

PROPOSED 2019-20 SCHOOL SITE BUDGET

School: ARISE

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Measure N	\$260,950.00	\$260,950.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Measure G	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$0.00	\$134,020.00	-\$134,020.00	Measure G1	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$0.00	\$0.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Atlantic Philanthropies	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$414,000.00	-\$414,000.00	California Partnership Academy	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
\$0.00		In an effort to model core classes incorporating the pathway theme, all math classes at ARISE will have CTE standards embedded in the course curriculum	Rigorous Academics	Goal 2: Students are proficient in state academic standards.					Rigorous Academics	ARISE-1
\$54,300.00	CTEIG	This role was created to offer support for the Adelante team, in anticipation for the amount of students with IEPs that struggle in their science classes. This role provides additional student support for the adelante team.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1201	Certified Pupil Support Salary	Pathway Student Support Assistant	Y	Building the Conditions	ARISE-2
\$42,000.00	CTEIG	Formerly called the Pathway Administrative Support, this role was created to support the Pathway Coach with planning, designing, and implementing work based learning experiences for all students. Next year, the role title will change to better reflect the duties, and still do some work with administrative duties with the Pathway Coach.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	2401	Clerical/Officer Salary	Work-based Learning Liaison	Y	Work-Based Learning	ARISE-3

\$0.00	General Purpose Discretionary	Measure N Design Team Will take the lead in supporting both the Pathway Coordinator and Head of School in holding all parts associated with linked learning and the pathway.	Schoolwide Enabling Conditions	ALL		Certified teaching Certified Admin	Measure N Design Team	Y	ALL	ARISE-4
\$14,000.00	General Purpose Discretionary	Team hooks (School Culture) Will continue to build systems in which students and families feel engaged and supported	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		Certified teaching Certified Admin	Team Hooks	N	Building the Conditions	ARISE-5
\$15,000.00	General Purpose Discretionary	Advisory Will be adopting Get Focused! Stay Focused! for students support around 10 year future planning, college and career planning, and student engagement. Will also be the leads on parent involvement with the students they advise.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1101	Certified teaching	Advisory	Y	Comprehensive Student Supports	ARISE-6
\$65,000.00	General Purpose Discretionary	The Pathway Coordinator will support all teachers who are teaching a CTE class or, CTE-support class (Science Department). This position will also support with PD around linked learning and our pathway, work directly with the advisory board/ARISE board, and manage the Measure N grant and any other grant awarded (i.e CTEIG).	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1201	Certified Pupil Support Salary	Pathway Coordinator	Y	Career Technical Education	ARISE-7
	General Purpose Discretionary	ARISE will hire a new Head of School, whose role within the pathway will be to oversee all staff with pathway implementation, attend CMO meetings for Measure N, and work directly as the supervisor of the Pathway Coach.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1301	Certified Administration Salary	Head of School	Y	Building the Conditions	ARISE-8
\$40,020.00	General Purpose Discretionary	Data Coordinator will be the lead on training all staff to use both CORE and Naviance, and build out tools to better help us use our data to support all school goals.	Schoolwide Enabling Conditions	ALL	1901	Certified Other	Data Coordinator	N	ALL	ARISE-9

\$0.00	Measure N	All math courses will have health themed essential questions, units or RSAs (Rigorous Summative Assessments)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.					Career Technical Education	ARISE-10
\$1,250.00	Measure N	In order to support piloting job shadows for juniors, we are allocating funds for cost of travel to and from locations for students. Funds will go towards purchasing clipper cards for students, as well as any bus passes needed. We would also like to use funds to rent vans for students to travel in larger groups.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Transportation Consultant			Work-Based Learning	ARISE-11
\$1,500.00	Measure N	Course materials and price for actual certification for CPR & First Aid certification through the College of Alameda. We learned that part of having a strong WBL and student support for success is to allow students to receive real, tangible certification through a pathway. While creating our partnership with the College of Alameda, we were offered the opportunity to add in certifications around Public and Community Health. While this process is not fully implemented, we would like to allocate funds to any material that may be needed for the certification, as well as the cost of being certified by the Red Cross through the college. We are also opening up the opportunity to have teachers get re-certified and would like to cover that cost as well. This would allow ARISE to host our own certification classes with certified teachers as leads.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Other services & operating expenses Curriculum			Career Technical Education	ARISE-12

\$2,000.00	Measure N	<p>Pathway Student Ambassadors- This group of students will continue to serve as representatives to both our advisory board and school board to ensure students have a voice in most implementations involving our pathway. They will also be the school representatives when attending conferences, Measure N council meetings, school site visits, and when recruiting for incoming freshman. The money will be used to cover costs for conferences students may attend (travel, registration) or, for travel when visiting school sites</p>	Schoolwide Enabling Conditions			Student activities and Transportation	Student Ambassadors	N	Comprehensive Student Supports	ARISE-13
\$5,000.00	Measure N	<p>Grade level collaborative projects - stipend teachers in the 2017-18 summer to create grade level collaborative projects. Continue to refine and adjust grade level collaborative projects for the 2018-19 summer. Use summer time as well as standard professional development time for the 2018-19 school year for teachers to backward plan their scope and sequence and course standards around the collaborative projects. Have staff work closely with pathway instructors to ensure that the collaborative projects are in the right vein given our health pathway. Work to bring in industry experts to audit projects.</p>	Rigorous Academics	Goal 1: Graduates are college and career ready.		Curriculum Supplies PD			Rigorous Academics	ARISE-14

\$6,000.00	Measure N	All teaching staff will be trained through EL Achieve through the Constructing Meaning framework. This will be a semester-long series of PD workshops including two full-day trainings in August before school begins and a series of 4 Wednesday afternoon PD workshops.	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.		Professional Development			Comprehensive Student Supports	ARISE-15
\$13,750.00	Measure N	Ninth Grade Retreat - All incoming 9th graders will be taken out on a three day retreat two weeks before the start of school. The trip will focus on culture building, and introducing students to the Public and Community Health pathway at ARISE.	Rigorous Academics	Goal 5: Students are engaged in school every day.		Student Activities Transportation			Building the Conditions	ARISE-16
\$15,000.00	Measure N	PBL World- We need to provide teachers with PBL resources, material and training as well as add to our resources for PD and supporting PBL at ARISE. Because this is a new instructional ask, we need to ensure staff that they will have access to different ways of approaching PBL as it pertains to their subject. This will especially be important to have rigorous multidisciplinary projects.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		PD Transportation			Rigorous Academics	ARISE-17
\$58,000.00	Measure N	Hiring another CTE certified/certified eligible teacher to teach the Intro to Public & Community Health class for sophomores. To be at gold level with the Linked Learning Alliance, we need to have CTE certified teachers teaching the CTE classes.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1101	Certified teaching salary	CTE Teacher	Y	Career Technical Education	ARISE-18

\$54,330.00	Measure N	<p>There has been a clear need for additional support on the Adelante team around the handling of student referrals this year. In anticipation of 2 staff members on Adelate leaving and, in an effort to support the growing need of student behavioral support, we want to use Measure N funds to hire additional student support. While a pressing part of his role will be around cultural referrals and 9th grade support, his role will also include, but is not limited to:</p> <ul style="list-style-type: none"> - Hallway support during passing periods - Pushing into classrooms around behavioral support - Student plans around preventative measures - Students success plans to re-enter spaces - Family meeting support - And supporting the BSU 	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1201	Certified Pupil Support Salary	Student Support Assistant	Y	Comprehensive Student Supports	ARISE-19
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\$41,517.00	Measure N	<p>With the addition of internships built into the school day, we see a need around a full time employee to help with the following (but not limited to):</p> <ul style="list-style-type: none"> -Engage with community partners -Establish and maintain internship/externship opportunities for students and staff - Lead PD around building WBL in classrooms spaces - Maintaing weekly Linked Learning newsletters -Managing students during the school day when offsite for internships -Overseeing MOU's with partnerships - Meeting with A-Team and other school team leads to educate around the WBL Linked Learning pillar -Attend key CTE/Linked Learning conferences and workshops 	Work-Based Learning	Goal 1: Graduates are college and career ready.	2201	Certified Staff	Woork based learning liason	Y	Work-Based Learning	ARISE-20
\$1,000.00	Measure N	Health Statistics Course- in an effort to model core classes incorporating the pathway theme, ARISE will add its first math/pathway integrated course with the pathway theme embedded in all units.	Rigorous Academics	Goal 1: Graduates are college and career ready.	4100	Curriculum			Rigorous Academics	ARISE-21
\$10,000.00	Measure N	Paxton & Patterson Action Labs - To help us build our new bio and CTE class, we will be ordering modules from Paxton & Patterson. Part of Linked Learning is to give students a hands-on approach at learning and this company provides live simulations of what it likes to work in the field.	Rigorous Academics	Goal 1: Graduates are college and career ready.	4100	Curriculum			Career Technical Education	ARISE-22

\$1,000.00	Measure N	<p>We plan to convene a pathway advisory committee to support and guide the development of our pathway. Visits to successful pathways and researched we've done has confirmed the importance of advisory boards. The pathway advisory board will consist of two to three students (student ambassadors), teachers (teacher champions), parents, and industry experts. Their roles will include, but are not limited to: fundraising, designing the expo events and any other events in between that align to our pathway, keeping us current with trends in Public & Community Health, planning and co-facilitating informational sessions for all stakeholders, strategic partnerships, and attending monthly ARISE school board meetings. Funds will be used to cover basic supplies the group may need when meeting (poster paper, markers, large printing jobs, etc.)</p>	Work-Based Learning	Goal 1: Graduates are college and career ready.	4325	Other services & operating expenses	Pathway Advisory Committee (PAC)	N	Career Technical Education	ARISE-23
\$1,500.00	Measure N	<p>Medical Terminology Books for students in our Dual-Enrollment Courses - We will be officially adopting our Medical Terminology course with Alameda college as our first dual-enrollment course that aligns to our pathway theme. Students will plan on purchasing books for each student taking the class. We anticipate this being a "one time" expense unless the version of the book changes.</p>	Rigorous Academics	Goal 1: Graduates are college and career ready.	4325	Supplies			Career Technical Education	ARISE-24

\$5,000.00	Measure N	Continue to build out Project Based Learning (PBL) focus, continue to make PBL a critical component of instruction for the 2019-20 school year. School wide emphasis on PBL professional development for the remainder of this year and next year. Send staff to PBL trainings and professional developments for the end of the 2018-19 school year.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5210	PD, Conferences, and workshops			Rigorous Academics	ARISE-25
\$14,000.00	Measure N	We will continue our work with Patricia Clark as we build out our first year of being a wall to wall pathway school	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5815	Consultancy	Linked Learning Consultant	N	Career Technical Education	ARISE-26

\$5,603.00	Measure N	<p>Project Engage- Project Engage is a program at ARISE that seeks to help students who have not yet realized their academic or leadership potential gain a positive academic identity with the support of caring teachers and peers. The program focuses on some of our most disengaged and academically struggling students and attempts to engage them through hyper-investing in them both inside and outside of school. Ultimately, the goal is for Project Engage students to become leaders for change in the school community. Some of the benefits of Project Engage include academic achievement incentives (non-monetary or food-based), mentoring, weekend excursions, extra support for classes, and other awards and recognitions. Measure N funds will be used to fund 6 weekend outdoor excursions throughout the year as well as other outside of school activities: Transportation - \$250 per trip, total \$1500 Art supplies and curriculum - \$500 Staff stipends \$200 per staff member per trip, 3 staff members per trip, 3x6x\$200 - \$3600</p>	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5883	Student Activities			Comprehensive Student Supports	ARISE-27
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\$14,500.00	Measure N	<p>Summer School - hold remedial courses in the 2017-18 summer. Remedial courses will be in the courses of math, english and science to ensure that all students are on track to complete our pathway. Add in enrichment courses for the 2018-19 summer. Enrichment courses will be offered through Laney college, the college course will be either a nutrition course, or a career survey course. Students will be offered support in signing up for the courses as well as a designated room and college liaison to assist students if they need any assistance in their college course.</p>	Rigorous Academics	Goal 1: Graduates are college and career ready.	5883	Post session and Summer school			Comprehensive Student Supports	ARISE-28
\$1,000.00	Measure N	<p>Pathway Advisory Board-Consultants to build out programmatic elements to support career pathways: This group will consist of 2-3 parents, 2-3 student ambassadors, 2 teachers, and 2-3 Public & Community Health Industry experts. Their role will be to advise decisions made around the pathway in terms of content and theme alignment, our Fall and Spring Exposition events (which are theme-aligned), additional resources for funding, industry connections for WBL resources, and staying current with industry standards and needs. The funds being spent will go to food for meetings, and traveling costs to school site visits planned for next year; the advisory board will visit Health Professions High in Sacramento, and/or Health Science High and Middle College in San Diego.</p>	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5899	Other services and operating expenses	Pathway Advisory Committee	N	Career Technical Education	ARISE-29

\$1,000.00	Measure N	Planning Retreat for Teacher Leaders- Because our teacher leaders will be holding the responsibility of coaching teachers in their departments, and supporting the Pathway Coach with aligning the theme in all content areas, we are planning 2 retreats, one per semester, to allow all-day planning sessions. The funds will go towards food, and travel costs driving too and from locations.	Work-Based Learning	Goal 2: Students are proficient in state academic standards.	5899	Other services & operating expenses			Rigorous Academics	ARISE-30
\$3,000.00	Measure N	Cafe Talks - Between the end of April, and in May, students will have the opportunity to meet with professionals in various industries (with a special section for professionals in the pathway theme), to learn 21st century skills, pathway-themes trends, and other skills to better prepare them for college and career. Funds will be used to stipend some of the guest speakers and mentors.	Work-Based Learning	Goal 1: Graduates are college and career ready.	5899	Other services & operating expenses			Work-Based Learning	ARISE-31
\$5,000.00	Measure N	Black Student Union-the purpose of the BSU is to provide a space for our growing African American/Black student population (a target group of ours for student support), to feel supported, safe, welcomed, and allow them to share their experiences here at ARISE in order to make systemic changes. Funds will be used to support BSU trips, and stipends for guest speakers.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5899	Other services & operating expenses Curriculum			Comprehensive Student Supports	ARISE-32
\$14,000.00	Title I: Basic	Team Freire (Instruction and Design) Supporting the construction and implementation of the graduate profile, and senior capstone presentation (2019/2020 fully implemented)	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.		Certified teaching Certified Admin	Team Freire	N	Rigorous Academics	ARISE-33

\$400,000.00	Title I: Basic	Adelante Team (student supports) Will set goals and keep up with data on struggling students, students with IEPs, and students with 504's. Will take action on implementing given supports, as well as educating staff on differentiating support.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		Certified Admin	Adelante	Y	Comprehensive Student Supports	ARISE-34
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Action Research	ARISE High School
Pathway/s:	Community and Public Health
Top 5 Measure N Funding Commitments	1) Hiring CTE Teachers / Staff, 2) Hiring Student Support, 3) Curriculum, 4) Professional Development and 5) Student Experience
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	What does it mean to be a social justice school while providing equitable opportunities and outcomes for all students to college and career through our pathway?
What did you discover in the past year? (Please use data to support.)	<p>Over the past year, we learned that in order to move school culture and climate toward a more comprehensive approach around Linked Learning, it must start with deeper learning for those on leadership team and teachers/staff themselves. While we have focused on the positive changes we made thus far and recognize the needs (gap / growth areas) in our vertical planning, we still have made tremendous progress given the short period of time (less than a year) in change management. In previous years, the root problems focused on change management and leadership turnover as the impetus toward misalignment in gaps of understanding. Systematically, ARISE did not have data on students after they graduated and the school in it of itself did not have a clear pathway trajectory nor were student learning and support streamlined toward Linked Learning. This year, we realigned our Graduate Profile focusing on CTE, PBL and WBL and captured data using YouthTruth and CORE. We made shifts to our course offerings and master schedule and received A-G approval for all 7 new courses. Additionally, having the same leadership team return this year made for a consistent through-line and garnered space for continuous improvement cycles, learning and reflection.</p> <p>The philosophical changes we made this year was to move away from hitting requirements as a way to be in compliance and instead focused on truly understanding the significance of student learning and support through Linked Learning. We solidified what that meant for our school moving forward as we are growing in student enrollment (~growth rate of 40 students year over year) and being a wall-to-wall pathway school. We aligned our LCAP, WASC, School-Wide Goals and Linked Learning goals so that there was clear alignment in our end of the year goals and student outcomes. We changed the job descriptions and roles of several members of the ARISE staff members, in particular our College and Career Manager, our Pathway Coach, structured our Science Department differently and plan to hire another CTE Science teacher. We built a student ambassadors program where the students are leading the charge around our program of study and providing feedback to teachers and leaders. We hired a CTE teacher, a Capstone teacher and in collaboration with Envision Learning Partners we redesigned our Graduate Profile. ARISE is also a Silver Certified pathway school.</p> <p>Comparison Data (2017 - 2018 vs 2018 - 2019)</p> <p>In 2017 - 2018, 0% of ARISE students were in a pathway, in 2018 - 2019, 100% of 10th graders in were a pathway. In 2017 - 2018, there were 0% CTE course offerings, in 2018 - 2019, there were 3 CTE course offerings. In 2017 - 2018, there were 0% of students enrolled in a CTE course, in 2018 - 2019, 157 students were enrolled in a CTE course. In 2017 - 2018, there were 2 dual enrollment courses offered at ARISE, that number has stayed consistent for the 2018 - 2019 school year. In 2017 - 2018, there were 7 WBL initiatives offered, in 2018 - 2019 that number increased to 15 WBL initiatives.</p>
What are you going to do differently or change moving forward?	We want to focus on is figuring out how to incorporate more robust work-based learning and internship programs at ARISE. We also want to include our Pathway Advisory Board Council in setting up pipelines, benchmarks and connections for us.

How do you anticipate this will improve Measure N outcomes for your students moving forward?	With the reallocation of funding, with a newly assembled Measure N design team and a deeper focus on WBL and a more robust student support, we believe these changes will improve student outcome and engagement. We've worked hard to align our WASC, LCAP and school wide goals to include the 4 Pillars of Linked Learning.
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2019-20 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions

Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose ""Paste special,"" and select ""Paste values only."" You can now edit the text directly.

School: ARISE High School

School Description

We believe education does not start or end in the classroom. True learning occurs at all times, when you succeed, when you fail, when you make mistakes, and when you accomplish your goals. We believe that as a school we are teaching all the time. Every hallway interaction, smile, check-in, home visit, and family meeting communicates who we are, what we value, and why we are here. ARISE is a special place. We've carved out a small piece of East Oakland and made it our home. We've offered to this community a sanctuary where we attempt to disrupt toxic schooling practices, the trauma of poverty, and institutionalized oppression. By examining our living conditions, growing our skills in reading, writing, numeracy, and critical thinking, and applying what we've learned to our personal and community transformation we as a community can and will ARISE.

School Mission and Vision

Our mission at ARISE is to empower our students with the knowledge, skills, and agency to be leaders in Oakland. We provide a small school environment where we pride ourselves in every student having at least one adult who knows them well and supports them on their educational journey. At ARISE, education is not just about how well you do on a test. We are a small school that emphasizes knowledge of self, society, and history within a highly personalized supportive environment. ARISE is committed to building and maintaining healthy communities by providing families, many of which are first generation college bound, access to college and careers Community and Public Health. At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society. ARISE High School has been honored to serve the Oakland community for nearly 12 years and looks forward to continuing this service during our next charter term. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students. ARISE High School currently serves approximately 286 students in grades 9-12, and prepares students from low-income families to be the first to attend college. Currently 86% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 86% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2- and 4- year colleges and universities. In addition, we believe our alumni will be the future change-makers of Oakland. As more and more of them graduate from college we look forward to welcoming back into our community.

1B: 19-20 NEEDS ASSESSMENT

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	<p>ARISE has historically held high graduation rates. The class of 2018 was exceptionally well, with 100% of the seniors able to receive high school diplomas. There was a 5% increase in seniors able to graduate on time, increasing from 90% to 95%. The other 5% who did not graduate on time were all able to complete necessary coursework either in the summer, or by finishing an extra semester at ARISE in the fall, graduating in December of 2018.</p>	<p>An ongoing conversation is how we can best support our target populations in completing graduation requirements on time. Of the 5% that did not graduate on time, both our African American males, and students with IEPs or 504's made up most of that percentage. ARISE's comprehensive student support (Adelante Team) has improved significantly this year, being able to reach and support even more students than in the past.</p> <p>One of our school goals for next year will be to have specific interventions for what we are labeling Tier 1 and Tier 2 students, in hopes to catch academic struggles before their 11th grade year, in order to provide more efficient support.</p>
On Track to Graduate (11th Grade)	<p>ARISE has several different graduation requirements that go beyond the A-G minimum, thus making the academic rigor more of a challenge for our students. This year, we are pleased to report that one of the former troubling areas in terms of requirements is at an all time high: we had 100% attendance for PSAT for our junior class!</p> <p>While there are quite a few students who are in need of credit recovery via summer school or dual enrollment, 96% of our juniors are still on track to graduate on a A-G tracker (as long as students do the credit recovery).</p> <p>Another ARISE graduation requirement is that all graduating students will have completed a minimum of 2 college courses. Currently, 24% of our juniors have completed college classes, with that number expected to increase at the end of the Spring 2019 semester.</p>	<p>We are currently seeing a slight rise in the number of students who need to make up credits for one semester (fall semester 2018). About 33% of juniors will need credit recovery for semester 1 to graduate on time, and there seems to be no trends other than attendance issues with handful of students.</p> <p>ARISE is currently working on opening up more sections of all content areas for summer school this year, which will help to accommodate the amount of students who need courses. Next years' master schedule will also leave space in the 5th and 6th periods for both juniors and seniors to take dual enrollment courses during the school day, both on campus and/or at surrounding Peralta colleges.</p>

<p>A-G Completion</p>	<p>Looking at data from our last graduating class, 96% of class of 2018 were on A-G track. Of that group, 70% of A-G students were accepted to 4 year colleges. Our A-G completion rate that is typically high at ARISE. Moreover, out of the 35 students who currently have IEP's, 83% are on track to graduate to date.</p>	<p>ARISE's greatest challenge around A-G requirements lies largely around the needs of supporting students with IEPs/504's. During this academic school year, there was a need that surfaced around appropriately identifying what we call "Tier 1" vs. "Tier 2" students and then supporting the needs of each group which can be extremely different from one another.</p> <p>We are currently looking at adding a new school/LCAP goal around this area of concern:</p> <p>"Continued Tier 1 support Identify and target interventions for Tier 1 and Tier 2 Students with IEPs or 504's, as well as additional Tier 2 students (academic or social emotional needs/interventions.)"</p>
<p>SBAC ELA</p>	<p>66% (43 of 65 students of 11th grade students met or exceeded the standard (score of 3 or 4) on the ELA SBAC in 2017-18.</p> <p>Our English learning targets are highly aligned with Common Core ELA standards and do not involve a separate, packaged preparation curriculum but, rather, are integrated into our English courses</p>	<p>Only 11% (1 of 9) of our EL students met or exceeded the standard (score of 3 or 4) on the ELA SBAC in 2017-18</p>
<p>SBAC Math</p>	<p>We have worked to establish and build out our math program including a set course text books for each course, Benchmark assessments, and integrated technology in the classroom. We have a dedicated coach for each of our math teachers. Since the 2016-17 year we have also implemented blended learning in each math class, given teachers access to online math programs and curriculum and have instituted a pre-algebra course (Academic Numeracy) wherein incoming freshman who do not test at grade level (which is 65% of our incoming freshman class on average score between 3rd and 8th grade). Although our current math CAASPP scores are not where we would like them to be, we have since 2015 we have made mostly steady increases each year (2015 - 6%, 2016 - 8%, 2017 - 22.73%, 2018 - 17.19%).</p>	<p>Some of the specific factors that may have attributed to our SBAC math scores are: hiring and holding high quality instructors, using best data practices consistently, and establishing sets standards and curriculum. It has been a challenge to hire high quality math teachers with any experience. Most of our instructors have had little to no experience in math instruction over the past three years. For curriculum have made large strides to codify the math curriculum over the past three years - we still need to build out and refine our math Benchmark Assessments. Additionally, we aim is to continue to refine our math program, by having more intentional and consistent data analysis reflections cycles using benchmark and NWEA data.</p>

<p>AP Pass Rate/Dual Enrollment Pass Rate</p>	<p>ARISE has always had dual enrollment as a graduation requirement, so typically the enrollment/passing rate is always pretty consistent. However, last semester, with the change in course offerings and the solidifying of our pathway theme last year, we've seen a lot of strengths surface. For example, this year we opened up which students can start taking college courses to include grades 9-12. And, our first freshman who took a college course passed last semester!</p> <p>In the fall, we were able to offer Medical Terminology 1 & 2 on campus, and 100% of our students who took college classes were able to pass (approx. 45 students).</p> <p>We have seen an increase in the different courses students were taking, with 5 different courses students enrolled in: West African Dance, Law & Democracy, Elementary french, and Medical Terminology 1 & 2.</p>	<p>Our biggest challenge around dual enrollment has not been around passing, but more about what we offer and when. Because of our current school day, students get out at 4pm, making it hard for them to take most classes Peralta offers, without taking late evening/night courses. We have been limited on offering more than 2 classes at a time for the same reason.</p> <p>In an attempt to address this, we are looking at changing the Master bell schedule so it better matches the needs of our pathway sequence and dual enrollment courses. ARISE is planning on changing the bell schedule so that 11th and 12th grade students can hae 5th and 6th period at the same time everyday, allowing them time to take earlier college courses. This would allow us to offer more courses on our campus that students can take.</p>
<p>Pathway Participation/CTE Enrollment*</p>	<p>This year, we were able to have all sophomores in a CTE class with a CTE certified (in progress) teacher. Some other notable strengths in this area are:</p> <ul style="list-style-type: none"> - All freshmen have a science class (anatomy and physiology which will be a concentrator next school year) - All science courses have CTE standards embedded in the class, which means all ARISE students were able to interact with CTE standards - Grades 10 and 11 were able to complete grade level, cross content PBL projects - About 35 seniors are piloting our senior capstone class which includes participation in an internship, and presenting our newly developed graduate profile (grad defense) - All students had the opportunity to participate in college tours, which were more aligned to our pathway theme - All students will have the opportunity to speak with mentors in the field/other professionals with Cafe Talks (a series of mini panels, fishbowls, and meet and greets with industry experts in May) 	<p>An area of growth going into this year was making the work-based learning component of our pathway accessible to all students, in particular, we were not able to take advantage of our advisory class by implementing a streamlined sequence of experiences for students. Next year we will have different options per grade level, that will build upon one another to get them ready for their final graduate defense. We have already adopted, but will fully implement <i>Get focused! Stay focused!</i> curriculum, which will also give students a 10 year plan to work on from 9th-12th grade.</p> <p>We also struggled with getting partnerships in time for in school internships, which also met struggles with our school bell schedule. In January, we were able to hire a Pathway Administrative Assistant, who will serve as the Work-Based Learning Liaison next year. She has been largely in charge of building new partnerships this year, as well as taking lead on maintaining existing ones.</p> <p>Another area of concern is that we will not have our first graduating class of pathway students until the 2019 - 2020 school year.</p>
<p>English Learner Progress</p>	<p>We are in our third year of implementation of the EL Achieve Constructing Meaning framework for EL support and have successfully implemented CM practices in every classroom with a particular focus on academic discourse. Moving forward, we need to continue to fully train new teachers in the CM framework.</p>	<p>This school year, we moved away from a separate EL Support course for EL students to an integration of EL supports in English classrooms but this move has not provided the necessary supports; next year we'll be re-implementing a Designated EL support class.</p> <p>We have not consistently provided one-on-one support for our highest needs EL students.</p> <p>We need to better utilize MAP Reading data to work explicitly with students around their reading proficiency.</p>

Suspension Rate	This year, our suspension rates dropped all around, suspension rates dropped 1% for all students, 5% for African American students, and 6% for students with IEPs.	An area of growth focuses on 2 targeted groups: African American students (in particular are young men) and our students with IEPs. While the AA suspension rate dropped 5%, it was still fairly high with students making up 25%. Our students with IEPs also made up a high rate of suspensions with 26% being suspended.
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1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	ARISE graduates will complete a linked learning grad plan, preparing them to succeed and act as agents of change in college, career and community.	All Students	81.80%	85.00%	87.00%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
Dropout Rate	ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.	All Students	16.70%	15.00%	13.00%	ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.

A-G Completion Rate	ARISE graduates will complete a linked learning grad plan, preparing them to succeed and act as agents of change in college, career and community.	All Students	96.00%	93.00%	95.00%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
FAFSA Completion Rate	ARISE graduates will complete a linked learning grad plan, preparing them to succeed and act as agents of change in college, career and community.	All Students				ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
College Enrollment	ARISE graduates will complete a linked learning grad plan, preparing them to succeed and act as agents of change in college, career and community.	All Students	87.27%	90.00%	90.00%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
Grade 10 Pathway Participation	ARISE graduates will complete a linked learning grad plan, preparing them to succeed and act as agents of change in college, career and community.	All Students	0.00%	100.00%	100.00%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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<p>Connectedness</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>	<p>All Students</p>	<p>56.00%</p>	<p>60.00%</p>	<p>65.00%</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>
<p>Suspensions</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>	<p>All Students</p>	<p>4.10%</p>	<p>3.00%</p>	<p>2.00%</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>

<p>Suspensions</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>	<p>African-American Students</p>	<p>25.00%</p>	<p>20.00%</p>	<p>15.00%</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>
<p>Suspensions</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>	<p>Students with Disabilities</p>	<p>26.00%</p>	<p>20.00%</p>	<p>15.00%</p>	<p>ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.</p>

Chronic Absence	ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.	All Students	14.00%	12.00%	10.00%	ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.
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District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	All Students	66.20%	75.00%	77.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
ELA SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	Students with Disabilities	0.00%	15.00%	30.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.

ELA SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	English Learners	11.10%	20.00%	30.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	All Students	17.20%	27.00%	30.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
Math SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	Students with Disabilities	0.00%	5.00%	10.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
Math SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	English Learners	0.00%	5.00%	10.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	ARISE English Learners will demonstrate growth towards being designated English language proficient through differentiated literacy instruction.	English Learners	56.80%	60.00%	62.00%	ARISE English Learners will demonstrate growth towards being designated English language proficient through differentiated literacy instruction.
LTEL Reclassification	ARISE English Learners will demonstrate growth towards being designated English language proficient through differentiated literacy instruction.	Long-Term English Learners	60.60%	62.00%	64.00%	ARISE English Learners will demonstrate growth towards being designated English language proficient through differentiated literacy instruction.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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SRI Growth of One Year or More	ARISE students will demonstrate literacy growth as a result of participation in multiple research-based literacy strategies in all content areas.	All Students	29.10%	30.00%	35.00%	ARISE students will demonstrate literacy growth as a result of participation in multiple research-based literacy strategies in all content areas.
SRI Multiple Years Below Grade Level	ARISE students will demonstrate literacy growth as a result of participation in multiple research-based literacy strategies in all content areas.	All Students	70.00%	60.00%	50.00%	ARISE students will demonstrate literacy growth as a result of participation in multiple research-based literacy strategies in all content areas.

School: ARISE High School

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:		KEY:	
Please complete this self-assessment for your school. Click here for the full Measure N rubric.		1: Not at all	3: Mostly
		2: Somewhat	4: Completely
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	<p>The vision and mission of the pathway is inclusive of a clear, concise and compelling picture which aims to achieve the mission and vision of ARISE. Pupil performance and outcomes are not solely measured by student graduation rates and acceptance rates into 4 year colleges / universities, but the way in which staff and students are internalizing how success can be measured. We are in our third year of a 3-year partnership with Envision Learning Partners to revise our Graduate Portfolio and Proficiency process, which is integrating the elements of the pathway into the new Graduate Portfolio, and will be piloted at the end of the Spring 2019 semester</p> <p>- One of the central pillars of our staff professional development is focused on building out our pathway, including focusing on project-based learning, cross-content collaboration, and grade level themes rooted in community and public health.</p>	<p>With a change in two administrative positions, Head of School and Pathway Coach, our area of growth will be in how to pass on roles and responsibilities to ensure the growth of our pathway. While in the past this handoff came with difficulty, both Head of School and the Pathway Coach have already done the work to make sure returning leaders are set up to success, as well as created plans on how to mentor the incoming staff around the work. All documents are appropriately stored and readily accessible, and there are exit plans for both roles. They also took the time to rebuild the design team with new and returning staff.</p>
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	3: Mostly	<p>With the addition of the Pathway Coach position to the administrative team, a stronger comprehension of the pathway theme and enabling conditions swiftly ensued. Regular updates were given at administrative meetings and collective thought processes were more consistent in terms of decision makings around the pathway. One of the strongest examples of this is how LCAP and now WASC goals are aligned to meet the needs of the enabling conditions.</p>	<p>As mentioned above, with the change in key leadership roles, the area of growth will be training the new leadership hires to keep up the same quality of leadership and progressive development ARISE has grown accustomed to.</p>
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	2: Somewhat	<p>ARISE has seen growth in all leaders in terms of driving the pathway during the Spring semester. All administrators were able to attend one or more conferences/site visits pertaining to Linked Learning and CTE, which helped them to gain a better understanding of the work.</p>	<p>There is still some work to be done identifying what it looks like to truly make the school wall to wall, aligning daily school functions to the development of the pathway.</p>
School Leadership & Vision Goal for 2019-20:		School leaders will continue to collaborate to integrate pathway work into all aspects of the school, including professional development, instructional focus, school culture, master scheduling, and community outreach and communication.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
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<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	2: Somewhat	<p>ARISE has revamped its instructional core. In particular, the Pathway Coach, Data Coordinator, College and Career Counselor, Deans of STEM, and the Director of Teaching and Learning are all positions that have reshuffled duties to support our pathway. We are also added additional members to our Student Support team (Adelante) for the 1819 school year. Other staffing structural modifications also include the reorganization of our Org Chart at ARISE for the 1819 school year - to ensure a clear streamlined focus for work flow as it relates to our pathway.</p>	<p>While we have intentionally added a school goal around more comprehensive student supports, we are still working on how to authentically incorporate more regularly our AddeLane team into the designing processes of our pathway. We are also still working on modifying our master bell schedule which is something we noted to do this year, but failed to address completely</p>
<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	3: Mostly	<p>The administrative team meets weekly to discuss school trends, concerns, growths, etc. which includes pathway related items. Team Hooks our school culture and Team Freire (our design team) team meets bi-weekly to discuss pathway related items as they are disseminated through the administrative team. This year, the Pathway Coach meets with both teams to ensure pathway-related discussion items have direct support. Additionally, at the beginning of each academic year the school leader and members of various teams (Freire - Instructional, Hooks - Culture) meet off site and review all school goals for LCAP, WASC and Pathway alignment. we've also added a SEC team, which meets to specifically cover student attendance concerns, and have began to form a Pathway Advisory Committee (PAC). The PAC team will be in charge of supporting the school in the growth and development of the pathway. We've also to highlight that the ARISE school board is now intentionally involved with pathway development as well.</p>	<p>As mentioned above, we are working to better incorporate our school's Adelante team in the development of the pathway. While we have two members from Adelante on the Pathway design team, we can still better leverage their voices in the process of decision making. We are also working on adding member to our PAC team, which we hope to have a more robust team assembled by the end of April.</p>
<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	2: Somewhat	<p>Decisions are broken down into three tiers: instructional, cultural and systems decisions. All instructional and cultural decisions are co-created and vetted during either Team Freire (our graduate portfolio design team) our Instructional Leadership Team, our Measure N team, or Team Hooks (our school culture team). From there it is taken to an adjacent team for review (ILT, Measure N, Hooks, Freire), then it is either taken to whole staff for feedback (if appropriate), or we solicit feedback from families via our Parent Coordinator (where needed). Thereafter it is taken to our Administrative team for final review and passed our board for final approval (when appropriate). Any systems decision can be created and vetted during our administrative, Team Hooks, Freire, ILT or Measure N meeting. Once a systems decision has been agreed upon by a team it is passed to an another team for review, and passed onto to the administrative team for review (unless it was founded in that meeting). Once feedback has been given to a particular decision it may be passed to either: our parent coordinator to solicit feedback from parents (if appropriate), a student panel (selected from our ASB - where appropriate), the admin team for approval, or the board for board approval (where appropriate).</p>	<p>Our biggest area of growth here is getting all stakeholders involved at appropriate times. we've done well internally amongst staff, but still struggle with family voice for certain decisions, community voice, and clear communication from board-to-ARISE.</p>

<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	3: Mostly	<p>Our biggest strengths this year financially has come with the realignment of our school goals and needs, to the budget, and being able to move from probation with Measure N, to full funding probation. We have also been able to maintain our CTEIG (grant) and submit a proposal for the Strong Workforce Grant. Our Finance and Operations Manager has been able to work closely and successfully with the Pathway Coach to keep accountable all spending pertaining to the pathway, while maintaining under budget thus far, with strategic plans for spending additional funding. Funds this year were able to go towards pathway improvements like hiring a CTE teacher, pathway admin assistant, and pathway student support Funds also went towards curriculum development, materials, both outside and in-house professional development, pathway-themed, cross content projects, and aligned courses both at ARISE, and with Peralta college partnerships.</p>	<p>ARISE is still working on how to strengthen the bell schedule to better suit the needs of our pathway. While changes did not go into effect this year, plans are in progress to change the schedule largely to allow room for internships during the school day, as well as space to provide dual-enrollment courses on campus during the academic day.</p>
<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	3: Mostly	<p>ARISE has created practices and policies to promote open access and diversity through collaboration with students, parents and community members. We do not track our students once they are enrolled in our pathway and we do not require previous academic achievement to continue in the pathway. As it stands, our school is a wall-to-wall pathway, meaning all students are receiving the benefits of our pathway.</p>	<p>One of our growth areas continues to be diversifying our student population. While we have seen enrollment numbers rise in both our African American/Black population, along with our Asian population, we must continue to find ways to advertise and promote our school as one with diversity. The hope is that with the growth of our pathway, our student body population will see changes which include a diversity.</p>
<p>Systems & Structures Goal for 2019-20: The main goal for 2019-20 is to have completely onboarded a new Head of School and Pathway Coordinator in order to continue to work that has been done thus far around the four pillars of linked learning, so ARISE can attain its Silver Certification. Returning Administration will incorporate pathway responsibilities in their CEO's, making sure work is authentically built in and shared amongst all stakeholders, and adapted into school-wide systems. The school's Design Team will be reimagined to also make sure the work that needs to happen school wide fits the current school goals. The Pathway Advisory Committee (PAC) will be fully engaged with the growth and development of the pathway, while ensuring the voices of ALL stakeholders are heard.</p>			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
<p>ARISE will hire a new Head of School, whose role within the pathway will be to oversee all staff with pathway implementation, attend CMO meetings for Measure N, and work directly as the supervisor of the Pathway Coach.</p>	General Purpose Discretionary	\$120,000-\$140,000	1301	Certified Administration Salary	Head of School	Y	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
<p>The Pathway Coordinator will support all teachers who are teaching a CTE class or, CTE-support class (Science Department). This position will also support with PD around linked learning and our pathway, work directly with the advisory board/ARISE board, and manage the Measure N grant and any other grant awarded (i.e CTEIG).</p>	General Purpose Discretionary	\$65,000.00	1201	Certified Pupil Support Salary	Pathway Coordinator	Y	Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.

Formerly called the Pathway Administrative Support, this role was created to support the Pathway Coach with planning, designing, and implementing work based learning experiences for all students. Next year, the role title will change to better reflect the duties, and still do some work with administrative duties with the Pathway Coach.	CTEIG	\$42,000.00	2401	Clerical/Officer Salary	Work-based Learning Liaison	Y	Work-Based Learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
This role was created to offer support for the Adelante team, in anticipation for the amount of students with IEPs that struggle in their science classes. This role provides additional student support for the adelante team.	CTEIG	\$54,300.00	1201	Certified Pupil Support Salary	Pathway Student Support Assistant	Y	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
We will continue our work with Patricia Clark as we build out our first year of being a wall to wall pathway school	Measure N	\$14,000.00	5815	Consultancy	Linked Learning Consultant	N	Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.
Pathway Student Ambassadors- This group of students will continue to serve as representatives to both our advisory board and school board to ensure students have a voice in most implementations involving our pathway. They will also be the school representatives when attending conferences, Measure N council meetings, school site visits, and when recruiting for incoming freshman. The money will be used to cover costs for conferences students may attend (travel, registration) or, for travel when visiting school sites	Measure N	\$2,000.00	5877 5893	Student activities and Transportation	Student Ambassadors	N	Comprehensive Student Supports	Schoolwide Enabling Conditions	
Pathway Advisory Board- Consultants to build out programmatic elements to support career pathways: This group will consist of 2-3 parents, 2-3 student ambassadors, 2 teachers, and 2-3 Public & Community Health Industry experts. Their role will be to advise decisions made around the pathway in terms of content and theme alignment, our Fall and Spring Exposition events (which are theme-aligned), additional resources for funding, industry connections for WBL resources, and staying current with industry standards and needs. The funds being spent will go to food for meetings, and traveling costs to school site visits planned for next year; the advisory board will visit Health Professions High in Sacramento, and/or Health Science High and Middle College in San Diego.	Measure N	\$1,000.00	5899	Other services and operating expenses	Pathway Advisory Committee	N	Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.

Team Freire (Instruction and Design) Supporting the construction and implementation of the graduate profile, and senior capstone presentation (2019/2020 fully implemented)	Title I: Basic	\$14,000.00	1101 1301	Certified teaching Certified Admin	Team Freire	N	Rigorous Academics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.
Team hooks (School Culture) Will continue to build systems in which students and families feel engaged and supported	General Purpose Discretionary	\$14,000.00	1101 1301	Certified teaching Certified Admin	Team Hooks	N	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Advisory Will be adopting <i>Get Focused! Stay Focused!</i> for students support around 10 year future planning, college and career planning, and student engagement. Will also be the leads on parent involvement with the students they advise.	General Purpose Discretionary	\$15,000.00	1101	Certified teaching	Advisory	Y	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Measure N Design Team Will take the lead in supporting both the Pathway Coordinator and Head of School in holding all parts associated with linked learning and the pathway.	General Purpose Discretionary	\$0.00	1101 1301	Certified teaching Certified Admin	Measure N Design Team	Y	ALL	Schoolwide Enabling Conditions	ALL
Adelante Team (student supports) Will set goals and keep up with data on struggling students, students with IEPs, and students with 504's. Will take action on implementing given supports, as well as educating staff on differentiating support.	Title I: Basic	\$400,000.00	1301 2301 5872	Certified Admin	Adelante	Y	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
All teaching staff will be trained through EL Achieve through the Constructing Meaning framework. This will be a semester-long series of PD workshops including two full-day trainings in August before school begins and a series of 4 Wednesday afternoon PD workshops.	Measure N	\$6,000.00		Professional Development			Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.
Data Coordinator will be the lead on training all staff to use both CORE and Naviance, and build out tools to better help us use our data to support all school goals.	General Purpose Discretionary	\$40,020.00	1901	Certified Other	Data Coordinator	N	ALL	Schoolwide Enabling Conditions	ALL

<p>There has been a clear need for additional support on the Adelante team around the handling of student referrals this year. In anticipation of 2 staff members on Adelate leaving and, in an effort to support the growing need of student behavioral support, we want to use Measure N funds to hire additional student support. While a pressing part of his role will be around cultural referrals and 9th grade support, his role will also include, but is not limited to:</p> <ul style="list-style-type: none"> - Hallway support during passing periods - Pushing into classrooms around behavioral support -Student plans around preventative measures - Students success plans to re-enter spaces - Family meeting support - And supporting the BSU 	Measure N	\$54,330.00	1201	Certified Pupil Support Salary	Student Support Assistant	Y	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
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RIGOROUS ACADEMICS & CTE

School: ARISE High School

[Link to 2018-19 SPSA](#)

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	1	2+	3	<p>Current - We have finalized a logo for the pathway theme: Public & Community Health for the People, and have been branding the pathway, incorporating it into all aspects of the school campus, and community. This is significant because the unique theme name was chosen by staff (Public & Community Health for the People), and the unique logo was designed by an ARISE student. We have also convened an advisory board comprised of students, teachers, parents and industry experts to ensure we are current with our theme, and that all decisions made around the pathway have all stakeholders in mind (will be fully established by the end of this month). Lastly, we have a group of student ambassadors to ensure the branding of our theme is upheld amongst the student population. They have been planning and hosting theme-aligned events, such as a recent movie night based on the 11th grade PBL project, visiting advisories for student support, as well as visiting neighboring schools to inform incoming freshman about the theme; just to name a few of their roles.</p> <p>We have also begun to incorporate the pathway theme in core content classes. All sciences courses have CTE standards in them, while grades 10 & 11 used CTE core practices to create and execute multi-disciplinary, cross content projects.</p> <p>2019/20 In terms of branding the theme, signs are in progress to be printed and added to the school walls, and the new pathway logo will be added to all important documents. All courses next year will have CTE standards aligned to the pathway theme incorporated into the curriculum and, 11th grade history and english courses will adapt curriculum as a model, to match the pathway theme. The pathway theme will be fully incorporated in all advisory classes as well.</p>
Integrated Core	1	2	2+	<p>Current - As mentioned above, all science courses have CTE standards added to the course, and titles of courses were changed to reflect the addition of the pathway theme. In grades 10 and 11, collaborative, multi-disciplinary projects incorporating the pathway theme. 12th grade students are piloting the graduate profile defense, which shows mastery of core content classes, as well as how the pathway theme influenced learning and development for the year.</p> <p>2019/20 All core classes will have CTE standards embedded in the curriculum to match the collaborative projects. The junior core classes will add additional CTE standards to model blending in the pathway theme year-round. 9th grade students will also participate in collaborative projects once again in the new school year.</p>

Cohort Scheduling	1	2	2+	<p>Current - Every 10th grade student is enrolled in an introductory CTE course to begin the pathway sequence. All ARISE students are in at least one class that has CTE standards, because all science classes have CTE standards as part of the class. 9th grade students are taking an introductory class in anatomy and physiology, which is also prepping them for the 10th grade pathway course.</p> <p>2019/20 With the addition of dual enrollment courses, ARISE will be able to graduate its first cohort of CTE graduates on a 2 course sequence. Incoming freshman will have a pre-introductory class split by semester: Fall will be Get focused! Stay focused! freshman success course, and the Spring will be a Health course. Rising freshman will start their introductory pathway sequence, while rising sophomores will be taking their first concentrator class.</p>
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	<p>Explanation (What evidence supports your claim for your pathway?)</p>
Rigorous, Relevant and Integrated Learning	2-	2	3-	<p>Current - Along with the current implementation of multidisciplinary projects and PBL in all content areas, we also be piloted the newly developed Grad Profile, as well as piloted our senior capstone class. A small cohort of seniors will be presenting a culminating project with the theme this May, and will also be able to go into the community in the Spring for offsite internships; also included in the Grad Profile presentation. Science courses have successfully incorporated the CTE standards in classes with positive feedback from current students. ARISE first CTE course has also seen success incorporating industry standards, having guest speakers, and using PBL as a base for student learning. We introduced using common rubrics, called RSA's, to help align student learning outcomes.</p> <p>2019/20 All teachers will have be using RSA's for class assignments to help better align the student learning experience, and to prep students for expectations for their Grad profile defense. Grade levels 9-11 will be responsible for planning and executing collaborative, grade level projects, and core content teachers will also do smaller integrated projects using the RSA rubrics.</p>
Collaborative Learning	2-	2	3-	<p>Current - We continued to emphasize collaboration around student academic discourse. Starting in June of 2018, returning staff had time to collaborate both as grade level teams and departments to unpack how to systematically build the theme into our courses. Additionally, the ARISE school board identified one point of contact who will be active in any decision, events, etc. around our pathway to report back to the rest of the board. PD time was used effectively during the Fall semester to support in collaborative learning as well.</p> <p>2019/20 Staff will get to collaborate with the advisory board starting at the end of the Spring semester for additional pathway planning support. PD will also be more strategically aligned with school goals, and the 4 pillars of Linked Learning.</p>

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	1	3	3	<p>Current - Teachers meet consistently throughout the year, both formally and informally, to share best practices. All teachers participate in multiple different professional learning communities (grade level teams, departments, critical inquiry groups) through which they present their best practices to one another through learning protocols. ARISE's strong teacher leadership lifts up teacher leaders who share their best practices during PD throughout the year. Teacher leaders have been sharing out their model "rigorous formative assessments" to the whole staff as part of our Graduate Profile revision work.</p> <p>In addition, ARISE has begun using the 6 A's of PBL to support assignments around the theme, and leverage both academic familia and department PD times to add best practice sharing around the 4 pillars of Linked Learning.</p> <p>2019/20 ARISE will continue the best practices mentioned above, but will incorporate industry experience in the practice as well. With the development of the PAC, staff will be able to work closely with industry experts to tighten planning for the academic year, adding more beef to the authenticity of performance assessments.</p>
Collaboration Time	2	2	3-	<p>Current - ARISE offers summer planning times for departments and academic familias (grade levels) to meet and plan our their curriculum as well as co-create multi-disciplinary projects. During the regular school year, we have department time as well as differentiated cycles of Critical Inquiry Groups (CIGs) where teachers and staff can share best practices in their course curricula or pedagogical approaches. During our Professional Development (PD), our main focus in the fall has been centered on Literacy and PBL. We have added a week of additional paid planning time to support with PBL and incorporating the new theme into all subject areas in the summer. There has also been planned, stipended planning times for teachers throughout the year who want to lead in projects/events around building out the pathway.</p> <p>2019/20 ARISE will strategically build in collaboration time with the PAC, throughout the school year, while continuing the above mentioned practices.</p>

Professional Learning	2	2+	2	<p>Current - PD is a recognized area of growth for ARISE. This year, several adjustments have made to try and better suit the needs of students and teachers, but is currently undergoing changes for optimal alignment. While we spent a decent amount of time in the Fall supporting for PBL, CTE/Linked Learning-related PD stopped in the Spring.</p> <p>Almost all returning staff attended a CTE/Linked Learning conference or campus visit: Linked Learning conferences and/or Constructing Meaning Literacy. ARISE revised its bell schedule this year to create more time for professional development, building in a second early-release day for teachers to collaborate in professional learning communities. Measure N funding continued to be used to support staff in becoming more familiar with Linked Learning, PBL, and pay for school visits of other Linked Learning school sites.</p> <p>2019/20 In-school PD next year will be restructured to address the schools' goals, and allow more time for Linked Learning/CTE-related topics. Teachers also asked to be more data-driven to support student growth and have more outside organizations come in to support with industry integration.</p>
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ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Teacher/Staff buy-in: We plan on using at least 2 of the 5 champions identified last year to sit on our pathway advisory board, as well as co-facilitate PD sessions involving pathway development with support of the Pathway Coach. While we understand that it may take our staff some time to adjust to having a wall to wall pathway, by the start of the 2018 - 2019 school year, we hope to have all staff clear on what Linked Learning is, why it is important, and how we are incorporating the 4 pillars into our school goals.</p> <p>Student Ambassadors: We will have at least two student representatives from each grade level, with student ambassadors helping to lead at least 2 schoolwide pathway related events.</p> <p>Pathway Advisory Committee (PAC): We will have two students, two parents, two teachers, and 4 industry experts on the board, with one ARISE school board member serving as an additional support. Our Pathway Coach will serve as the mediator between the advisory board and administrative team.</p> <p>Graduate Profile: All staff will be using RSA rubrics. The Grad Profile Senior Defense will be piloted for a small group of seniors.</p>	Partially Implemented	Somewhat Effective	<p>Teacher/Staff buy-in has been the most effective part of our pathway plan thus far. We have successfully been able to get all staff on board with the pathway theme and we are excited about the changes that have happened and continue to happen.</p> <p>While PD sessions have not been successful with pushing the theme, the Pathway Coach and Design Team have been able to switch the school culture to one that includes the pathway theme. We are still working on staff being able to identify all 4 pillars and how it aligns with the school goals.</p> <p>While we have yet to recruit 9th grade students as ambassadors, we were able to get 2+ students from grades 10-12, making the team grow in size from last year. They have also put on 1 successful event, with 2 more happening at the end of April and in May.</p> <p>The PAC is in progress, having meet twice already with new industry members, but will fully convene as a complete team by the end of April.</p> <p>Every ARISE teacher has incorporated RSA rubrics in their classes at least once in each semester.</p>
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IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	All Students	17.20%	27.00%	30.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
Math SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	Students with Disabilities	0.00%	5.00%	10.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
Math SBAC	ARISE students will demonstrate proficiency in core academic classes through standards-based, culturally responsive, rigorous performance assessments and projects.	English Learners	0.00%	5.00%	10.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.

Standards Based Instruction/ Project-Based Learning	Grades 9-11 will complete multi-disciplinary projects, and grade 12 will pilot grad profile defenses	All Students	25%	100.00%	100%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
Career Technical Education Sequence	All 10th grade students will complete the 1st course of ARISE's CTE course sequence	All Students	0.00%	100%	100.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.
Graduate Capstone/ Culminating Experience	35 Seniors will pilot ARISE's new graduate profile defense	All Students	0.00%	58.00%	100.00%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
Course Passage Rates	85% pass rate for pathway-aligned courses (Chemistry for the People, Anatomy & Physiology, Public & Community Health) and 100% remediation during summer school.	All Students	87.40%	90.00%	92.00%	ARISE students will demonstrate proficiency through standards-based, culturally responsive, rigorous performance assessments.

THEORY OF ACTION

Theory of Action	1a. Every student will participate in at least 1 exhibition-style presentation, displaying knowledge gained from a multidisciplinary, theme-aligned project 1b. Every student will be in at least 1 pathway class/pathway science elective class 1c. Every student will have an advisory with curriculum specifically supporting their college and career readiness goals.
How are you supporting English Language Learners?	Because ARISE is wall to wall all students are in the <i>Public & Community Health for the People</i> , pathway. We have added a school, WASC, and LCAP goal around supporting EL students, and plan on using PD to look at data from ELPAC to identify students who are most in need, and all English courses will build in strategies for EL support. These strategies will then be shared out to other departments via PD. We will also use our partnerships with St. Mary's, St. Mary's, and Cal Teach to provide extra support (tutoring) for EL students

<p>How are you building conditions for students and adult learning?</p>	<p>CTE Courses - Course offerings needed for the next 2 school years. We have identified the CTE sequence we desire: 9th - Freshman Success/Health 10th - Biology and Public Health 11th - Intermediate Public and Community Health (concentrator), Medical Terminology (College of Alameda) Nutrition (Laney) 12th - Senior Seminar Public and Community Health (capstone w/graduate profile defense)</p> <p>CTE Teachers - We are diligently working to hire at least 1 more CTE teacher to start our 10th grade CTE course sequence. We are still partnered with EnCorps, a teaching program that aims to get employees of the STEM field, to come into classrooms as volunteers/teachers and teachers-in-training. We currently use the program for tutoring, but have recently worked out a contract which would allow a feeder system to hire and recruit CTE teachers.</p> <p>Science in Summer School - Because the State of California will only recognize CTE courses taken and passed in sequential order, we recognized that we had to give students the opportunity to retake science classes before following off track. This summer, 2019, we are offering science as a summer school course for all students who have not passed a semester of science. They will provide students the opportunity to make up major performance assessments, receive tutoring, and reset before the start of the new school year. We are currently looking into summer school systems that we may adopt to assist with curriculum.</p> <p>ARISE Graduate Profile - We are piloting our first group of students presenting their Grad profile defenses. PD has been, and will continue to be used for the rollout and calibrations.</p> <p>Career and College Preparedness Program - To add to the rigor of both the classroom and our grad profile, we have also decided to adopt curricula that will not only get students, staff, and families more involved in CTE, but that will also support our graduate profile. We are looking into using either Naviance, or <i>Get Focused!, Stay Focused!</i>. Both curricula will come with support provided by the company. We are also going to have both our Data Coordinator and our College and Career Manager take lead on holding in house support with either system. We are also planning to strategically building in time during professional development to learn the tools, plan with it, and share best practices amongst teachers using the program.</p>
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STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Health Statistics Course- in an effort to model core classes incorporating the pathway theme, ARISE will add its first math/pathway integrated course with the pathway theme embedded in all units.	Measure N	\$1,000.00	4100	Curriculum			Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
In an effort to model core classes incorporating the pathway theme, all math classes at ARISE will have CTE standards embedded in the course curriculum		\$0.00					Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.

<p>Continue to build out Project Based Learning (PBL) focus, continue to make PBL a critical component of instruction for the 2019-20 school year. School wide emphasis on PBL professional development for the remainder of this year and next year. Send staff to PBL trainings and professional developments for the end of the 2018-19 school year.</p>	Measure N	\$5,000.00	5210	PD, Conferences, and workshops			Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Grade level collaborative projects - stipend teachers in the 2017-18 summer to create grade level collaborative projects. Continue to refine and adjust grade level collaborative projects for the 2018-19 summer. Use summer time as well as standard professional development time for the 2018-19 school year for teachers to backward plan their scope and sequence and course standards around the collaborative projects. Have staff work closely with pathway instructors to ensure that the collaborative projects are in the right vein given our health pathway. Work to bring in industry experts to audit projects.</p>	Measure N	\$5,000.00	4100 4325 5210	Curriculum Supplies PD			Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Summer School - hold remedial courses in the 2017-18 summer. Remedial courses will be in the courses of math, english and science to ensure that all students are on track to complete our pathway. Add in enrichment courses for the 2018-19 summer. Enrichment courses will be offered through Laney college, the college course will be either a nutrition course, or a career survey course. Students will be offered support in signing up for the courses as well as a designated room and college liaison to assist students if they need any assistance in their college course.</p>	Measure N	\$14,500.00	5883	Post session and Summer school			Comprehensiv e Student Supports	Rigorous Academics	Goal 1: Graduates are college and career ready.

All math courses will have health themed essential questions, units or RSAs (Rigorous Summative Assessments)	Measure N	\$0.00					Career Technical Education	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Ninth Grade Retreat - All incoming 9th graders will be taken out on a three day retreat two weeks before the start of school. The trip will focus on culture building, and introducing students to the Public and Community Health pathway at ARISE.	Measure N	\$13,750.00	5877 5893	Student Activities Transportation			Building the Conditions	Rigorous Academics	Goal 5: Students are engaged in school every day.
Hiring another CTE certified/certified eligible teacher to teach the Intro to Public & Community Health class for sophomores. To be at gold level with the Linked Learning Alliance, we need to have CTE certified teachers teaching the CTE classes.	Measure N	\$58,000.00	1101	Certified teaching salary	CTE Teacher	Y	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
PBL World- We need to provide teachers with PBL resources, material and training as well as add to our resources for PD and supporting PBL at ARISE. Because this is a new instructional ask, we need to ensure staff that they will have access to different ways of approaching PBL as it pertains to their subject. This will especially be important to have rigorous multidisciplinary projects.	Measure N	\$15,000.00	5210 5893	PD Transportation			Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Paxton & Patterson Action Labs - To help us build our new bio and CTE class, we will be ordering modules from Paxton & Patterson. Part of Linked Learning is to give students a hands-on approach at learning and this company provides live simulations of what it likes to work in the field.	Measure N	\$10,000.00	4100	Curriculum			Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

<p>Medical Terminology Books for students in our Dual-Enrollment Courses - We will be officially adopting our Medical Terminology course with Alameda college as our first dual-enrollment course that aligns to our pathway theme. Students will plan on purchasing books for each student taking the class. We anticipate this being a "one time" expense unless the version of the book changes.</p>	<p>Measure N</p>	<p>\$1,500.00</p>	<p>4325</p>	<p>Supplies</p>			<p>Career Technical Education</p>	<p>Rigorous Academics</p>	<p>Goal 1: Graduates are college and career ready.</p>
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WORK-BASED LEARNING

School: ARISE High School

[Link to 2018-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	1	2+	3-	<p>Current - We were able to successfully align colleges tours to our pathway theme meaning, students will had options of schools that offer strong science/health majors and, tours were either lead by current health students were applicable or had stops to the departments. All students were again able to participate in community service projects, aligned more closely to our pathway theme. Students have the option to attend <i>Cafe Talks</i> in May, which is a space where industry experts come in to speak either 1-1, or in small groups with students about their experiences in the field. We were also able to pilot career fairs and with our senior class, which helped more than 50% of the class to be hired on-spot after being interviewed by employers. Students in the senior capstone class also piloted a 10yr college and career plan, which will be implemented school wide next year. Students will also have the opportunity to attend CTE days at both Laney and Alameda colleges.</p> <p>2019/20 - Student experiences with WBL will be divided by grade level, all building on each other to support the their senior capstone project (grad profile defense).</p> <p>9th Career Awareness</p> <ol style="list-style-type: none"> 1. Guest speakers 2. Visit a parent/family member at work 3. GFSF curriculum <p>10th Career Exploration</p> <ol style="list-style-type: none"> 1. Informational interviews 2. Job shadow 3. Virtual career presentations 4. GFSF curriculum <p>11th Career Preparation</p> <ol style="list-style-type: none"> 1. Cafe Talks 2. Intern/Externship 3. Industry Problem solving activity 4. Student-ran enterprise 5. GFSF curriculum <p>12th Career Training</p> <ol style="list-style-type: none"> 1. Required in-school internship 2. Industry certification 3. Apprenticeship 4. Work experience 5. Community Project 6. GFSF curriculum

Pathway Outcomes	1	2	3	<p>Current - This year, we were able to build off the momentum of last year's work, with the following outcomes: Parent information sessions to support their knowledge and buy in of our pathway</p> <ul style="list-style-type: none"> - A pathway advisory board to support with strategic partnerships and pathway development is in progress - Student ambassadors have been up and running for a full year, continuing to support with student voice for our pathway buildout - We have continued our work with Patricia Clark as our consultant, helping us to continue to build our pathway program, specifically looking at school-wide changes that need to occur - An ARISE school board member who serves as our liaison between the board and the advisory board - Our 2nd year of CTE courses developed and A-G approved - A consistent means of communication for different internship/externship opportunities for students and families - We hired 1 full time CTE teacher to teach our current CTE course: Biology and Public Health - Summer school 2019 will not only be for remediation, but will also include a freshman summer bridge course, and opportunities for summer enrichment courses. <p>2019/20</p> <ul style="list-style-type: none"> - We are currently in progress to join a CTSO (HOSA), with the student ambassadors piloting, and then opening it up to all students for the new school year - The Pathway Advisory Committee (PAC) is already being put together, with a core of around 4 professionals from the field, but will be completely assembled with parent, teacher, an student reps by the end of May, 2019. - ARISE has made progressive strides with the consultancy of Patricia Clark, and will continue to work with her for the next school year to assist with the new leadership team and transition, as well as support in the process of silver certification. - ARISE plans on hiring at least 1 more CTE teacher - Dual Enrollment will be embedded into the school day for juniors and seniors during 5th and 6th period. - The capstone class will be taught by our CTE-certified teacher
Pathway Evaluation	1	1	2+	<p>This year, ARISE received positive feedback from the Linked Learning Alliance, with feedback coming mainly around taking student names off of work, and looking for examples of how work is differentiated for students with IEPs. We have also received strong feedback from our CTEIG representative about our progress in reaching the 11 standards of a high quality CTE program.</p> <p>2019/20 ARISE hopes to be silver-certified by the end of the current school year.</p>

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Internships for seniors College tours for grades 9-12 Job Shadows for grades 9-11 Cafe Talks for grades 9-12 Advisory Guest Speakers for grades 9-12 <i>Get focused! Stay focused!</i> for seniors</p>	<p>Partially Implemented</p>	<p>Somewhat Effective</p>	<p>Internships for seniors- Currently, we have not been able to get all seniors into internships during the academic day the way we intended. Our current bell schedule caused some problems in partnerships, and we are still trying to get students some experience before the end of the academic year.</p> <p>College tours for grades 9-12- We have successfully been able to get all grade levels to participate in college tours in the Fall and Spring, with most of the tours incorporating tour leads in the science fields, or from student of color organizations, as well as visits to science departments to align with the pathway theme.</p> <p>Job Shadows for grades 9-11- This year, we have been able to get freshman classes to shadow chemistry students at SF State.</p> <p>Cafe Talks for grades 9-12- Between the end of April, and in May, students will have the opportunity to meet with professionals in various industries (with a special section for professionals in the pathway theme), to learn 21st century skills, pathway-themes trends, and other skills to better prepare them for college and career.</p> <p>Advisory Guest Speakers for grades 9-12- While guest speakers have not been incorporated in advisory spaces as initially planned, the 10th grade CTE course has had several guest speakers/teachers in the field, as well as the freshman anatomy class.</p> <p>Get focused! Stay focused! for seniors- 35 seniors were able to pilot the GFSF curriculum in the pilot capstone senior class. While the work is intended to start in the 9th grade and be completed in the 12th, we were able to successfully pilot the 10 year plan for college and career, having 100% of the seniors in the capstone class complete a plan.</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	65% of students agree that "My school has helped me figure out which careers match my interests and abilities" as measured by YouthTruth survey.	All Students	45%	70%	80%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
Career Exploration	Incoming freshmen will have a 10 year plan started by the end of the academic year	All Students	0%	75%	100%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
Career Preparation	60% of students agree that "My school has helped me understand the steps I need to take in order to have the career that I want" as measured by YouthTruth survey.	All Students	45%	60%	75%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.

THEORY OF ACTION

<p>We plan to convene a pathway advisory committee to support and guide the development of our pathway. Visits to successful pathways and researched we've done has confirmed the importance of advisory boards. The pathway advisory board will consist of two to three students (student ambassadors), teachers (teacher champions), parents, and industry experts. Their roles will include, but are not limited to: fundraising, designing the expo events and any other events in between that align to our pathway, keeping us current with trends in Public & Community Health, planning and co-facilitating informational sessions for all stakeholders, strategic partnerships, and attending monthly ARISE school board meetings. Funds will be used to cover basic supplies the group may need when meeting (poster paper, markers, large printing jobs, etc.)</p>	Measure N	\$1,000.00	4325	Other services & operating expenses	Pathway Advisory Committee (PAC)	N	Career Technical Education	Work-Based Learning	Goal 1: Graduates are college and career ready.
<p>In order to support piloting job shadows for juniors, we are allocating funds for cost of travel to and from locations for students. Funds will go towards purchasing clipper cards for students, as well as any bus passes needed. We would also like to use funds to rent vans for students to travel in larger groups.</p>	Measure N	\$1,250.00	5893 5815	Transportation Consultant			Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
<p>Planning Retreat for Teacher Leaders- Because our teacher leaders will be holding the responsibility of coaching teachers in their departments, and supporting the Pathway Coach with aligning the theme in all content areas, we are planning 2 retreats, one per semester, to allow all-day planning sessions. The funds will go towards food, and travel costs driving too and from locations.</p>	Measure N	\$1,000.00	5899	Other services & operating expenses			Rigorous Academics	Work-Based Learning	Goal 2: Students are proficient in state academic standards.
<p><i>Cafe Talks</i> - Between the end of April, and in May, students will have the opportunity to meet with professionals in various industries (with a special section for professionals in the pathway theme), to learn 21st century skills, pathway-themes trends, and other skills to better prepare them for college and career. Funds will be used to stipend some of the guest speakers and mentors.</p>	Measure N	\$3,000.00	5899	Other services & operating expenses			Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

<p>With the addition of internships built into the school day, we see a need around a full time employee to help with the following (but not limited to):</p> <ul style="list-style-type: none"> -Engage with community partners -Establish and maintain internship/externship opportunities for students and staff - Lead PD around building WBL in classrooms spaces - Maintaing weekly Linked Learning newsletters -Managing students during the school day when offsite for internships -Overseeing MOU's with partnerships - Meeting with A-Team and other school team leads to educate around the WBL Linked Learning pillar -Attend key CTE/Linked Learning conferences and workshops 	Measure N	\$41,517.00	2201	Certified Staff	Woork based learning liason	Y	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
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COMPREHENSIVE STUDENT SUPPORTS		School: ARISE High School		Link to 2018-19 SPSA
COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT				
COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	2+	2+	<p>Current - This year, we were able to have more targeted support next year for our at-risk students. Our Pathway Coach worked closely with our Academic Intervention Specialist to provide in-class linked learning opportunities. Guest speakers, job shadowing, and academic advising around college and career has been more aligned to our pathway, Public and Community Health, and we were able to adopt Get focused! Stay focused! as a supporting WBL curriculum. We have also become more strategic at targeting our most at risk students when it comes to outside resources and supports. We have an increase in the number of students with IEPs who are passing, successfully added more SPED support staff, and all students with IEP's have have their instructional minutes met. We've also seen success with using Thursday advisory space to monitor and support academic success.</p> <p>2019/20 What we are working to improve on is continuing to support our Tier 1 students, moving them to be on track for graduation at earlier grade levels, and identifying who our Tier 2 students are. Our Tier 2 students often fly under the radar, and do not receive full support until their 11th grade year, which is proving to be too late for most. We plan to hire an Academic Counselor next year to help support with systematic checks in to ensure growth is made. We are also looking into hiring another clinician to serve the growing number of students who need support.</p>
College & Career Plan	2	2	3-	<p>Current - Dual enrollment courses and community partnerships have been successfully updated to better match our pathway theme. We have successfully developed key partnerships with three local community colleges, and are continuing to build out those out to match the pathway. Alameda College extended the course offering of Medical Terminology 1 to Medical Terminology 2 as well. With Laney college, we are working with the biotech department to offer a few courses, as well as building our new partnership with BABEC. We have revamped our partnership with Merritt College and we will be offering several dual enrollment courses next school year, which they are willing to hold on the campus of ARISE.</p> <p>2019/20 We are still working on what types of industry certifications we can our students upon graduation and plan to have those offerings available by the start of the new school year. And while we have adopted Get focused! Stay focused! as curriculum to support WBL in advisories, we plan to be more intentional around the use of the content in each advisory grade level.</p>

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION			
What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?			
IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.			
Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<ul style="list-style-type: none"> - Hiring of additional Adelante support staff: in-house resource teacher, student support lead, 2 part time teacher support for push-ins - Hiring of additional pathway support: pathway administrative assistant, pathway student support assistant - Hiring of college intern for college and career - Get focused! Stay focused! (GFSF) curriculum - Dual enrollment courses 	Fully Implemented	Effective	<p>This year, we have seen an increase in the number of students with IEPs who are passing classes, and are on track to graduate. Of the 35 students who currently have IEP's, 83% are on track to graduate to date. We were also able to serve the needs of more students this year with the additional staff. Our student support lead has been able to focus on individual student pull-outs, allowing us to stay on top of student needs.</p> <p>With the additional pathway support, the Pathway Coach position has been more supported, allowing for key initiatives to be focused on more closely (i.e. keeping up with community partners to plan for student internships).</p> <p>The GFSF curriculum has been piloted in the senior capstone class, and we've seen an increase in the amount of students who have completed resumes, attended job fairs, and feel more prepared for life post-graduation.</p> <p>The amount of students both enrolled, and passing dual enrollment courses have increased: in the fall 100% of the 45 students taking college courses passed.</p>

IMPLEMENTATION GOALS
Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	All students are engaged in school every day.	All Students	95.1% ADA and 14% truancy	93.4% ADA and 22.5% in truancy (to date)	98% ADA and 10% truancy	ARISE students will embody our core values of Respect, Persevere, Build and Lead through active participation in culturally-responsive restorative praxis and positive school culture.
College Access	95% of seniors will be eligible to apply to UCs and CSUs.	All Students	96% eligible	98%eligible	100% eligible	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.
Differentiated Interventions	Continued Tier 1 support identify and target interventions for Tier 1 and Tier 2 Students with IEP's or 504's, as well as additional Tier 2 students (academic or social emotional needs/interventions).	Students with Disabilities	0%	IP	100%	ARISE graduates will be prepared to succeed and act as agents of change in college, career and community.

THEORY OF ACTION

Theory of Action	1a. ARISE Black Student Union will be a source for the growing population of African American/Black students to feel more supported, and increase college/career preparedness 1b. Adelante will assist in dropping the truancy rate from 22.5% to 10% by supporting the struggling students with emotional, social, and academic support
How are you supporting English Language Learners?	Because ARISE is wall to wall all students are in the Public & Community Health for the People, pathway. We have added a school, WASC, and LCAP goal around supporting EL students, and plan on using PD to look at data from ELPAC to identify students who are most in need, and all English courses will build in strategies for EL support. These strategies will then be shared out to other departments via PD. We will also use our partnerships with St. Mary's, St. Mary's, and Cal Teach to provide extra support (tutoring) for EL students
How are you building conditions for students and adult learning?	Professional Development will include training/educating on the differences in supporting African American/Black males, and will have us using data more consistently to advise our goals. We will also continue to receive support from Brothers on the rise to assist in both goals. Students will have lessons built in their advisory space that address in a more rigorous way, persistence, resilience, goal setting, and other areas that support academic, career, and personal growth.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Course materials and price for actual certification for CPR & First Aid certification through the College of Alameda. We learned that part of having a strong WBL and student support for success is to allow students to receive real, tangible certification through a pathway. While creating our partnership with the College of Alameda, we were offered the opportunity to add in certifications around Public and Community Health. While this process is not fully implemented, we would like to allocate funds to any material that may be needed for the certification, as well as the cost of being certified by the Red Cross through the college. We are also opening up the opportunity to have teachers get re-certified and would like to cover that cost as well. This would allow ARISE to host our own certification classes with certified teachers as leads.	Measure N	\$1,500.00	5899 4100	Other services & operating expenses Curriculum			Career Technical Education	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.

<p>Black Student Union-the purpose of the BSU is to provide a space for our growing African American/Black student population (a target group of ours for student support), to feel supported, safe, welcomed, and allow them to share their experiences here at ARISE in order to make systemic changes. Funds will be used to support BSU trips, and stipends for guest speakers.</p>	Measure N	\$5,000.00	5899	Other services & operating expenses Curriculum			Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
<p>Project Engage- Project Engage is a program at ARISE that seeks to help students who have not yet realized their academic or leadership potential gain a positive academic identity with the support of caring teachers and peers. The program focuses on some of our most disengaged and academically struggling students and attempts to engage them through hyper-investing in them both inside and outside of school. Ultimately, the goal is for Project Engage students to become leaders for change in the school community. Some of the benefits of Project Engage include academic achievement incentives (non-monetary or food-based), mentoring, weekend excursions, extra support for classes, and other awards and recognitions. Measure N funds will be used to fund 6 weekend outdoor excursions throughout the year as well as other outside of school activities: Transportation - \$250 per trip, total \$1500 Art supplies and curriculum - \$500 Staff stipends \$200 per staff member per trip, 3 staff members per trip, 3x6x\$200 - \$3600</p>	Measure N	\$5,603.00	5883	Student Activities			Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Engagement Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
<i>Needs Analysis</i>	A-Team, ARISE Board, Staff, Families, Students	A-Team	Design team, pathway consultant, ARISE staff	All stakeholders	1.A-Team Meetings 2. Board Meetings 3. PD 4. Student Ambassador Meetings	1. Weekly 2. Monthly 3. Weekly 4. Bi-weekly
<i>Setting Goals for School</i>	A-Team, Data Coordinator, Adelante, Team Freire	A-Team	All Stakeholders, pathway consultant	A- Team (currently)	1. A-Team Meetings 2. Team Freire Meetings	1. Weekly 2. Bi-weekly
<i>Enabling Conditions and Administration Plan</i>	A-Team, ARISE Board	A-Team	A-Team, pathway consultant	A-Team, Board	1. A-Team Meetings 2. Board Meetings	1. Weekly 2. Monthly
<i>Measure N Self Assessment</i>	Pathway Coach, A-Team	Pathway Coach	A-Team, pathway consultant, Design Team	A-Team, Design Team	1. A-Team Meetings 2. Design Team Meetings	1. Weekly 2. Bi-weekly (or as needed)
<i>Language and Literacy Plan</i>	Director of Teaching & Learning, Team Freire	Director of Teaching and Learning	Team Freire, Dean of STEM,	Team Freire, Staff	1. Team Freire Meetings 2. Instructional Lead Meetings	1. Bi-weekly 2. Weekly (or as needed)
<i>Rigorous Academic and CTE Plan</i>	Design Team, Grad Profile Team, Director of Teaching & Learning, Dean of STEM, Pathway Coach, Pathway Consultant	Director of Teaching and Learning, Dean of STEM, Pathway Coach	Envision Learning Partners, Pathway Consultant, Team Freire, Staff, Student Ambassadors	All stakeholders	1. Design Team meetings 2. Grad Profile meetings 3.Consultancy 4. PD 5. Student Ambassador meetings 6. Parent Meetings	1. Bi-weekly (or as needed) 2. Monthly 3. As needed 4. Weekly 5. Bi-weekly 6. Monthly/Weekly

<i>Work Based Learning Plan</i>	Pathway Coach, College & Career Coordinator, Pathway Admin Assistant, Pathway Consultant, PAC, Capstone teacher	Pathway Coach, College & Career Coordinator	Pathway Consultant, PAC, Capstone Teacher, Pathway Admin Assistant, ARISE Board	All stakeholders	1. Pathway Coach and College & Career Coordinator meetings 2. Coaching meetings 3. Consultancy 4. PAC meetings 5. PD 6. Parent meetings	1. Weekly (or as needed) 2. Weekly 3. As needed 4. Quarterly 5. Weekly 6. Monthly/Weekly
<i>Comprehensive students Supports and Counseling</i>	Adelante, A-Team, Team Hooks	Adelante	A-Team, Staff	All stakeholders	1. Adelante meetings 2. A-Team meetings 3. Team Hooks meetings	1. Weekly 2. Weekly 3. Bi-weekly
<i>Pathway Planning</i>	Pathway Coach, All Stakeholders	Pathway Coach	All stakeholders	All stakeholders	All school meetings	As needed
<i>SSC Approval</i>	HoS and ARISE Board	HoS	All stakeholders	All stakeholders	1. Board meetings 2. A-Team meetings 3. PD 4. Parent meetings	1. Monthly 2. Weekly 3. Weekly 4. Monthly/Weekly

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
June 2018 6/18-6/22	Teachers	Planning time for departments and grade levels around PBL, departments goals, and interdisciplinary, collaborative projects
July 2018	A-Team	- Addition of Pathway Coach to A-Team - Pathway Coach updated and shared feedback from Measure N Committee, and goals for the new school year
August 2018 8/5-8/11 8/13 8/27	Staff	- Summer PD for new staff to inform about Linked Learning and the schools' pathway theme - Summer PD for returning staff to review Linked Learning and the schools' pathway theme - Team Hooks & Team Freire meeting to discuss Linked Learning goals - Design Team meeting with consultant
September 2018 9/5 9/6 9/11 9/12 9/21 9/28	All ARISE Stakeholders	- Pathway Coach meeting with Adelante to discuss student supports & Meeting with Instructional leads around transition from proficiencies to grad profile defense - Updated schools website with Linked Learning and pathway theme components - Design Team Meeting - Data Coordinator meeting to check for updates with Power School/CALPADS and CTE standards in courses - ARISE 1-1 meeting with Joanna and Nancy - Back to School Night to inform parents about Linked Learning and the pathway theme - Design Team meeting to begin looking at Silver Certification tasks that need to be completed

<p>October 2018 10/4 10/3 10/8 10/16 10/23 10/25 10/29</p>	<p>A-Team, Team Freire, Design Team, Board, Staff, Student Ambassadors</p>	<ul style="list-style-type: none"> - Pathway Coach joins Deeper Learning Cohort with the Napa County Office of Education - Consultancy collaboration with Unity High School, ARISE, and Patricia Clark to share best practices, and silver certification - Pathway Coach leads A-Team meeting around important updates with Linked Learning/Measure N - CTEIG application due & Linked Learning data drive with the Pathway Coach and Data Coordinator for Silver Certification - Instructional leads and Pathway Coach meet to discuss progress of PBL projects - Measure N and CTEIG Budget update to A-Team - Measure N department deliverables
<p>Novemeber 2018 11/7 11/6 11/8 11/12 11/30</p>	<p>All ARISE Stakeholders</p>	<ul style="list-style-type: none"> - Deeper Learning Cohort meeting (updates on CTEIG, SWF grant, and 11 standards of a high quality CTE program) - First PAC meeting (pathway advisory council) - Linked Learning data drive for silver certification - A-Team meeting for pathway updates - ARISE Measure N Quality Review Site Visit - YouthTruth survey given to families, staff, and students - WASC meetings in PD
<p>December 2018 12/1 12/4 12/12 12/18 12/21</p>	<p>Pathway Coach, Director of Teaching and Instruction, Dean of STEM, College and Career Coordinator meet around master bell schedule for the 2019/20 school year</p>	<ul style="list-style-type: none"> - Presentation to Measure N Committee followed by updates to whole staff around presentation feedback - Deeper Learning Cohort meeting (updates on CTEIG, SWF grant, and 11 standards of a high quality CTE program) - School site visit-Dewey Academy (Pathway Coach) - YouthTruth Survey Debrief - PAC meeting -Deadline for silver certification - WASC meetings in PD
<p>January 2019 1/11 1/4 1/15 1/16 1/22 1/23 1/30 1/31</p>	<p>All ARISE Stakeholders</p>	<ul style="list-style-type: none"> - Spring semester Planning for pathway goals - Head of School informs board, A-Team around decision to leave ARISE - Measure N committee meeting (pathway coach updates A-team/staff around meeting notes) - WASC meeting - Start of new CTEIG application - Board puts in strategic plan around notifying all stake holders about HoS transition - Hiring Planning meeting - Pathway Coach attends CTSO strategy Meeting
<p>February 2019 2/5 2/6 2/8 2/12 2/18 2/21 2/22</p>	<p>Pathway Coach, Director of Teaching and Instruction, Dean of STEM, College and Career Coordinator meet around master bell schedule for the 2019/20 school year</p>	<ul style="list-style-type: none"> - ARISE kicks off CTE month for Napa County Office of Education leading a webinar on our pathway growth - ARISE consults with Bellwether for strategic school planning - Grad profile meeting to begin prepping for defenses in May - Pathway Coach notifies ARISE Board, and A-Team about transitioning out of the school in June - Patwhay Coach begins transition planning with Dean of STEM - Pathway Coach begins transition planning with Director of Teaching and Learning - Capstone class planning to prep for grad profile defense

<p>March 2019 3/3-3/5 3/7 3/8 3/11-3/14 3/18 3/19-3/21 3/22</p>	<p>All ARISE Stakeholders</p>	<ul style="list-style-type: none"> - Educating for Careers Conference - Pathway Coach leads A-Team around 4 pillars of Linked Learning strengths, challenges, and needs - Pathway Coach, Director of Teaching and Instruction, Dean of STEM, College and Career Coordinator meet around master bell schedule for the 2019/20 school year - CCSA conference attended by HoS and Pathway Coach - Pathway Coach, Director of Teaching and Instruction, Dean of STEM, College and Career Coordinator meet around master bell schedule for the 2019/20 school year - Linked Learning Conference - Student Ambassador Event (movie night)
<p>April 2019 4/2-4/3 4/5 4/7-4/10 4/11 4/30</p>	<p>Pathway Coach, Director of Teaching and Instruction, Dean of STEM, College and Career Coordinator meet around master bell schedule for the 2019/20 school year</p>	<ul style="list-style-type: none"> - GFSF workshops in Santa Barbara - ARISE consults with TNTP around school leadership, and roles for next year - WASC visit - Design team meeting to discuss transition plan of Pathway Coach and HoS - Hiring of HoS - Finalized PAC
<p>May 2019 (TBD)</p>	<p>Pathway Coach, Director of Teaching and Instruction, Dean of STEM, College and Career Coordinator meet around master bell schedule for the 2019/20 school year</p>	<ul style="list-style-type: none"> - Presentation of Grad Profile Defenses 5/20-5/24 - Hiring of Pathway Coordinator - Continued transition plan for pathway coach and HoS - Finalize Master bell schedule and Master calendar - Submit any new A-G courses - Review Measure N suggestions - Training of new HoS and Pathway Coach
<p>June 2019 (TBD)</p>	<p>Pathway Coach, Director of Teaching and Instruction, Dean of STEM, College and Career Coordinator meet around master bell schedule for the 2019/20 school year</p>	<ul style="list-style-type: none"> - Pathway Coach and HoS last day 6/30 - Department and Grade level planning time - Continued training of new HoS and Pathway Coach - Final Design Team meeting of the year - Final A-Team meeting
<p>July 2019 (TBD)</p>	<p>All ARISE Stakeholders</p>	<ul style="list-style-type: none"> - Onboarding of new HoS and Pathway Coordinator