available and insert the updated material promptly so that your Handbook is current at all times.

The goal of this Handbook is to help you get settled as soon as possible. Please take a close look at it. We've created it as a service to you. If you have any suggestions about how we can make it better, please tell us. We want to create an environment of collegiality where we all continue to grow and get even better at what we do. Staff suggestions are important at ARISE; we look forward to hearing your ideas.

NON-DISCRIMINATION DECLARATION

- ARISE will be non-sectarian in its programs, admission policies, employment practices and all other operations.
- ARISE will not discriminate on the basis of ethnicity, national origin gender, or disability.
- ARISE will not charge tuition.

CONDITIONS OF EMPLOYMENT AT ARISE

TERM

The term of an employee's employment with ARISE is dictated by his or her individual employment agreement.

Nothing contained in this Handbook, employment applications, ARISE memoranda or other materials provided to employees in connection with their employment shall create greater or different rights than provided for in any applicable employment agreement. Other than the School Director(s), or designee, no ARISE representative is authorized to modify this policy for any employee.

EQUAL EMPLOYMENT OPPORTUNITY IS OUR POLICY

ARISE is an equal opportunity employer. It is the policy of ARISE to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, ARISE will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a ARISE representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. ARISE then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. ARISE will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, ARISE will make the accommodation.

PROHIBITION OF HARASSMENT

Policy

ARISE is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ARISE will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. ARISE will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, up to and including termination, if warranted.

ARISE, as your employer, must take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the Academy's policy and prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act. Your signature on the "Acknowledgement of Sexual Harassment Policy", attached to this handbook, will signify your receipt and review of this policy. Should you have any questions, concerns or suggestions on reporting procedures, please contact the School Director(s) immediately.

Definition of Harassment

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile working environment or that unreasonably interferes with job performance. Harassment may also include unwelcome, offensive racial or ethnic slurs, jokes, or similar conduct.

Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

The following illustrations are not to be construed as an all-inclusive list of prohibited acts under this policy. Sexual harassment may also include, but is not limited to:

Physical assaults of a sexual nature, such as:

1. Rape, sexual battery, molestation or attempts to commit these assaults; and
2. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.

Unwanted sexual advances, propositions or other sexual comments such as:

1. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any employee who indicates or who has indicated in any way that such conduct is unwelcome in his or her presence;
2. Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward; and
3. Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

1. Displaying pictures, cartoons, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic, or bringing to the work environment or possessing any such material to read, display, or view at work.
2. Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and
3. Displaying signs or other materials purporting to segregate an employee by sex in any area of the workplace (other than restrooms and similar semiprivate lockers and changing rooms).

Preventing Sexual and Other Unlawful Harassment

The Co-Directors have the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should any employee become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address and remediate such conduct. Further, romantic relationships between employees and students are strictly prohibited.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the School Director(s), or designee. A Sexual Harassment Complaint Form may be obtained from the School Director(s), or designee, and a copy of this Form is attached to this Handbook. The School Director(s), or designee will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and such action may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's supervisor, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the School Director(s), or designee.

Investigations and No Retaliation

It is unlawful to retaliate or take reprisals in any way against an employee who has articulated a good faith concern about sexual harassment or discrimination against him or her or against another individual. Complainants and witnesses under this policy will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in the filing of a complaint, acting as a witness, or the reporting of sexual harassment.

Any employee who believes that he or she has been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment. ARISE will investigate complaints promptly and provide a written report of the investigation and decision within thirty (30) days of receipt of the complaint unless that time is extended for good cause.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

COMPLIANCE WITH DISABILITY LAW

ARISE will comply with all state and federal disability laws.

EMPLOYMENT AT WILL

Except if stated expressly otherwise by employment contract, it is the policy of ARISE that all employees are employed at the will of the School for an indefinite period. Accordingly, either ARISE or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, ARISE memoranda or other materials provide to employees in connection with their employment shall require ARISE to have “cause” to terminate an employee or otherwise restrict ARISE’s right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict ARISE’s right to terminate at will. Other than the Board of Directors or designee, no ARISE representative is authorized to modify this policy for any employee.

No ARISE representative is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with ARISE that are not consistent with ARISE’s policy on “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, ARISE memoranda, sales commission agreements, ARISE commission agreements, or other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

CERTIFICATION AND LICENSURE - CORE ACADEMIC TEACHING STAFF

ARISE’s core academic teachers and their substitutes are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

CLERICAL, OTHER STAFF, SUBSTITUTES, AND CONSULTANTS

ARISE's clerical, other teaching and non-teaching staff, substitutes, and consultants will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in applicable job specifications.

USE OF ARISE E-MAIL AND VOICEMAIL

ARISE will permit employees to use its electronic mail and voicemail systems subject to the following:

1. Minimal personal use at break time or lunch hour.
2. The E-mail system is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs shall not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. ARISE staff will not enter an employee's personal E-mail files or voicemail unless there is a legitimate business need to do so. ARISE retains a copy of all passwords; passwords unknown to ARISE may not be used. System security features, including passwords and delete functions, do not neutralize ARISE's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Unless directly part of the student's educational program and approved by the director in advance, internet games and chat rooms shall not be allowed on the office computers.

DRUG FREE WORKPLACE

ARISE is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any ARISE premises is prohibited and will result in disciplinary action up to and including termination.

WEAPONS POLICY

Unless for educational purposes, no weapons may be possessed on the premises (including in cars) by employees unless the prior express written consent for such possession has been obtained from one of the Directors (e.g., tomahawk presentation, etc.).

RIGHT TO PRIVACY

Employees should be aware that desks, computers, emails, internet activity sheets, PDA's and other personal spaces provided by ARISE are School property, and are subject to search, if necessary.

CONFIDENTIAL INFORMATION - REGARDING STUDENTS

All information relating to students including, names, addresses, contact numbers, and progress information is confidential information, and may not be shared with unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with an administrator before releasing information.

CONFLICT OF INTEREST

Employees have an obligation to conduct business within guidelines that prohibit actual conflicts of interest. Such a conflict occurs when an employee influences a decision that results in a personal gain for the employee or for a relative as a result of ARISE's business dealings. For purposes of this policy, a relative is any person who is related by blood, adoption, or marriage. The Board of Directors has final approval over all compensation for all School staff. Since the Board has members that are either employees themselves, or relatives of employees, only the outside impartial Board members shall approve compensation for School employees. The Board members with conflicts shall excuse themselves from both the discussion and voting on these matters. Some of the School's staff has relatives who are Board members. These staff members are allowed to make presentations to the outside Board members in order to provide information that is necessary for good decision making.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms, however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

PERSONAL APPEARANCE

Personal appearance of employees shall be one that emanates pride and professionalism to correspond with the position held. Neatness and cleanliness are absolutely necessary at all times. The School's professional image, as well as its atmosphere is maintained, in part, by the image that each employee presents to students and parents. Please dress accordingly. If

employees have any questions about what constitutes proper attire within the classroom, administrators can be consulted.

PERSONAL BUSINESS

When writing articles for publication or when participating in public affairs, staff members are cautioned to avoid inappropriate or compromising situations. Personal letters are not to be written on school letterhead. Individuals who are involved in endorsements, testimonials, publications, and participation in public forums or affairs should make it known that the employee is acting and speaking in a personal capacity and not as a representative of the organization. Reporters seeking information about ARISE must be referred to one of the Directors, or designee.

CHILD NEGLECT AND ABUSE REPORTING

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the School Director(s), or designee. The School Director(s), or designee, shall report the instance to a child protective agency if he or she has a “reasonable suspicion” that child abuse has occurred. A “reasonable suspicion” is more than a mere hunch and arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as a physical injury, which is inflicted by other than accidental means on a child by another person. Child abuse can take the following several forms:

Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself constitute suspicion of child abuse.

Neglect: Neglect occurs when a child's custodian has failed to provide adequate food, clothing, shelter, medical care, or supervision that may or may not have resulted in any physical injury.

Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.

Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any “person willfully causes or permits any child to suffer unjustifiable pain or mental suffering” or when any person endangers a child's health.

Child protective agencies responding to incident reports are prohibited from disclosing a reporter's identity to a reporter's employer.

Any person failing to report child abuse as required by law is guilty of a misdemeanor. It is therefore imperative that all ARISE employees notify the School Director(s), or designee, of any concern he or she may have regarding child abuse or neglect of a ARISE pupil.

THE WORKPLACE

SAFETY AND HEALTH

The School is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to your supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

SECURITY PROTOCOLS

ARISE has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when keys are missing or if security access codes or passes have been breached.

All employees will share in the supervision of students. A supervision schedule will be made weekly for each campus. Supervisors on duty must actively monitor assigned area during entire length of supervisory shift. Supervisors may not use the time to talk with other teachers or grade papers.

ACCIDENT/INJURY REPORTING

If an accident or injury occurs on school property, it should be reported immediately to the School Director(s) or designee. An Incident Report form should be completed as soon as possible. As much information about the exact circumstances of the accident or injury should be gathered as soon as possible, as well as the names, addresses, and phone numbers of all involved. It is important that this be done no matter how insignificant the accident or injury may seem.

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Should a life-threatening emergency arise, the employee in charge shall be responsible for calling 911. The following is a non-exhaustive list of examples of a life-threatening emergency:

1. Stoppage of breathing;
2. Stoppage of pulse;
3. Serious bleeding;
4. Severe asthmatic attack or other allergic reaction;
5. An individual who has gone into shock or
6. An injury that could cause permanent damage (e.g. head or neck injury).

OCCUPATIONAL SAFETY

ARISE is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every ARISE supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of ARISE that accident prevention shall be considered of primary importance in all phases of operation and administration. ARISE's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce ARISE safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

INCIDENT REPORTING

If any incident occurs on school property, or while conducting School business off site, it should be reported on an Incident Report form to be submitted to an administrator within 24 hours from the time of the incident. As much information as is available at the time about the exact circumstances of the incident should be reported.

VISITORS ON CAMPUS

The Director, or designee, must be notified when visitors, other than parents, are coming onto campuses. Staff should make every effort to greet all visitors and direct them to where they need to be.

FIRE DRILL/DISASTER DRILL

Fire and disaster drills are practices to ensure the survival of the maximum number of staff and students should a real event happen. These drills should be approached with the utmost seriousness. That same sense of seriousness should be conveyed to the students. If you believe that the drill is important, so will they. Teachers are expected to have escape routes posted in each room and designate a safe meeting spot for students. Teachers are then required to take role as part of each drill.

FIRST AID, ILLNESS AND ACCIDENTS

Medication (including aspirin) may only be administered by authorized administrative personnel and only on express written request by a parent/guardian with a doctor's confirmation.

Students who complain of illness should be sent to the office with a note indicating the nature of the illness. If a student is injured, call for assistance or send a student for help. **Never move a seriously injured student.** If you suspect that a student has a nick or head injury, do not move regardless. All injuries and accidents should be reported in writing to the Director of the school. The report must include as many details as possible (time, location, students involved, how the accident happened, statements that the victim and others made, and any witnesses).

EMPLOYEE WAGES AND SALARIES

SALARY ELECTION

If you are a salaried teaching employee, you may choose to distribute your salary over either ten or twelve months. Within the first week of school each year, the employee will have an opportunity to elect the pay over ten or twelve months. Once the election is made, it is irrevocable for that year.

EMPLOYEE STATUS

Unless specifically indicated in an employment agreement, all employment at ARISE is at-will. At-will employees and the employer have the right to terminate employment at any time, with or without advance notice, and with or without cause. Generally, employees also may be demoted or disciplined and the terms of their employment may be altered at any time, with or without cause, at the discretion of the School.

ARISE reserves the right to decrease or eliminate an employee's salary, hours or work year based upon, among other things, program demand, change in program direction, restructuring, or if it is deemed to be in the best interest of the program by the employee's supervisor or the Directors.

No person other than a Director or his or her designee has the authority to alter this at-will arrangement, to enter into any agreement for employment for a specified period of time, or to make any agreement contrary to this policy, and any such agreement must be in writing, must expressly state that it is changing the at-will relationship, and must be signed by a Director and by the effected employee.

Employees may be given employment for a specified term based on the discretion of ARISE. However, such term and conditions of that employment relationship shall be enumerated in a contract for employment. Any employee contract shall designate the salary or hourly rate, hours of employment, the individual job description, dates of the contract number, if any, of paid sick/well days, paid holidays, vacation allocation, benefits assigned and any other terms. The employee will sign the contract in duplicate. One copy will remain in the office and the other with the employee. Any breach of an employment agreement for a specified term will be taken seriously by ARISE. As such, ARISE will proceed with any and all legal action available to it for such a breach.

OVERTIME PAY

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work

beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. ARISE will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by your supervisor. ARISE provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

PAYROLL

The standard pay period is once per month, on the last business day of the month. If a payday falls on a weekend or holiday, checks will normally be distributed on the last business day immediately preceding the weekend or holiday. The December check may be mailed to your current address (in your personnel file), depending on vacation timing. The last check of the school year will be released when the staff member has completed check out procedures with the Director.

All federal, state, and social security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the ARISE office manager and to fill out a new W-4 form.

Federal and state law requires ARISE to withhold the following taxes from the employee's wages:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors, which apply to federal withholdings, apply to state withholdings.
3. STRS/PERS and PARS, and/or Social Security: The Federal Insurance Contribution Act (listed on the paycheck as FICA) requires that a certain

percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by ARISE.

4. Medicare Taxes: These taxes are withheld every month and, as with all other taxes, the cumulative amount paid will be listed on the employee's Pay Statement.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

All necessary paperwork, information and time cards, etc., must be submitted on a daily basis. The last day of the month for purposes of payroll calculations shall be the 24th of each month.

Pay corrections: While all reasonable precautions are taken to ensure that the correct amount of pay is received by each employee, errors can and do occur. In this unlikely event, the discrepancy should be brought to the attention of the appropriate administrator as soon as possible so that the situation can be reviewed and corrections can be made in a timely manner.

All payroll information is confidential and only the School Director(s), or designee has access to this information. Any employee who violates this confidentiality is subject to discipline including discharge. Only the School Director(s), or designee may acknowledge dates of employment, position, salary and wage information regarding employees for the purposes of credit checks, purchase of homes, etc.

REQUIREMENTS FOR EMPLOYMENT

LEGAL REQUIREMENTS BEFORE THE FIRST DAY OF EMPLOYMENT:

- A valid and current full or emergency California State Teaching Credential for core academic teaching staff.
- State and federal fingerprint clearance to work with children.
- Criminal record summaries will be maintained by the School Director(s) in a Confidential, secured file separate from personnel files, as required under the law, which include background checks from the Department of Justice.
- Proof of a clear TB test dated within the last 12 months.
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification.
- Child abuse reporting information and signed form indicating that the contents have been read and understood.
- A completed Certificated Employment Application for Credentialed staff.
- A completed Non-certificated Employment Application for all other staff.
- Copy of Teaching Credential.
- Cover letter of application for position.
- Resume.
- Three letters of reference with contact phone numbers.
- W-4 Income tax form completed.

REQUIREMENTS FOR TEACHERS ON AND FOLLOWING THE FIRST DAY:

- Employees shall sign an affirmation supporting the mission of ARISE educational program, as described in the Charter.
- Employees must demonstrate personal characteristics consistent with their role and ability to be effective in the design of the School.
- Employees must demonstrate the experience and expertise appropriate to their role within the School.

TEACHER ATTENDANCE RECORDS

Teachers must take roll **each period** and certify the accuracy of the roll by their dated signature in the provided space. These attendance sheets are known as “contemporaneous records”; they are mandated by State law to be maintained for three years. The State uses these records to allocate the funds that are used to run the school and pay salaries. Inconsistent, inaccurate records put all funding for the school at risk. The creation of these records is the direct responsibility of the classroom teacher taking attendance. In no case,

may attendance be taken by a student and then certified by the teachers. The forms shall be submitted to the office as scheduled. Teachers will be notified, in writing, of the type of student absence. If attendance is also recorded in the teacher's grade book, that attendance (including the codes for absences, excused, tardy, etc.) must match the records generated for the attendance system.

If a student is absent and the school has not been notified by a parent/guardian, office staff will contact the student's parent/guardian and confirm the absence.

GRADING PROCEDURES

Teachers are encouraged to fully share, in writing, all aspects of their grading procedures to every class. Tests, quizzes, homework assignments, work logs, projects, portfolios, journals, and classroom participation are examples of student achievement that should be used in arriving at a grade. Professionalism includes making clear to your classes and individual students the rubrics that will be used in defining how a score will be assigned to a particular work product. In no circumstances, will arbitrary grading be allowed. Return of student work is to be accomplished in a timely manner so as to have the maximum effect on student learning.

Report cards will be issued to each student according to the school calendar. Timelines will be strictly adhered to; teachers must plan their time and assignments at the end of each grading period to be able to effectively evaluate students and efficiently record grades for the permanent student record.

COPYRIGHTED MATERIALS

Employees are expected to comply with the provision of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.) Duplication or backups of computer programs and data must be made within the provisions of the purchase agreement. In no event may staff install their personal copies of software on school owned machines. If a data disk is used to transport materials between an employee's home computer and computers at ARISE, then the school provided virus scanning software must be utilized prior to loading the material into a school computer.

ADDITIONAL COMPLIANCE REQUIREMENTS

Employees are required to adhere to the requirements for employment described in the Charter, the Employee Handbook, any applicable employment agreement, and all applicable state and federal laws.

STAFF CLASSIFICATION

Staff classifications are based on the duties being performed, not the education level of the individual.

Employee Appointments are made by the Co-Directors or her/his designee.

Full time employees are those hourly (non-exempt) employees working no less than 30 hours per week or full-time instructors. Full time employees are eligible for health benefits to be paid by ARISE, subject to any caps. If benefits exceed the cap, the employee will be responsible to pay the difference through payroll deductions. (See Benefits section for more details on ARISE benefits.)

Part Time employees are those hourly (non-exempt) employees working less than 30 hours per week. Part Time employees who work 20 hours and over per week are eligible for health benefits at the discretion of the School, including a requirement that the employee pay a portion of the benefit premiums.

“Substitutes” are employees who work on a hourly/daily on-call basis to fill a temporary need.

PERSONNEL EVALUATION AND RECORD KEEPING

EMPLOYEE REVIEWS AND EVALUATIONS

Each employee will receive periodic performance reviews conducted by his or her supervisor. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, your supervisor will review your job performance with you in order to establish goals for future performance and to discuss your current performance. ARISE's evaluation system will in no way alter the employment at-will relationship.

RESPONSE TO FORMAL OBSERVATION AND REVIEW FINDINGS

All employees shall have the right to make their own written comments in response to the observations or review findings within two weeks of receipt. This response will be attached to the observation and/or evaluation and kept in the employee's Confidential Personnel File.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

At the time of your employment, a personnel file is established for you. Please keep your supervisor advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a ARISE representative, at a mutually convenient time. You may add your comments to any disputed item in the file. The School Director(s) will restrict disclosure of your personnel file to authorized individuals within ARISE. A request for information contained in the personnel file must be directed to your supervisor. Only the School Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, ARISE will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

CONTINUING EDUCATION

ARISE employees are required to keep their credentials current and to keep their professional training and knowledge current through ongoing educational experiences that may include travel, retreat, university courses, workshops and other means, which will further their personal growth and enhance their teaching skills.

Reimbursement or time-off for educational experiences must be approved in advance by the School Director(s), or designee.

THE WORK DAY

WORK SCHEDULE

In-school hours for teachers will be set as described in each teacher's employment agreement or as described to the teacher by the School Director(s), pursuant to the authority granted by the Board.

Proposed work schedule is as follows:

Monday: 8-3:45

Tuesday: 8:45-3:45

Wednesday: 8:45-4

Thursday: 8:45-3:45

Friday: 8-3:45

In addition, each teacher will spend two afternoons a week after the school day ends (M,T,Th, F) supervising study hall, tutoring students, teaching study skills, and other academic support courses for a total of an additional 4.5 hours.

Work hours for full-time clerical staff are 8:00 AM to 4:30 PM with a half hour lunch, or 8:00AM to 5:00 PM with an hour lunch Monday through Friday. Independent contractor hours cannot be set by the employer.

PUNCTUALITY AND ATTENDANCE

The students and families of ARISE count on the attendance and punctuality of ARISE employees. Being late without advance permission for two (2) or more days in a two (2) month period is considered excessive. If this occurs, the School Director(s), or designee, will address it. It is the employee's responsibility to notify an administrator if he or she will be late, even if it is a few minutes. Supervision of students and course material will need to be covered. Frequent absence or tardiness decreases the employee's effectiveness on the job, affects morale and decreases co-workers job efficiency since they must cover for an absent or tardy employee.

Any employee who is unable to report for work must notify office staff as soon as possible before the start of each scheduled workday that they will be out.

If an employee fails to report to work without notification to the School Director(s), or designee, the School may consider that that employee has abandoned his or her employment and has voluntarily terminated the employment. In such cases, ARISE must provide a reasonable opportunity to the employee to respond and notice to the employee of the decision.

If an employee is absent for medical reasons for more than three (3) working days, the employee must, on return, provide the administration with a physician's statement certifying the medical basis for the absence and stating that the employee is able to return to work.

PARTICIPATION IN NON-SCHEDULED PROGRAMS

Teachers are required to participate in ARISE programs, which may be held outside school hours. These include staff meetings, parent-teacher-student conferences, parent meetings, community meetings, certain School board meetings, trainings, open house and graduation each year. Teachers will support and participate in field trips, workshops and other learning activities that include students on their caseload.

ENCOURAGEMENT

In support of the achievements of ARISE students, all employees are encouraged to attend all school functions and events.

BREAKS AND MEAL PERIODS

All full-time instructors shall have a minimum nonpaid lunch break of 30 minutes per day. Non-instructional hourly employees shall receive breaks at the rate of ten (10) consecutive minutes for the first three and one-half (3.5) to six (6) hours worked and ten (10) consecutive minutes from the 6th to the 10th hours worked per day, and the break shall occur as near as possible to the middle of the work period. A nonpaid thirty (30) minute meal period must be provided for every five (5) hour work period, unless six hours of work will complete the day's work and the employee voluntarily elects to forego the meal period.

PHONE CALLS

The phones, Internet access, and e-mail accounts are intended for business use. [Refer to ARISE's Email/Voicemail for guideline on usage]. Employees making personal calls out of the local calling area should use personal calling cards and make such calls during breaks only. Such telephone calls should be kept as short as possible (e.g. 3 minutes or less). Family members and friends should be reminded during work hours, telephone calls should be limited to emergencies only.

LEAVES AND VACATIONS

VACATION LEAVE

Only non-teaching staff is eligible for accumulated vacation leave. Full-time employees will receive one (1) vacation day per month of full-time employment for a total of either ten (10) days or twelve (12) vacation days per year, depending on whether the staff is employed ten or twelve months, respectively. Part-time employees will receive a pro-rata “day” of vacation for each month of contractual employment.

At the end of the fiscal year (June 30), unused vacation leave will be paid to the employee as a one time payment (subject to all withholdings as required by law).

Teachers and teachers’ assistants do not earn vacation leave.

SICK LEAVE

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for “personal” absences. Time off for medical and dental appointments will be treated as sick leave. The School will not tolerate abuse or misuse of your sick leave privilege.

The School offers paid sick leave to teaching and non-teaching staff as follows:

Regular full-time 12-month employees will accrue paid sick leave at the rate of **six (6)** days allotted to each school year. Accrued sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave.

If a twelve month employee is less than full time, the sick leave accrued shall be pro-rated in the same proportion as the percent of work hours to forty hours per week. For example; a twenty hour a week employee, four hours per day, shall accrue one, two hour sick “day” per month of employment; full-time, ten-month employees shall receive one half day of sick leave per month of employment for a total of ten (5) sick days per school year.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before the School honors any sick pay requests. The School may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee’s basis for leave beyond accrued sick leave.

BEREAVEMENT LEAVE

Salaried employees are entitled to a leave of up to five (5) unpaid work days or seven (7) days if out of state travel or travel in excess of 300 miles is required due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Accumulated sick leave or vacation leave may be used for paid bereavement leave. Additional unpaid leave may be granted at the discretion of the Director.

INDUSTRIAL INJURY LEAVE (Workers' Compensation)

ARISE, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to your supervisor; and
- Provide ARISE with a certification from your health care provider regarding the need for worker's compensation disability leave as well as your eventual ability to return to work from the leave.

It is ARISE's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. ARISE, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the ARISE operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the

choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the employee's supervisor and to the individual responsible for reporting to ARISE's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to ARISE approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from ARISE's approved medical facility before returning to work.
- Any time there is a job-related injury, ARISE's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

UNPAID LEAVE OF ABSENCE

ARISE may grant unpaid leaves of absence to employees in certain circumstances. It is important to request such leave in writing as far in advance as possible. If you fail to return to work on the day agreed upon, ARISE has the right to terminate your employment.

Upon returning from an unpaid leave of absence, the employee will be given priority to appropriate available positions for which they are qualified. However, employees should be aware that ARISE generally does not continue to pay premiums for health insurance coverage for employees on unpaid leaves of absence. The employee may self pay the premiums under the provisions of COBRA.

FAMILY CARE AND MEDICAL LEAVE

This policy explains how ARISE complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require ARISE to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth or adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by ARISE for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

Events That May Entitle An Employee To FMLA Leave

The 12-week FMLA allowance includes any time taken (without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care.

Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by ARISE, they will be entitled to a combined total of 12 weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions which is covered by ARISE's separate pregnancy disability policy).
3. To care for a spouse, child or parent with a serious health condition.
4. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.

2. The “12 month period” in which 12 weeks of FMLA leave may be taken is the 12 month period immediately preceding the commencement of any FMLA Leave.

Pay During FMLA Leave

1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.
2. An employee on FMLA leave for child care or to care for a spouse, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.
3. All FMLA leaves are unpaid leaves.
4. The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave.

Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of ARISE’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by ARISE during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, ARISE will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider. Failure to provide the required

certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.

2. If ARISE has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, ARISE may request a second opinion by a health care provider of its choice (paid for by ARISE). If the second opinion differs from the first one, ARISE will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
3. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form, which can be obtained from the School Director(s) or designee and submitting it to the School Director(s). An employee asking for a Request for Leave form will be given a copy of ARISE's then-current FMLA leave policy.
2. Employees should provide not less than 30 days notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt ARISE's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that ARISE will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.

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6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. In most cases, ARISE will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 10 days of receiving the request. If an FMLA leave request is granted, ARISE will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous economic injury to ARISE's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), ARISE will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
4. If an employee can return to work with limitations, ARISE will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from ARISE.

Limitations on Reinstatement

1. ARISE may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous economic injury to ARISE's operations.

A “key” employee is an exempt salaried employee who is among the highest paid 10% of ARISE’s employees within 75 miles of the employee’s worksite.

2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if ARISE determines that substantial and grievous economic injury to ARISE’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, ARISE will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause ARISE to suffer substantial and grievous economic injury. If ARISE realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment During Leave

An employee on FMLA leave may not accept employment with any other employer without ARISE’s written permission. An employee who accepts such employment will be deemed to have resigned from employment at ARISE.

PREGNANCY DISABILITY LEAVE

This policy explains how ARISE complies with the California Pregnancy Disability Act, which requires ARISE to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the

successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave available under ARISE's policy on Family Care and Medical Leave.

Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of ARISE's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, ARISE will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on pregnancy disability leave remains an employee of ARISE and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the School Director(s), or designee. An employee asking for a Request for Leave form will be referred to ARISE's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt ARISE's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, ARISE will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, ARISE will

notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested) or such each means of preserving the job for the employee (such as leaving it unfilled or filling it with a temporary employee) would have substantially undermined ARISE's ability to operate the business safely and efficiently.

If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine ARISE's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, ARISE will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee takes FMLA/CFRA leave for reason of the birth of her child at the expiration of her pregnancy disability leave, her right to reinstatement is governed by the Family Care and Medical Leave policy, not by this policy.
5. If the employee can return to work with limitations, ARISE will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from ARISE.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without ARISE's written permission. An employee who accepts such employment will be deemed to have resigned from employment with ARISE.

INSURANCE COVERAGE CONTINUANCE

When employees are on extended leave, except under FMLA or PDL, ARISE does not continue the employee's health insurance coverage. Insurance may be self-paid under COBRA provisions.

MILITARY LEAVE

Any employee who is in the Army Reserve or a similar government military operation may take the time required to maintain membership in such an operation at no pay. Advance noticed is required to maintain such a leave status. Available time off may be used for the absence. For teaching staff a request must first be made to serve the time when School is not in session. Vacation, sick time and holiday benefits will not accrue during a military leave.

SCHOOL CALENDAR AND HOLIDAYS

The school calendar shall be established as soon as possible prior to the start of each new school year and communicated in writing to all staff and students. Modifications to this schedule may be made as necessary as determined by the Board of Directors and the School Director(s).

Full-time hourly and salaried non-exempt employees may receive the following annual paid holidays:

- New Year's Eve
 - New Year's Day
 - Martin Luther King, Jr., Birthday
 - President's Day
 - Memorial Day
 - Independence Day
 - Labor Day
 - Columbus Day
 - Thanksgiving
 - Friday After Thanksgiving
 - Christmas Eve
 - Christmas Day
- Other days during the school year such as days during the School's "Spring Break" or February or October breaks shall be paid time for all non-exempt employees in active status.

- Religious Holidays - Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the employee's supervisor. The employee will be paid if the religious holiday is taken as an earned vacation day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.
- When a holiday falls on Saturday, the preceding Friday will be celebrated as the holiday; if it falls on Sunday, the following Monday will be celebrated as the holiday. When Christmas falls on a Saturday, the Day before Christmas will be celebrated on Thursday. If Christmas falls on a Sunday or Monday, the day before Christmas will be celebrated on the preceding Friday.
- Employees on any leave of absence do not earn holiday pay.

These holidays may not be accrued by any employee.

To be eligible for holiday pay, employees must be regularly scheduled to work on the day on which the holiday falls, and the employee must work his or her regularly scheduled working days immediately preceding and following the holiday.

EMERGENCY CLOSING – INCLEMENT WEATHER, ETC.

All staff that qualifies will be paid. When advance notice is given of possible inclement weather, employees are expected to take work home with them and work from home.

JURY DUTY OR WITNESS LEAVE

For all exempt employees, ARISE will pay for time off if you are called to serve on a jury. For all non-exempt employees, ARISE will pay for up to three (3) days if you are called to serve on a jury.

VOTING TIME OFF

Voting time off will be granted when an employee's work hours prevent the employee from getting to the polling place. Generally, polling times have been set so there is ample time for voting before or after work.

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined.

Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give his or her supervisor at least two (2) days notice. Generally, polling times have been set so there is ample time for voting before or after work.

HEALTH AND WELFARE BENEFITS

HEALTH BENEFITS

It is intention of ARISE High School to offer a full benefit package to ensure the continued well-being of all staff. Those benefits will likely include medical, dental, and vision insurance. The existence of this package is entirely dependent on funding levels from the Sate of California and other factors that affect the School's finances. As such funding varies, so too will the benefits and the level of coverage provided to the staff. The existence of benefits in one school year does not guarantee the existence in future years. All staff should be aware that if funding levels drop, that benefits may not be extended, or that employees may have to pay a portion of the benefits.

Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for ARISE or if you are a part time employee who works a minimum of twenty-five (20) hours per week. Part-time employees will be responsible to pay a pro-rated share of the costs for medical coverage.

"Full-time" employee means that you are hired to work at least 40 regular hours per week. Temporary, and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

The ARISE plan does cover the cost of medical coverage for dependents.

When Coverage Starts

Your coverage will begin on the first day of the month following the employee start date. Your enrollment form must be submitted to your Supervisor as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

Cost of Coverage

There will likely be no associated cost for coverage under the plan, however, this is reviewed periodically and is subject to change based on budgetary considerations.

COBRA BENEFITS

Continuation of Medical and Dental

WHEN COVERAGE UNDER ANY OF ARISE'S HEALTH PLANS ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under ARISE's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and ARISE's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan (age 19 or if a full-time student age 25).

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

ARISE will notify you or your dependants if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying ARISE within 30 days of the event. ARISE will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- ARISE stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

RETIREMENT PENSION BENEFIT

Qualifying certificated employees will participate in STRS (State Teachers Retirement System). Non-credentialed employees may make pre-tax deductions into the school's 403b plan. Employee contributions will be deducted from payroll. In addition, ARISE will contribute the required employer's portion. ARISE matches and pays into federal Social Security for retirement for non-teaching staff.

EXPENSE REIMBURSEMENTS

Mileage for travel to meet with students or for work-approved travel out of the area must be approved in advance and submitted on the “Reimbursement Form.” Mileage will be reimbursed at the IRS approved rate.

ARISE will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must have advance approval by the School Director(s), or designee, for reimbursement purposes.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Since employment at ARISE (unless otherwise expressly specified in an employment agreement) is based on an at will basis, both the employee and ARISE have the right to terminate employment at will, with or without cause or notice, at any time.

The School's rules of conduct are based on mutual respect, common courtesy, sound judgment, responsibility, professionalism and business accountability. Personal and professional integrity is, of course, expected of all employees. ARISE may terminate or suspend the employment of any employee or engage in any other disciplinary actions (e.g. suspension with or without pay, demotion, etc.), if an administrator determines that the employee has failed to fulfill his or her duties and responsibilities and/or has failed to demonstrate the responsibility outlined in these personnel policies and the job description or for any lawful reason.

MISCONDUCT SUBJECT TO DISCIPLINE UP TO AND INCLUDING DISMISSAL

The following violations are considered misconduct and will result in disciplinary action up to and including termination of employment. Since it is impossible to enumerate every act or omission, which would justify the imposition of disciplinary action, the list is not intended to be all-inclusive. (All rules are subject to revisions by the organization, as management deems necessary).

1. Unexcused absence and/or lack of punctuality.
2. Release of confidential information without authorization.
3. Possession of or reporting to work while under the influence of alcohol, narcotics, and/or other controlled substances.
4. Theft.
5. Willful destruction of property.
6. Conviction of a felony or conviction of a misdemeanor, which makes the employee, unfit for the position.
7. Falsification, fraud, or omission of pertinent information when applying for a position.
8. Any willful act that endangers the safety, health or well being of another individual.
9. Any act of sufficient magnitude to cause disruption of work or gross discredit to the School.
10. Misuse of School property or funds.
11. Possession of firearms, or any other weapon, while acting within the course of your employment with the School.

12. Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law.
13. Failure to comply with the School's safety procedures.
14. Insubordination.
15. Failure to follow any known policy or procedure of ARISE, or gross negligence, which results in a loss to ARISE.
16. Violations of federal, state, or local laws affecting the organization or your employment with the organization.
17. Unacceptable job performance.
18. Dishonesty.

NON-DISCLOSURE OF PERSONNEL INFORMATION

Reasons for involuntary terminations are privileged information and are treated confidentially. Anyone disclosing such information inappropriately is subject to disciplinary action, up to and including termination of employment.

No one without a managerial "need to know" is to discuss personnel information.

Inquiries regarding an employee who has been terminated should be referred to the School Director(s), or designee.

RESIGNATION-AT WILL EMPLOYEES

At-will employees are free to resign without repercussion or retaliation unless their employment agreement states otherwise. Although ARISE does not require two (2) weeks notice from a resigning at-will employee, as ARISE employees are at-will unless otherwise agreed, ARISE would appreciate such notice. However, ARISE may ask an employee to leave immediately when necessary. Any accrued and unpaid compensation, excluding sick or personal leave benefits, shall be paid as soon as possible as required under the law or on the next payroll run.

RETIREMENT

Retirement at age 65 is not compulsory. An employee who wishes may retire (or take semi-retirement). The employee may work part time to equal what Social Security will allow. All other taxes including Social Security will be deducted from salary according to federal and state tax laws.

LAYOFF

While ARISE will endeavor to avoid layoffs, it must reserve the right to initiate layoffs if it determines that such action is warranted based on economic circumstances or other factors that it deems important. It is the policy of ARISE to reduce staff on a non-discriminatory

basis. Earned but unused vacation time, if applicable, (pro-rated to the last day of employment) will be paid. Sick time unused will not be paid in the event of a layoff.

SALARY AND BENEFITS IN THE EVENT OF TERMINATION

In the event of termination of employment, exempt, or non-clerical or hourly employees shall be entitled only to the prorated salary and benefits earned through the last date of actual service and will be paid at the end of the pay period.

EMPLOYEE DISPUTE RESOLUTION PROCESS

Misunderstandings and problems arise from time to time in any situation. Work situations can be stressful. To provide the best possible working conditions for employees, an honest and open atmosphere in which any problem, complaint, suggestion, or question receives a timely, respectful response is required. Employees and management should have, and display, mutual respect for each other at all times.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with one's employment situation, which is brought to the attention of a supervisor. If an employee disagrees with the established rules on conduct, policies, procedures, or practice; they can express this concern through the problem resolution procedure outlined herein. No employee will be penalized, formally or informally, for voicing a grievance or complaint with ARISE in a reasonable, business-like manner, or for using these grievance procedures.

The School Director(s) are the official representatives between the staff and the Governing Board. S/he or any administrator/designee must be accessible and ready to hear suggestions and complaints. ARISE cannot act on any problem unless it is aware of it, so grievances must be aired as soon as possible.

Not every problem can be resolved to all parties' satisfaction, and only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the smooth, effective operation of the school. ARISE will strive to provide such an atmosphere at all times. Employees are encouraged to offer positive and constructive criticism, and to take the following steps if they believe that a condition of employment or a decision affecting them is unjust or inequitable:

1. Any grievance by an employee shall be made in writing and given to the School Director(s). Within five (5) days the School Director(s) shall then meet with the individual and attempt to informally resolve the matter.
2. If this is not successful, then within five (5) additional days after the meeting, the School Director(s) will send a written letter back to the employee clearly stating the school's position on the matter and any follow-up actions, if appropriate. The school is not required to offer any type of formal or informal "hearing" on the issue, though it may suggest a series of meetings or other actions, as it determines.
3. As with any matter, the employee is always free to address the schools Board of Directors during the Public Comment period of a public Board meeting. However, the Board is not allowed by law to respond at this time. If the employee wishes a response, then he or she should request the Board

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to place the matter on an agenda for a future Board meeting. The request can be made in writing at anytime, or at a Board meeting during the Public Comment period. The Board, in its sole discretion, will decide whether to place the item on the Agenda or to refer it to the School Director(s) for their review.

COMPLAINT PROCEDURES

COMPLAINTS FROM PARENTS, STUDENTS OR COMMUNITY MEMBERS

While parents and students are encouraged to take their concerns or complaints to staff persons most directly involved, they will, at times, feel too uncomfortable to do so. Often parents and students might feel more comfortable sharing their concerns with another staff person. In such cases the staff member receiving the complaint should take the following steps:

1. Determine, if appropriate under the circumstances, whether the complaint may be resolved informally through discussion. Staff members receiving complaints initially should listen objectively, attentively and actively to the parent or student. The staff member may wish to ask supportive questions to help clarify the nature of the concern. Neither agreement nor disagreement with the complainant should be expressed, but rather those staff members receiving complaints should remain neutral.
2. Once the complainant has been able to express his or her concern, if appropriate under the circumstances ask if the complainant would be willing to speak directly to the staff person. If this is out of the complainant's comfort zone, ask if he or she would like the assistance of the School Director(s) to help in voicing the concern and exploring possible solutions.
3. If the complainant desires assistance, help the person schedule time with the School Director(s).
4. Alert appropriate administrators and the other staff of the concern and of your action with regard to seeking resolution.

Follow up to make sure action was taken to resolve the problem.

6. If the problem cannot be informally resolved direct the complainant to file a written complaint with the School Director(s) or designee.

CONFLICT WITH OTHER STAFF

When an employee has a conflict or concern regarding another employee, the grievance procedures specified in the Employee Dispute Resolution Process described in the previous section shall be followed unless the complaint relates to a problem which is covered by separate procedures (i.e. complaints of sexual harassment are resolved through specific sexual harassment complaint procedures).

VOLUNTEERS

ARISE welcomes volunteers. Volunteers do have to be fingerprinted and have clearance from the Department of Justice through a criminal history background check before volunteering. This includes parents of ARISE students. A staff member must provide supervision for office volunteers and provide them with orientation to make their volunteer time with us as enjoyable for them as possible. Teachers must provide supervision and orientation for classroom and field trip volunteers.

AMENDMENT TO PERSONNEL POLICIES

This Employment Handbook contains the employment policies and practices of ARISE in effect at the time of publication.

ARISE reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and approved by the School Director(s).

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way change or alter the provisions of this Handbook.

SIGNATURE AND OTHER FORMS

Please see following pages

ACKNOWLEDGMENT OF RECEIPT OF PERSONNEL HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SCHOOL DIRECTOR(S).

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the School Director(s) or designee, no supervisor or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the School Director(s) or designee has the authority to make any such agreement and then only in writing signed by the School Director(s) or designee.

Employee's Signature: _____ Date: _____

SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of ARISE that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that ARISE may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of ARISE, you may file this form with your immediate supervisor or the School Director(s).

Please review ARISE's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

ARISE will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, ARISE will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, ARISE will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize ARISE to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that ARISE will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by ARISE both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize ARISE to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Print Name

Date: _____

ACKNOWLEDGEMENT OF RECEIPT OF CHARTER PETITION

PLEASE READ THE CHARTER AND SUBMIT
A SIGNED COPY OF THIS
STATEMENT TO THE SCHOOL DIRECTOR(S).

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the ARISE High School Charter. I have read and understood the contents of the Charter, and I agree to abide by its contents. I have been given the opportunity to ask any questions I might have about the Charter and my duties and responsibilities associated therewith. I understand that it is my responsibility to read and familiarize myself with the contents of the Charter.

Employee's Signature

Date:

Attachment VIII: Three-year budget, Three-year cash flow, staff plan, and narrative. Grant award letters and letter of credit from EdTec

Barbara Lee High School Budget Narrative

The attached budget, cash flow projection, and staffing plan are based on conservative estimates of the actual costs to implement the Barbara Lee High School program as described in the charter. Revenue projections for the first year were based on current year estimates of funding rates; those rates were grown conservatively (2%) over two additional years. Categorical funding, which is now set in statute, has been included at the statutory rate. With the exception of the Implementation Grant and the CES grant, which have been awarded, Barbara Lee High School has not included any fundraising to balance its budget. However, the School board and community supporters intend to fundraise extensively to increase the enrichment opportunities for Barbara Lee High School students and staff. Whenever possible, Barbara Lee High School will leverage the resources of Mills College. Barbara Lee High School has partnered with Mills College and will have some access to Mills College's resources such as computer labs, library resources, and staff.

Expenses have been conservatively estimated based on current market conditions in Oakland. Below is a summary of the major expense categories and the assumptions underlying them:

Staffing and benefits: Barbara Lee High School will open with five teachers, a principal, part-time co-directors and an office manager. In year two, the school will add two more teachers, and in year three, three additional teachers. The School will compensate its teachers at an average salary of \$44,000. The School estimates that the principal will be paid \$90,000 in the first year. All salaries grow by 2% per year.

Barbara Lee High School intends to outsource its business services, so it will not expand its central office staff.

Barbara Lee High School will offer a fixed amount for health benefits (\$400), which will grow by 14% per year in line with health cost increases.

Books and Supplies: Barbara Lee High School will purchase core textbooks for each new grade level of students, and has budgeted \$300 per student to do so. The School has also budgeted for \$60 per student replacement costs and additional textbooks. The School has budgeted \$100 per student for general instructional materials and \$60 per student in after school program materials.

Services and Operating: The School has budgeted conservatively to rent a facility in Oakland near Mills College or on its campus based on an assumption of 75 sq ft per student at \$1.20 psf per month triple net. The school has also budgeted \$.12 psf for utilities. The school intends to move into a facility that just meets its needs in year one, and then move into a permanent facility in year 2 (and thus has budgeted to pay for space it does not fully utilize in year 2). The school reaches its full capacity in year 3.

The School has budgeted \$297 per student for the OUSD special education encroachment and grown it by 2% per year, which is higher than the \$218 currently projected by OUSD. The School has included a 1% oversight fee.

The School has budgeted to contract with full service back office business provider or Mills College to manage the school's business operations.

Capital Outlay: The School intends to purchase capital assets such as computers as needed in the first two years. As the school grows, it will increase the computer purchases to bring the school in line with its program goals.

The School has budgeted to purchase used furniture for its classrooms each year. In addition, the school has included \$25K in each of the first two years to pay for tenant improvements on its site.

Cash Flow: Due to the receipt of already committed grant funds, the school will not have additional cash flow needs in year one.

Arise Charter School
3 Year Budget Summary

	2007-08	2007-08	2007-08	2008-2009	2009-2010
	Startup	Operating	Total	Total	Total
Revenue					
General Block Grant	-	657,299	657,299	1,004,182	1,365,687
Federal Income	-	28,050	28,050	42,075	56,100
Other State Income	-	56,090	56,090	77,805	94,918
Implementation Grant	225,000	-	225,000	180,000	-
Local Revenue	-	-	-	-	-
Grants and Fundraising	145,332	-	145,332	72,666	-
Total Revenue	370,332	741,439	1,111,771	1,376,728	1,516,705
Operating Expenses					
Certificated Salaries	50,875	354,358	405,233	478,188	640,918
Classified Salaries	27,000	32,850	59,850	46,350	47,741
Employee Benefits	10,719	92,275	102,993	127,231	178,461
Books & Supplies	1,000	49,000	50,000	66,147	54,309
Services & Operating Exp.	74,274	271,109	345,383	489,243	536,750
Capital Outlay	29,069	21,674	50,742	40,732	13,863
Total Operating Expenses	192,936	821,264	1,014,200	1,247,891	1,472,042
Operating Income	177,396	(79,826)	97,570	128,837	44,663
Fund Balance					
Beginning Balance	-	-	-	97,570	226,407
Operating Income	177,396	(79,826)	97,570	128,837	44,663
Changes to Loan Balance	-	-	-	-	-
Ending Balance	177,396	(79,826)	97,570	226,407	271,070
Reserves and Contingencies					
Reserve	-	-	30,426	37,437	44,161
Contingencies	-	-	-	-	-
Unrestricted Fund Balance			67,144	188,971	226,909

	2007-08	2007-08	2007-08	2008-2009	2009-2010	
	Startup	Operating	Total	Total	Total	
ENROLLMENT SUMMARY						
Student Enrollment						
K-3			-	-	-	-
4-6			-	-	-	-
7-8			-	-	-	-
9-12			110	165	220	-
Total Enrollment			110	165	220	-
Attendance Rates						
K-3			0%	0%	0%	-
4-6			0%	0%	0%	-
7-8			0%	0%	0%	-
9-12			90%	90%	90%	-
Student ADA						
K-3			-	-	-	-
4-6			-	-	-	-
7-8			-	-	-	-
9-12			99	149	198	-
Total ADA			99	149	198	-
Free & Reduced %			60%	60%	60%	School estimate based on students in TRIO program
English Language Learners %			15%	15%	15%	School estimate based on students in TRIO program

	2007-08	2007-08	2007-08	2008-2009	2009-2010	
	Startup	Operating	Total	Total	Total	
REVENUE DETAIL						
Federal and State Revenue						
General Block Grant		607,799	607,799	929,932	1,264,707	CDE rates Feb 2006 + 2%
Portion From State Aid		364,679	364,679	557,959	758,824	-
Portion from Property Taxes		243,119	243,119	371,973	505,883	-
Categorical Block Grant		49,500	49,500	74,250	100,980	Per statute for 2007-08
Class Size Reduction (K-3)		-	-	-	-	-
Lottery - Unrestricted		13,640	13,640	20,869	28,382	CCSA Fall 2005 rates
Lottery - Restricted		1,210	1,210	1,851	2,518	CCSA Fall 2005 rates
Educationally Disadvantaged Block Grant		9,818	9,818	15,021	20,428	CCSA Fall 2005 rates
Supplemental Hourly Instruction Programs		31,423	31,423	40,064	43,589	Extended day supplemental instruction
Title I		28,050	28,050	42,075	56,100	\$450/eligible student
Facilities - SB740		-	-	-	-	-
Implementation Grant	225,000	-	225,000	180,000	-	Already awarded
Other		-	-	-	-	-
Local and Other Revenue						
Grants & Fundraising		-	-	-	-	-
General Fundraising		-	-	-	-	-
CES Grant	145,332	-	145,332	72,666	-	\$217,998 over three years
Total Revenue	370,332	741,439	1,111,771	1,376,728	1,516,705	-

	2007-08	2007-08	2007-08	2008-2009	2009-2010	
	Startup	Operating	Total	Total	Total	
EXPENSE DETAIL						
Certificated Salaries						
Certificated Teacher Salaries	9,375	225,000	234,375	328,313	483,373	5, 7, & 10 teachers in the first 3 years respectively
Certificated Administration Salaries	41,500	123,670	165,170	141,913	146,171	Co-Directors and Principal (incl. 4 months before school in yr 1)
Certificated Substitutes		5,688	5,688	7,963	11,375	5% absense rate assumed
Other Certificated Staff		-	-	-	-	-
Total Teacher Salaries	9,375	230,688	240,063	336,275	494,748	
Total Certificated Salaries	50,875	354,358	405,233	478,188	640,918	-
Total Certificated FTE's		7	7	9	12	-
Classified Salary Expenses						
Classified Administrative Salaries	27,000	32,850	59,850	46,350	47,741	Office Manager (incl. 4 months pre-opening)
Classified Substitutes		-	-	-	-	-
Other Classified Salaries		-	-	-	-	-
Total Classified Salaries	27,000	32,850	59,850	46,350	47,741	
Total # of Classified FTE's		1	1	1	1	

	2007-08	2007-08	2007-08	2008-2009	2009-2010	
	Startup	Operating	Total	Total	Total	
Employee Benefits						
Health Benefits	1,800	39,564	41,364	59,467	88,846	\$400 per employee per month growing by 14% annually
Payroll Taxes	2,074	10,311	12,385	10,480	12,945	-
Retirement Expense	4,197	29,234	33,432	39,451	52,876	STRS
Worker's Compensation	2,648	13,165	15,813	17,834	23,414	0
CCSA Membership (Employee)		-	-	-	380	-
Total Benefits	10,719	92,275	102,993	127,231	178,461	-
Total Salaries & Benefits	88,594	479,482	568,076	651,770	867,120	-
Total # of FTE's		8	8	10	13	-
Books and Supplies						
4100- Textbooks and Other Books		27,500	27,500	34,782	13,733	\$250 per new grade level student; \$60 per returning student;
4302 Instructional Materials & Supplies (includes software)		11,000	11,000	16,830	22,889	\$100 per student
4201 Library Books		-	-	-	-	-
4305 Office Supplies	1,000	5,000	6,000	6,120	6,242	\$500 per month
4304 PE Supplies		-	-	-	-	-
4306 Professional Development Supplies		-	-	-	-	-
4303 Custodial Supplies		-	-	-	-	-
0 After School Program Supplies		5,500	5,500	8,415	11,444	\$50 per student for after school program
0 (Other) Supplies		-	-	-	-	-
4701 Student Food Services and Supplies		-	-	-	-	-
4702 Other Food Services (i.e. staff lunches)		-	-	-	-	-
Total Books and Supplies	1,000	49,000	50,000	66,147	54,309	-

	2007-08	2007-08	2007-08	2008-2009	2009-2010	
	Startup	Operating	Total	Total	Total	
Services and Other Operating Expenses						
5200 Travel & Conferences	3,455	10,365	13,820	9,190	9,364	6 participants at 2 conferences each
5300 Dues & Memberships		660	660	832	1,003	CCSA and CSDC dues
5400 Insurance (Property, auto, and liability)	825	4,125	4,950	7,574	10,300	Based on recent CCSA JPA quote for comprehensive liability
0 (Other) Services and Operating Expenses		-	-	-	-	-
0 (Other) Services and Operating Expenses		-	-	-	-	-
Operations & Housekeeping						
5504 Utilities	1,663	8,316	9,979	19,958	19,958	\$.12 per sqft per month
5503 Janitorial Services	3,000	15,000	18,000	18,360	18,727	\$1500 per month
0 (Other) Operations and Housekeeping		-	-	-	-	-
0 (Other) Operations and Housekeeping		-	-	-	-	-
0 (Other) Operations and Housekeeping		-	-	-	-	-
Subtotal Operations & Housekeeping	4,663	23,316	27,979	38,318	38,686	-
Rentals, Leases, & Repairs						
5601 Rent	17,325	86,625	103,950	212,058	216,299	\$1.25 per sqft per month, 70 sqft per student; based on current mar
5602 Storage		-	-	-	-	-
5605 Copier Lease	1,000	5,000	6,000	6,120	6,242	\$500 per month
5605 (Other) Rent/ Lease Equipment		-	-	-	-	-
5605 (Other) Rent/ Lease Equipment		-	-	-	-	-
5610 Repairs & Maintenance - Building	400	2,000	2,400	2,448	2,497	\$200 per month general maintenance
5611 Repairs & Maintenance - Computers		-	-	-	-	-
5612 Repairs & Maintenance - Other		-	-	-	-	-
0 (Other) Rentals, Leases and Repairs		-	-	-	-	-
Subtotal Rentals, Leases, & Repairs	18,725	93,625	112,350	220,626	225,039	-
Professional Services & Operating Expenses						
5801 Audit		6,000	6,000	6,120	6,242	Accrued in first year; based on actual quote + 2%
5802 Banking Fees		360	360	367	375	-
5803 Business Services	12,080	60,402	72,483	97,805	107,686	Comprehensive business services
5804 Consultants	17,000	-	17,000	-	-	Charter/organizational development & Curriculum Dev.
5804 District Oversight Fee		6,573	6,573	10,042	13,657	1% of general and categorical block grant
5814 Indirect District Fees		-	-	-	-	-
5819 (Other) Support Services Fee		-	-	-	-	-
5806 Field Trips (exclude extra transportation)		5,500	5,500	8,415	11,444	ELOB trips \$50/student
5807 Fingerprinting		450	450	383	390	\$75 per new employee
5821 Interest Expense		-	-	-	-	-
5808 Legal Services	4,000	4,000	8,000	5,000	3,000	-
5809 Marketing/ Advertising	2,010	990	3,000	3,060	3,121	-
5811 Payroll Fees		1,440	1,440	1,469	1,498	-
5820 Printing & Reproduction	500	2,500	3,000	3,060	3,121	-
5826 Professional Development	2,063	4,188	6,250	7,000	10,200	-
5818 Relocation Expense		-	-	-	-	-
5812 Special Education Encroachment		33,000	33,000	50,490	68,666	\$300 OUSD encroachment (current is \$218)
5813 Staff Recruiting	1,978	-	1,978	842	1,130	\$250 per new employee
5815 Student Assessment & Testing		2,200	2,200	3,366	4,578	\$20 per student
5823 Student Information System	5,000	1,540	6,540	2,356	3,204	Powerschool including set up
5825 Student Recruitment		-	-	-	-	-
5824 Substitutes (Non-payroll)		-	-	-	-	-
5816 Technology Support	700	3,500	4,200	4,284	4,370	\$350 per month
5860 Transportation		-	-	-	-	-
5817 Website Design and Support		-	-	-	-	-

	2007-08	2007-08	2007-08	2008-2009	2009-2010	
	Startup	Operating	Total	Total	Total	
5810 (Other) Professional Services	-	-	-	-	-	-
Subtotal Professional Services	45,330	132,643	177,973	204,059	242,683	-
Communications						
5904 Cell Phone	-	-	-	-	-	-
5901 Internet Connectivity and Website Hosting	300	1,500	1,800	1,836	1,873	-
5902 Phone/ Fax	700	3,500	4,200	4,284	4,370	\$350 per month
5903 Postage & Shipping	275	1,375	1,650	2,525	3,433	\$15 per student
Subtotal Communications	1,275	6,375	7,650	8,645	9,676	-
Total Services & Operating Expenses	74,274	271,109	345,383	489,243	536,750	-
Capital Outlay						
6100 Site and Improvement of Site	6,700	3,300	10,000	20,000	-	Tenant improvements
6200 Buildings and Improvement of Buildings	-	-	-	-	-	-
6300 Books and Media for New Library or Major Expansion	-	-	-	-	-	-
6401 Computer Equipment	14,496	14,496	28,992	12,546	3,745	5:1 student to computer ratio; one comp. per staff member
6402 Furniture	7,873	3,878	11,750	8,186	10,118	\$75 per student desk, \$200 for teacher desk; \$500 misc furn per cla
6403 Other Equipment	-	-	-	-	-	-
(Other) Capital Outlay	-	-	-	-	-	-
Total Capital Outlay	29,069	21,674	50,742	40,732	13,863	-
Total Operating Expenses	192,936	821,264	1,014,200	1,247,891	1,472,042	-

Arise Charter School
Cash Forecast
Year 1

	Projection												
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	AP/AR
Beginning Cash	66,640	253,539	191,983	231,916	172,933	113,951	145,727	159,411	100,428	140,298	116,419	92,541	
Income													
Federal and State Revenue													
General Block Grant - State Aid	-	-	123,991	-	-	87,523	-	-	51,055	25,528	25,528	25,528	25,528
General Block Grant - Property Taxes	-	14,587	29,174	19,450	19,450	19,450	19,450	19,450	34,037	17,018	17,018	17,018	17,018
Categorical Block Grant	-	-	16,830	-	-	11,880	-	-	6,930	3,465	3,465	3,465	3,465
Class Size Reduction (K-3)	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery - Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	13,640
Lottery - Restricted	-	-	-	-	-	-	-	-	-	-	-	-	1,210
Educationally Disadvantaged Block Grant	-	-	3,338	-	-	2,356	-	-	1,374	687	687	687	687
Supplemental Hourly Instruction Programs	-	-	-	-	-	-	-	-	7,856	7,856	7,856	7,856	-
Title I	-	-	-	-	-	-	-	-	28,050	-	-	-	-
Facilities - SB740	-	-	-	-	-	-	-	-	-	-	-	-	-
Implementation Grant	180,000	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Local and Other Revenue													
Grants & Fundraising													
General Fundraising			-	-	-	-	-	-	-	-	-	-	-
CES Grant	72,666						72,666						
Total Income	252,666	14,587	173,333	19,450	19,450	121,209	92,116	19,450	129,302	54,554	54,554	54,554	61,548
Operating Expenses													
Compensation and Benefits	14,096	23,471	53,051	53,051	53,051	53,051	53,051	53,051	53,051	53,051	53,051	53,051	-
Books & Supplies		1,000	39,200	1,089	1,089	1,089	1,089	1,089	1,089	1,089	1,089	1,089	-
Services & Operating Exp.	37,137	37,137	23,811	23,811	23,811	34,811	23,811	23,811	34,811	23,811	23,811	34,811	-
Capital Outlay	14,534	14,534	17,339	482	482	482	482	482	482	482	482	482	-
Total Operating Expenses	65,767	76,142	133,400	78,432	78,432	89,432	78,432	78,432	89,432	78,432	78,432	89,432	-
Net Operating Expenses	186,899	(61,555)	39,933	(58,983)	(58,983)	31,777	13,683	(58,983)	39,870	(23,878)	(23,878)	(34,878)	61,548
Changes in Accounts Receivable													
Changes in Accounts Payable													
Loan Proceeds													
Loan Payments													
Ending Cash	253,539	191,983	231,916	172,933	113,951	145,727	159,411	100,428	140,298	116,419	92,541	57,662	61,548
Reserves and Contingencies													
Reserve	1,973	4,257	8,259	10,612	12,965	15,648	18,001	20,354	23,037	25,390	27,743	30,426	
Unrestricted Fund Balance	251,566	187,726	223,657	162,321	100,985	130,079	141,409	80,074	117,260	91,029	64,798	27,236	61,548

Arise Charter School
Cash Forecast Year 2
 Year 2

	Year 2												Total	AP/AR
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June		
Beginning Cash	57,662	48,783	53,232	212,489	180,890	128,760	65,631	94,182	42,053	113,142	128,588	138,353	57,662	
Income														
Federal and State Revenue														
General Block Grant - State Aid	-	21,881	43,762	29,174	29,174	29,174	29,174	29,174	115,482	57,741	57,741	57,741	557,959	57,741
General Block Grant - Property Taxes	-	14,587	29,174	19,450	19,450	19,450	19,450	19,450	76,988	38,494	38,494	38,494	371,973	38,494
Categorical Block Grant	-	2,970	5,940	3,960	3,960	3,960	3,960	3,960	15,180	7,590	7,590	7,590	74,250	7,590
Class Size Reduction (K-3)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery - Unrestricted	-	-	-	5,217	-	-	5,217	-	-	5,217	-	-	20,869	5,217
Lottery - Restricted	-	-	-	463	-	-	463	-	-	463	-	-	1,851	463
Educationally Disadvantaged Block Grant	589	1,178	785	785	785	785	785	785	2,847	1,424	1,424	1,424	15,021	1,424
Supplemental Hourly Instruction Programs	-	-	-	-	-	-	-	-	10,016	10,016	10,016	10,016	40,064	-
Title I	-	-	-	-	-	-	-	-	42,075	-	-	-	42,075	-
Facilities - SB740	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Implementation Grant	-	-	180,000	-	-	-	-	-	-	-	-	-	180,000	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local and Other Revenue														
Grants & Fundraising														
General Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CES Grant	-	-	72,666	-	-	-	-	-	-	-	-	-	72,666	-
Prop 39 Funds (Sponsoring District)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rents and Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lunch Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Income	589	40,616	332,327	59,049	53,369	53,369	59,049	53,369	262,588	120,944	115,264	115,264	1,376,728	110,928
Operating Expenses														
Compensation and Benefits	17,000	17,000	61,777	61,777	61,777	61,777	61,777	61,777	61,777	61,777	61,777	61,777	651,770	
Books & Supplies	-	-	52,918	1,470	1,470	1,470	1,470	1,470	1,470	1,470	1,470	1,470	66,147	
Services & Operating Exp.	19,167	19,167	41,791	41,791	41,791	52,791	41,791	41,791	52,791	41,791	41,791	52,791	489,243	
Capital Outlay	20,000	-	16,585	461	461	461	461	461	461	461	461	461	40,732	
Total Operating Expenses	56,167	36,167	173,071	105,499	105,499	116,499	105,499	105,499	116,499	105,499	105,499	116,499	1,247,891	
Net Operating Expenses	(55,578)	4,449	159,257	(46,449)	(52,129)	(63,129)	(46,449)	(52,129)	146,089	15,446	9,766	(1,234)	128,837	
Carry over Prior Year Revenue	46,698	-	-	14,850	-	-	-	-	-	-	-	-	61,548	
Changes in Accounts Payable	-	-	-	-	-	-	75,000	-	-	-	-	-	-	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	75,000	
Loan Payments	-	-	-	-	-	-	-	-	(75,000)	-	-	-	(75,000)	
Ending Cash	48,783	53,232	212,489	180,890	128,760	65,631	94,182	42,053	113,142	128,588	138,353	137,119	248,047	
Reserves and Contingencies														
Reserve	1,685	2,770	7,962	11,127	14,292	17,787	20,952	24,117	27,612	30,777	33,942	37,437	37,437	
Contingencies	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unrestricted Fund Balance	47,098	50,462	204,527	169,762	114,468	47,844	73,230	17,936	85,530	97,811	104,412	99,682	210,611	

Arise Charter School
 Cash Forecast Year 3
 Year 3

	Year 3												Total	AP/AR	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June			
Beginning Cash	137,119	221,269	261,322	195,801	156,540	103,874	40,209	95,268	42,602	128,990	145,706	154,698	137,119		
Income															
Federal and State Revenue															
General Block Grant - State Aid	-	33,478	66,955	44,637	44,637	44,637	44,637	44,637	145,069	72,535	72,535	72,535	758,824	72,535	
General Block Grant - Property Taxes	-	22,318	44,637	29,758	29,758	29,758	29,758	29,758	96,713	48,356	48,356	48,356	505,883	48,356	
Categorical Block Grant	-	4,455	8,910	5,940	5,940	5,940	5,940	5,940	19,305	9,653	9,653	9,653	100,980	9,653	
Class Size Reduction (K-3)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lottery - Unrestricted	-	-	-	7,096	-	-	7,096	-	-	7,096	-	-	-	28,382	7,096
Lottery - Restricted	-	-	-	629	-	-	629	-	-	629	-	-	-	2,518	629
Educationally Disadvantaged Block Grant	901	1,802	1,202	1,202	1,202	1,202	1,202	1,202	3,505	1,752	1,752	1,752	20,428	1,752	
Supplemental Hourly Instruction Programs	-	-	-	-	-	-	-	-	10,897	10,897	10,897	10,897	43,589	-	
Title I	-	-	-	-	-	-	-	-	56,100	-	-	-	56,100	-	
Facilities - SB740	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Implementation Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Local and Other Revenue															
Grants & Fundraising															
General Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CES Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prop 39 Funds (Sponsoring District)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Rents and Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lunch Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Income	901	62,053	121,703	89,261	81,536	81,536	89,261	81,536	331,589	150,918	143,193	143,193	1,516,705	140,021	
Operating Expenses															
Compensation and Benefits	22,000	22,000	82,312	82,312	82,312	82,312	82,312	82,312	82,312	82,312	82,312	82,312	867,120	-	
Books & Supplies	-	-	43,447	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	54,309	-	
Services & Operating Exp.	-	-	50,375	50,375	50,375	61,375	50,375	50,375	61,375	50,375	50,375	61,375	536,750	-	
Capital Outlay	-	-	11,091	308	308	308	308	308	308	308	308	308	13,863	-	
Total Operating Expenses	22,000	22,000	187,225	134,202	134,202	145,202	134,202	134,202	145,202	134,202	134,202	145,202	1,472,042	-	
Net Operating Expenses	(21,099)	40,053	(65,521)	(44,941)	(52,666)	(63,666)	(44,941)	(52,666)	186,388	16,716	8,992	(2,008)	44,663	140,021	
Carry over Prior Year Revenue	105,248			5,680									110,928	-	
Changes in Accounts Payable							100,000						100,000	-	
Loan Proceeds													100,000	-	
Loan Payments									(100,000)				(100,000)	-	
Ending Cash	221,269	261,322	195,801	156,540	103,874	40,209	95,268	42,602	128,990	145,706	154,698	152,689	292,710	-	
Reserves and Contingencies															
Reserve	660	1,320	6,937	10,963	14,989	19,345	23,371	27,397	31,753	35,779	39,805	44,161	44,161	-	
Contingencies															
Unrestricted Fund Balance	220,609	260,002	188,864	145,577	88,886	20,864	71,897	15,205	97,237	109,927	114,893	108,528	248,549	-	

Arise Charter School
Staff Planning

	2007-2008	2008-2009	2009-2010
	Total	Total	Total
Enrollment Forecast			
Total Enrollment	110	165	220
Total ADA	99	149	198
# of Days in School Year	175	175	175
Salaries			
Cost of Living Adjustment (COLA)	0.0%	1.03	1.03
Teachers			
Target Pupil - Teacher Ratio			
9	25	25	25
10	25	25	25
11	25	25	25
12	25	25	25
Average enrolled / teacher by class	25.0	25.0	25.0
Actual Pupil Teacher Ratio (Total ADA / #	19.8	21.2	19.8
Teachers Needed - Calculated based on target ratio			
9	2.2	2.2	2.2
10	2.2	2.2	2.2
11	-	2.2	2.2
12	-	-	2.2
Total Teachers Needed	4.4	6.6	8.8
Teachers - Certificated			
# of Teachers per Class			
9	2.0	2.0	2.0
10	3.0	3.0	3.0
11		2.0	2.0
12			3.0
Total Teachers	5.0	7.0	10.0
Teachers - Certificated			
Average Salary by Class			
9	45,000	46,350	47,741
10	45,000	46,350	47,741
11	45,000	46,350	47,741
12	45,000	46,350	47,741
Subtotal Base Salary	225,000	324,450	477,405

Arise Charter School
Staff Planning

Total Teacher Pay

2007-2008	2008-2009	2009-2010
Total	Total	Total
234,375	328,313	483,373

Arise Charter School
Staff Planning

	2007-2008	2008-2009	2009-2010
	Total	Total	Total
Administration and Other Certificated Staff			
School Director			
# of School Directors	1.0	1.0	1.0
Avg Salary	83,000	85,490	88,055
Subtotal (Calculated)	110,390	85,490	88,055
Subtotal (Manual Entry)		-	-
Total School Director	110,390	85,490	88,055
Co-Director of Instruction			
# of Co director	0.33	0.33	0.33
Avg Salary	83,000	85,490	88,055
Subtotal (Calculated)	27,390	28,212	29,058
Subtotal (Manual Entry)		-	-
Total Co-Director	27,390	28,212	29,058
Co-Director of Extended Educational Services			
# of Co-Directors	0.33	0.33	0.33
Avg Salary	83,000	85,490	88,055
Subtotal (Calculated)	27,390	28,212	29,058
Subtotal (Manual Entry)		-	-
Total Co Directors	27,390	28,212	29,058
Certificated Substitutes			
% Teacher Absence	5%	5%	5%
# of Certificated Substitutes	0.3	0.4	0.5
Avg Salary	22,750	22,750	22,750
Subtotal (Calculated)	5,688	7,963	11,375
Subtotal (Manual Entry)		-	-
Total	5,688	7,963	11,375
Total Administrative and Other Salary	170,858	149,876	157,546
Total Certificated Salary	405,233	478,188	640,918
Total Certificated FTE's	6.7	8.7	11.7
Classified Salary Expenses			
Office Manager			
# of Office Managers	1.0	1.0	1.0
Avg Salary	45,000	46,350	47,741
Subtotal (Calculated)	59,850	46,350	47,741
Subtotal (Manual Entry)		-	-
Total Office Manager	59,850	46,350	47,741

Arise Charter School
Staff Planning

	2007-2008	2008-2009	2009-2010
	Total	Total	Total
Total Classified Salary	59,850	46,350	47,741
Total Classified FTE's	1.00	1.00	1.00
Total Salaries	465,083	524,538	688,659
Total # of FT Employees	7.7	9.7	12.7

Arise Charter School
Staff Planning

2007-2008	2008-2009	2009-2010
Total	Total	Total

Employee Benefits

		Health Increase	Health Increase
Health			
Monthly expense per Employee with Benefits	450	513	585
Total Employees with Health Benefits	7.7	9.7	12.7
Subtotal (Calculated)	41,364	59,467	88,846
Subtotal (Manual Entry)			
Total Health Benefits	41,364	59,467	88,846
Payroll Taxes			
0.062 Social Security	3,711	2,874	2,960
0.01 Medicare	6,744	7,606	9,986
0.04 Unemployment Insurance	1,877	2,367	3,102
\$ 7 EIT	54	68	89
Subtotal (Calculated)	12,385	12,914	16,136
Subtotal (Manual Entry)			
Total Payroll Taxes	12,385	12,914	16,136
Retirement Expense			
STRS			
Qualified Salaries	405,233	478,188	640,918
Matching rate	8.25%	8.25%	8.25%
Admin Cost			
Subtotal (Calculated)	33,432	39,451	52,876
Subtotal (Manual Entry)			
Total STRS	33,432	39,451	52,876
Other Retirement Plan			
Qualified Salaries	59,850	46,350	47,741
Matching rate	0.00%		
Admin Cost			
Subtotal (Calculated)	-	-	-
Subtotal (Manual Entry)			
Total Other Retirement Plan	-	-	-
Subtotal Retirement expense	33,432	39,451	52,876
Worker's Compensation			
% of Total Salaries	3.4%	3.4%	3.4%
Subtotal Worker's Compensation	15,813	17,834	23,414
CCSA Membership			
# of Eligible Employees	8	10	13
Cost per Membership	-	-	30
Subtotal CCSA Membership	-	-	380

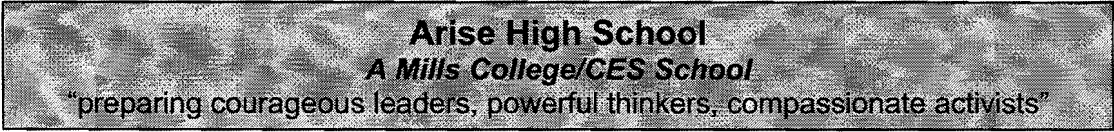
Arise Charter School
Staff Planning

	2007-2008	2008-2009	2009-2010
	Total	Total	Total
Total Benefits	102,993	129,666	181,652
Total Salaries & Benefits	568,076	654,204	870,310

Attachment IX: Letters of Support

1. Oakland Community Organization
2. Dr. Jane Bowyer, Dean of the School of Education, Mills College

Attachment X: Outreach Materials



Student Application

Student Information:

Student's Name: first middle last

Date of birth: month/date/year Birthplace: city state country

Address: street city state zip code

Telephone number:

Current School:

Current Grade Level: Gender:

Family Information:

Mother's Name: first middle last

Address: street city state zip code

Telephone Number:

Mother's Highest Educational Level (please check only one): some high school h.s. graduate some college 2 year college graduate 4 year college graduate graduate school degree

Father's Name: first middle last

Address: street city state zip code

Telephone Number:

Father's Highest Educational Level (please check only one): some high school h.s. graduate some college 2 year college graduate 4 year college graduate graduate school degree

Legal Guardian's Name: first middle last

Address: street city state zip code

Telephone Number:

Please answer all of the following questions (use additional pages if necessary):
How did you hear about ARISE High School?

Why are you interested in attending ARISE High School?

What are your education and career goals?

Tell us about a special circumstance which may have affected your performance in school and how you handled it (learning disorder, illness, family problems, peer pressure, etc.)

What do you do after school? List your sports, clubs, activities and hobbies. Explain which is your favorite and why.

Describe your vision of the perfect high school.

What would you bring to ARISE High School? How would you contribute to the school community?