

Action Research	ARISE High School
School:	ARISE High School
Pathway/s:	Community and Public Health for the People
Outcome Data	ARISE SPSA DATA PPT
Top 5 Measure N Funding Commitments	1) Rigorous Academics & PBL, 2) Student Supports (our most at-risk students), 3) CTE Teachers and Build Out, 4) Work-based learning programs and internships, and 5) College & Career Readiness
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	To what degree will our pathway improve student attrition, student graduation rates, acceptance rates into 2 - 4 year colleges and/or direct career alignment?

Historically, members of the ARISE community saw their approach of teaching and learning as their way to get students what they need in terms of fulfilling our school's goals and mission. The root problem lies in change management and leadership turnover and the difference of approach the school leader brings in terms of thought and practice. Systematically, we didn't have data on students after they graduated from ARISE and as a school we didn't have a clear pathway trajectory nor was student support streamlined toward Linked Learning. We had to realign our Graduate Profile and while doing so we realized that we lacked knowledge around CTE, PBL and WBL and the onboarding it takes to foster adult learning. We made shifts to our master schedule and currently in the process of hiring the appropriate staff members. The need for CTE (A-G aligned courses) also became a topic of discussion and decision. The messaging to students and parents around Linked Learning, teacher buy-in and finding our champions became part of my action plan.

Moving adult culture is probably the hardest thing a new school leader can encounter. Not only is a new school leader learning the culture and the job of running a school, but then has to take a turn and convince all of the stakeholders that Linked Learning is the direction it must now go.

My question is: How does a new leader garner the trust necessary (in a relatively short period of time), to then, have members of the community and staff make systematic changes toward Linked Learning? Also, when there is a change in school leadership, how can Linked Learning remain at the school site, knowing that there are other initiatives and school-wide goals a small charter school needs to comply with and is founded upon? The layered complexities of an educational system makes technical approaches toward Linked Learning challenging. Every school leader takes directives and mandates and molds them to fit their professional view. My biggest challenge is framing what success looks like and ensuring that equity is present for all stakeholders. Therefore, I began by asking myself systematically change questions that illicit waypoints (benchmarks) to assess and determine success?

How ambitious should we be? (Identifying Waypoints)

- What's important to us? - What should our focus be? - What demands effort and new learning? - What evidence is built on student need? - What is built around the people doing the work? - Creating a road map for stakeholders

Where are we going? - Conduct pro and con assessment - Create a design and action plan - Process for developing and the design and action plan - Identifying the group of activities using the pro and con assessment - Determine the relationships and synergies of activities - Map out the activities - Conduct a series of face validity meeting with stakeholders

Reflective Questions: What did we learn? - We will do it again? - When we do it again...? - Scaling up - Scaling down - Learning through reflection

Review → Assess → Plan (After the initial questioning period, I had to determine budgetary implications for said decisions and devise a plan moving forward.)

Questions to Review: What resources were used?, What did we plan to do?, What did we actually do?, What worked?, How do you know it worked?

Questions to Assess: Will we do it again?, What's our purpose? (improved outcomes, scale down, scale up), What will we do differently?

Questions to Plan: What is the timeline?, Who is responsible for each task?, When is the next meeting?

Using an adaptive model for change, I first unpacked the following questions: What do I need to see? What resources do I need? (Balancing Constraints and Resources)
Money: Are grant money used for certain things? (Restricted vs. unrestricted funding), How can I properly allocate federal, state and local funding?, Are there other funding sources (ex. CTEIG) that might cover the same expenses?, Are we willing to fundraise?, How are we tracking expenditures?

People: Unlike money, materials or technology, staffing requires an extra measure of careful thought because it involves the well-being and security of people and their families, Entrusted teachers and staff to execute the vision, What is the role of a new staff member? What skills or talents does a new staff member offer and to what degree do we use new talent?

Materials: Materials may be included in the fees or funds expended when purchasing or obtaining models or packages of resources, Materials may be available as a donated goods or at a reduced price through local affiliates, Materials may have already been purchased or may be purchaseable through extant purchasing agreements or existing programs.

Technology: What critical need does the technology fill? Can this be filled with extant resources?, Is the technology worth it?, Is there another resources that could fund this technology?, If the technology didn't exist, how would we do Linked Learning without?

**What did you discover in the past year?
(Please use data to support.)**

What I will do next?, What will the school do?, What did I / we learn?

Resources/Inputs → Activities → Outputs → Outcomes → Impact → Evaluation → Cycle of Inquiry → Reflection → Repeat

<p>What are you going to do differently or change moving forward?</p>	<p>The biggest change we have for next year (and the subsequent years following) is to create ways to collect systematic data and create waypoints (benchmarks) to measure success.</p> <p>Resources/Inputs → Activities → Outputs → Outcomes → Impact → Evaluation → Cycle of Inquiry → Reflection → Repeat.</p> <p>I learned that the process is more important than the product. The waves of learning and output occur at various moments and across different domains depending on where teachers are in their current pedagogical development. For example, doing a whole school PD is effective in delivering a message or strategy but implementation happens when teachers are asked to collaborate and break up into smaller groups to process and work together. Veteran teachers have a more difficult time transitioning or shifting their own ideas around Linked Learning compared to first year teachers who are unfamiliar in content knowledge and classroom management. First year teachers at ARISE are more likely to listen, follow directions and implement direct feedback rather than push back and offer a differing approach of interpreting what Linked Learning is and how it should be operational.</p> <p>Therefore, moving forward it is important to first have buy-in from veteran teachers and have them attend Linked Learning conferences and visit other Linked Learning schools to see the positive effects of change. Then, it's about making sure the leadership team understands the nuance and the learning curve of all teachers so that they can coach and mentor teachers who are still unsure of the impact and effect of Linked Learning. Also, having a Pathway Consultant/Coach helps in fostering greater thought and deepen understanding.</p>
<p>How do you anticipate this will improve Measure N outcomes for your students moving forward?</p>	<p>By collecting data, we will be able to assess our needs and re-calibrate our direction. This will also provide staff members "at-a-glance" as to the reality of how our students are doing within the pathway. Furthermore, creating action steps and using the "Five Whys" or "Pell the Onion" gets to the root of the problem. We need to think more strategically about resources and challenges and define opportunities for people to be stretched and challenged.</p>

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1A: ABOUT THE SCHOOL

1) **School Name:** Please type in your school name and ID.

2) **School Description:** Please copy and paste your school description from your 17-18 Site Plan.

3) **School Mission and Vision:** Please copy and paste your mission and vision from your 17-18 Site Plan.

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 ID: 0115238

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

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

Family & Student Engagement

Our Parent and Family Coordinator holds parent informational meetings every Mondays from 9am – 11am and sends out monthly parent/family newsletters (written in Spanish) to keep all families updated on ARISE. She also holds evening meetings once a month to give larger updates and school-wide reminders and initiatives. ARISE hosts Student Lead Conferences (SLC) once a semester to give parents/guardians and students an opportunity to meet with their advisor to discuss progress towards graduation and any other information that can support the student/family. Parents are welcomed to sit in on classes and attend school events. For students, we host bi-weekly assemblies, known as Rise Ups where we come together to celebrate our student's successes. We have two sports teams, Girls and Boys soccer, but support students who wish to play other sports at surrounding schools and community organizations. We have sports weeks and advisory challenges to build sportmanship and teamwork amongst peers. Finally, we offer several school activities and clubs during and after-school, including, but not limited to: *Mission Bit, LGBTQ Alliance, Art Club, Music Club, Feminist Club, and Hack the Hood.* We also offer culturally-responsive electives to peak student interest: *Business, Latinx Art, Latinx History, Advanced Art, Media, Environmental Science, Engineering, and Student Leadership.*

SCHOOL DATA SLIDES

[ARISE SPSA Data](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using 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."

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none"> • 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? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	<p>89.6% Overall 90.9% Male, 88.5% Female 91.3% Latinx, 100% API 100% EL 89.1% FRL</p>	<p>Our biggest challenge this year is being able to support our African American/Black students in being to graduate on time. In the past, we have had 0% Black/AA students graduate; most leaving the school before their senior year. This year, 2 of our 10 Black/AA students will be graduating on time (2/3 seniors).</p>	<p>BSU - One of the reasons why our Black/AA say they struggle at our school (and in the past leave) is because they don't always feel welcomed or supported at our school. This year, we tried to institute a Black Student Union (BSU), but did not have the right tools in place to make it as successful as we hoped. For the 2018/19 school year, we plan to re-launch the BSU in hopes to build that space students are asking for. In particular, our population of Black/AA students are mostly males, and really benefit from having a conglomerate of their peers they can relate to. We would also like to continue our partnership with <i>Brothers on the Rise</i> to support our young men after school hours.</p> <p>Recruitment - This year, we started a Diversity Committee in order to begin to actively address the low enrollment of Black/AA students. We've begun to strategize the ways in which we will reach out to schools and community organizations, as well as the way our school is promoted via our website.</p> <p>For the 2018/19 year, we plan on updating our website to show our growing diversity, have our diversity committee (which includes students) physically do outreach in neighboring schools with higher Black/AA populations, and use the BSU as a program to support incoming students.</p>

<p>On Track to Graduate (11th Grade)</p>	<p>95% Overall 93.1% Male, 96.9% Female 94.6% Latinx, 100% API, 100% Black/AA 100% EL 96% FRL</p>	<p>Our challenge is always ensuring that all of our students graduate from high school, meeting all of the ARISE graduation standards.</p>	<p>Naviance - For the 2018/19 school year, we are leveraging the academic program of Naviance to support advisors in monitoring students' academic growth/challenges. While almost every teacher has an advisory, it can be a challenge to keep up with all students in an equitable fashion. Because Naviance has tools to keep tracking online, we feel advisors will have a more uniformed way to track data.</p> <p>CORE - We have joined the CORE Network along side OUSD so that we can keep up with testing data, truancy, and other key pieces that may keep a student from graduating on time.</p> <p>Data Support and Analysis - This year, we hired a data coordinator to help us keep track and organize the different pieces we felt were important to run the school. Unfortunately, keeping high quality data, easily accessible data, both qualitative and quantitative has been area of growth for ARISE. However, now that we fully comprehend the need for proper data collection and analysis for Linked Learning and our Pathway, it has made us do an overhaul for data collection for the entire school. With the support of our board, we will be using data throughout the year, for all stakeholders, in order to drive instruction/practice, and to better align our school goals. This will allow us to focus on student-centered needs, so that we may catch areas of struggle to graduate more students.</p>
<p>A-G Completion</p>	<p>90.7% graduating seniors completed A-G</p>	<p>We have about 5-6 seniors who are not on track to graduate within 4 years. Some classify as IEP students, but the others are situationally in a place where they lack the kind of support needed to help give them the tools to beat their uncontrollable personal odds. Our challenge as a school is to best support and provide for those students who need a little more than an IEP or 504 plan, and how do we implement both of those services in a more efficient way.</p>	<p>Naviance - Naviance will help our advisors keep track of students in a more manageable, time-efficient manner.</p> <p>Pathway - Our push for the 2018/19 school year is use our Pathway as a stronger support for all students. Because of the alignment of Linked Learning with our overall school goals, we will be able to provide some of those supports that have been missing from our school. Being able to appropriately advise students into college, as well as careers for those who need to go straight into a job, will hopefully cause those students who are struggling to feel more supported in making decisions that don't involve the traditional path. For those who are not motivated, changing our rigor to include PBL will help to buy in 100% engagement from all students. Students will be developing 10 year plans which we hope will support ALL students in feeling successful while at ARISE, as well as afterward. We will also use CORE to keep up with ARISE alumni in hopes to continue conversations on what worked and what didn't during their schooling at ARISE. This data can then be taken back at the whole-group to make school-wide changes and implementations.</p>
<p>SBAC ELA</p>	<p>Increasing each year: 21.2% in 2015, 50.9% in 2016, 72.7% in 2017</p>	<p>Ensuring that all classified EL students receive the proper student supports and double blocks of ELD.</p>	<p>Data Support and Analysis - We have not been effective in using data school wide to drive practice. While we will not become a school that teaches to testing, for the 2018/19 school year, we will be incorporating regular data dives in departments and grade levels, in order to have a more accurate lens on student growth. We understand our SBAC - ELA scores have a direct tie to college courses, in that if students perform well on their SBAC - ELA, they will be opted from taking remedial English courses in college. As a social justice-based school, we will continue to leverage our students as one of the many barriers purposefully put into place to hold certain groups of students back, and why we must push to support them to fight through testing. In the 2018/19 school year, test prep around SBAC will have the messaging of pushing through the barriers, instead of something you just have to do. Having a running campaign of relatability and authenticity will naturally get our students and families to engage.</p>

<p>SBAC Math</p>	<p>Increasing each year: 5.7% in 2015, 7.7% in 2016, 22.7% in 2017</p>	<p>22.7% is still well below the state average of 32.1%</p>	<p>Data Support and Analysis - We have not been Effective in using data school wide to drive practice. While we will not be a school that teaches to testing, for the 2018/19 school year, we will be incorporating regular data dives in STEM departments and grade levels, in order to have a more accurate lens on student growth. We understand our SBAC - Math scores have a direct tie to college courses, in that if students perform well on their SBAC Math, they will be opted from taking remedial Math courses in college. And, as we are a social justice-based school, we will continue to leverage to our students as one of the many barriers purposefully put into place to hold certain groups of students back, and why we must push to support them to fight through testing. In the 2018/19 school year, test prep around SBAC will have the messaging of pushing through the barriers, instead of something you just have to do. Having a running campaign of relatability and authenticity will naturally get our students and families to engage.</p> <p>Incorporating PBL & Word Problems in Math - For the 2018/19 school year, math will be included in our multidisciplinary grade level projects. We are planning on how to intentionally and authentically include math into all projects so that students can see how math connects to the real world. We understand the cultural and racial barriers math tends to have on our students, and know that it is part of the root cause of our lower test scores. Our goal is to have students gain more of an overall interest in math by providing culturally responsive curriculum. We also plan to incorporate word problems more regularly, as made apparent on standardized tests, so that students feel more comfortable when testing. As we all know, part of breaking the barriers and access to math is to familiarize students with the types/style of testing questions students will encounter on SAT's, SBAC, etc.</p>
<p>AP Pass Rate/Dual Enrollment Pass Rate</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Pathway Participation/CTE Enrollment*</p>	<p>We were able to have 43 juniors and seniors pilot some Pathway/Linked Learning Principles for the 2017 - 2018 school year.</p> <p>All Freshman will participate in a Stepping Stone Expo Project (Multi-Disciplinary Project which consists of Numeracy, English, Ethnic Studies, Art, Research Methods in incorporating our new theme: Public & Community Health.</p>	<p>For the 2018 - 2019 school year, all 9th and 10th grade students (about 56% of our school) will be enrolled in our pathway. Furthermore, all 11th and 12th grade students will be enrolled in Pathway themed courses: Anatomy and Physiology, Chemistry for the People or Introduction to Public and Community Health.</p>	<p>We have made several strides this school year to rectify our uninformed planning this year. For the 2018/19 school year, ARISE's pathway will be "wall to wall." All incoming freshman will start with an introductory science class, <i>Biology and Public & Community Health</i>, as a way to prep them for their CTE courses. We are in the process of getting our CTE courses certified, with all sophomores starting with <i>Intro to Public & Community Health</i>. We are also in the process of hiring our first CTE certified-eligible teacher to teach that course. Because our pathway has a three year sequence, our juniors and seniors will not be able to add the CTE courses to their transcripts; however, both grade levels will be taking 1 CTE course for science: <i>Anatomy & Physiology, Chemistry for the People or, Intro to Public and Community Health</i>. We will also be piloting our new graduate profile and capstone class for a cohort of seniors who are academically on track to graduate, but may need an extra elective toward graduation.</p>
<p>English Learner Progress</p>	<p>35.7% reclassified in 2016 - 2017</p>	<p>A challenge we have in this area is accurately keeping up with data collection and tracking on all students, as most of students have been classified as ELs at some point in their schooling.</p>	<p>For the 2018/19 school year, we plan on using data collected in CORE to keep up with how many students are reclassified and still need support around reclassification. We will also leverage our parent informational meetings to inform parents on their child's status and what it means in terms of graduation.</p>
<p>Suspension Rate</p>	<p>3.4%</p>	<p>20% Black Males</p>	<p>For the 2018/19 school year, we are hoping to leverage the BSU as a means to support our Black students. We will also continue to work with <i>Brothers on the Rise</i>, as additional support. Our professional development will also be used to specifically address how we are dealing with our Black male students, and what we need to do as a school to better support our growing number of Black/AA students overall.</p>

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	<p>98% of students who begin their 12th grade year at ARISE will graduate in June (for all student groups)</p> <p>75% of students who begin at ARISE in 9th grade will persist through graduation in 4 years (for all student groups)</p>	<p>Goal 3: Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and ready for college or a career.</p>	All Students	<p>89.6% of students who begin their 12th grade year at ARISE will graduate in June (for all student groups)</p> <p>64% of students who begin at ARISE in 9th grade will persist through graduation in 4 years</p>	<p>92% of students who begin their 12th grade year at ARISE will graduate in June (for all student groups)</p> <p>68% of students who begin at ARISE in 9th grade will persist through graduation in 4 years</p>	<p>94% of students who begin their 12th grade year at ARISE will graduate in June (for all student groups)</p> <p>72% of students who begin at ARISE in 9th grade will persist through graduation in 4 years</p>	<p>Provide regular, consistent stakeholder review of data and have stakeholders analyze and generate annual report and action plan updates; this work should be shared with as many stakeholders as possible and should not be created by an individual administrator. Include parent voice and input and annual review.</p>
	<p>98% of 11th graders are on track to graduate as measured by: Completion of graduation requirements and Bridge Completion</p>	<p>Goal 1: ARISE students will be immersed in common-core aligned curriculum and instruction which prepares students for college while emphasizing knowledge of self, humanizing love, and performance assessment.</p>	All Students	n/a	93%	95%	<p>Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.</p>
A-G Completion	<p>98% of seniors will complete A-G graduation requirements</p>	<p>Goal 1: ARISE students will be immersed in common-core aligned curriculum and instruction which prepares students for college while emphasizing knowledge of self, humanizing love, and performance assessment.</p>	All Students	90.70%	93%	95%	<p>Align learning targets and pacing guides to Common Core State Standards and continue the grading system and teacher support (HAIKU, if appropriate)</p>

<p>SBAC ELA</p>	<p>80% of all students will score proficient or above on the SBAC ELA</p>	<p>Goal 1: ARISE students will be immersed in common-core aligned curriculum and instruction which prepares students for college while emphasizing knowledge of self, humanizing love, and performance assessment.</p>	<p>All Students</p>	<p>72.7%</p>	<p>75%</p>	<p>78%</p>	<p>Professional development in EL strategies, academic RTI, and identifying struggling students to determine support services. Align learning targets and pacing guides to Common Core State Standards and continue the grading system and teacher support (HAIKU, if appropriate)</p> <p>Formalize data analysis, and use it for planning - determine academic achievement measure and how they're going to be assessed, look at all formal achievement data, such as EAP and writing assessments, CAHSEE, and local assessment/learning targets.</p> <p>Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.</p>
<p>SBAC Math</p>	<p>55% of all students will score proficient or above on the SBAC ELA</p>	<p>Goal 1: ARISE students will be immersed in common-core aligned curriculum and instruction which prepares students for college while emphasizing knowledge of self, humanizing love, and performance assessment.</p>	<p>All Students</p>	<p>22.7%</p>	<p>30%</p>	<p>35%</p>	<p>Professional development in EL strategies, academic RTI, and identifying struggling students to determine support services. Align learning targets and pacing guides to Common Core State Standards and continue the grading system and teacher support (HAIKU, if appropriate)</p> <p>Formalize data analysis, and use it for planning - determine academic achievement measure and how they're going to be assessed, look at all formal achievement data, such as EAP and writing assessments, CAHSEE, and local assessment/learning targets.</p> <p>Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.</p> <p>Continue focus on Algebra, insuring a strong mathematical foundation for all students.</p>

AP Pass Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dual Enrollment Pass Rate	98% of students enrolled in a dual enrollment will pass their associated courses.	Goal 3: Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and ready for college or a career.	All Students	N/a	N/a	20%	Professional development in EL strategies, academic RTI, and identifying struggling students to determine support services.
Pathway Participation/ CTE Enrollment*	-Gold Level Certification -1st graduating class with CTE pathway requirements - 2nd pathway started	Goal 3: Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and ready for college or a career.	All Students	N/a	N/a	All Freshman and Sophomore are integrating into the pathway: 59% of school	Provide regular, consistent stakeholder review of data and have stakeholders analyze and generate annual report and action plan updates; this work should be shared with as many stakeholders as possible and should not be created by an individual administrator. Include parent voice and input and annual review. Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.
English Learner Progress	55% of EL students are reclassified	"Goal 3: Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and ready for college or a career. "	English Learners	35.7%	40%	50%	Professional development in EL strategies, academic RTI, and identifying struggling students to determine support services.

<p>Suspension Rate</p>	<p>1% or less student suspension rate</p>	<p>Goal 2: The ARISE community will nurture, train, and discipline our entire school to be reflective leaders who embody our core values of respect, build, persevere, and lead.</p>	<p>All Students</p>	<p>5.4%</p>	<p>4%</p>	<p>2%</p>	<p>Professional development in EL strategies, academic RTI, and identifying struggling students to determine support services.</p>
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2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

<p>Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.</p>	<p>KEY: 1: <i>Not at all</i> 3: <i>Mostly</i> 2: <i>Somewhat</i> 4: <i>Completely</i></p>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/ site leaders consistently demonstrate & 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 second 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.</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>School leaders still need to figure out strategies and metrics for measuring pathway success. School leaders need to continue to broaden consistent communication with all stakeholders who are involved in giving input on and carrying out the pathway work, including students, families, community partners, and 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>	2: Somewhat	<p>Pathway development and management is shared among the school leaders with teachers leading and facilitating the thought process. Teachers are beginning to identify themselves as pathway teachers, not just content teachers.</p>	<p>School leaders need to operate as one cohesive team and prioritize the work of pathway development as it aligns to school-wide goals and initiatives.</p>
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	<p>School leaders are taking on the responsibility and ownership for how pathway development is happening at ARISE. School leaders are also changing the discourse of professional development to better align the goals of the pathway to the goals of the school.</p> <p>- School leaders are prioritizing pathway-connected content and structures (as stated above) a a foundational pillar of our professional development.</p>	<p>School leaders need to be held accountable for ensuring that pathway development lives across all domains and ensuring that teachers are provided the necessary supports and scaffolds toward professional development and learning.</p>
School Leadership & Vision Goal for 2018-19:	<p>School leaders will 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.</p>		

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>	<p>2: Somewhat</p>	<p>ARISE is and has revamped it's instructional core and master schedule to meet the needs of our pathway work. In particular, the Pathway Coordinator, Data Coordinator, College and Career Councilor, Deans of STEM, and the Dean of Humanities are all positions that have all had a reshuffle of duties to support our pathway. We are also adding additional members to our Student Support team 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>We need to continue to build out more structures as it relates to work-based learning in our pathway.</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>	<p>3: Mostly</p>	<p>The administrative team meets weekly to discuss pathway related items, our Instructional Leadership Team was created this year so that more cohesion and thought-partnering can happen between the leadership team and school instructional stake holders. 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 ILT and administrative team. Additionally, at the beginning of each academic year the school leader and members of various teams (ILT, Freire - Instructional, Hooks - Culture) meet off site and review all school goals for LCAP, WASC and Pathway alignment.</p>	<p>Need to have more alignment with LCAP, WASC and Pathway so that all goals are pushing towards our mission and vision.</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>	<p>2: Somewhat</p>	<p>Decisions are broken down into three main 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 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>We need more consistency in the ways that we solicit feedback from students and families as it relates to decisions that are either instructional, cultural or systems.</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	The re-allocation of the budget, the creation of creating "Teacher Leaders," the re-vamping of the master schedule, the addition of a new shared building with Merritt College is all designed with the pathway in mind. Teachers are provided stipends to plan and work on collaborative projects. The school also pays for teachers to attend Linked Learning conferences and visit other Linked Learning schools.	We want to continue our relationship with Merritt College for next year. Since we will be sharing a shared space, students will be able to take pathway courses through Merritt, as well. This partnering and financial decision is intended to provide more access and support students while providing physical spaces for teachers to collaborate.
<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	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.	One of our growth areas is to diversify our student population. This year we created a Diversity Committee in order to elicit greater student body change and diversify the makeup of our student population. We want to create benchmarks for success and target subgroups within the pathway.
<p style="text-align: center;">Systems & Structures Goal for 2018-19:</p> <p>By the 1819 school year ARISE will have an organizational chart that clearly delineates the workflow and management structure of our school that pushes our mission and vision and our pathway. By the 1819 school year ARISE will have a clear list of pathway related duties as they related to a variety of staff members job descriptions/CEOs including (but not limited to) the: Dean of STEM, Pathway Coordinator, Data Coordinator, and College and Career Coordinator. ARISE have an advisory council that meets regularly (monthly) to discuss pathway related related items to bring to the board. ARISE solicit feedback from community members (students, and parents) at least once per quarter in both qualitative and quantitative data.</p>			

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<p>Pathway Student Ambassadors- Pilot programs that promote increased outcomes that meet the goals of Measure N: This group of students will 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>	Building the Conditions	African American Males	Measure N	\$2,000.00	5877 5893	Work-Based Learning	Goal 5: Students are engaged in school everyday
<p>Pathway Advisory Board- <i>Consultants to build out programmatic elements to support career pathways:</i> 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>	Work-Based Learning	All Students	Measure N	\$1,000.00	5899	Building the Conditions	Goal 6: Parents and families are engaged in school activities
<p>Linked Learning Consultant - Consultants to build out programmatic elements to support career pathways: We will continue our work with Patricia Clark as we build out our first year of being a wall to wall pathway school</p>	Work-Based Learning	All Students	Measure N	\$14,000.00	5899	Building the Conditions	Goal 1: Graduates are college and career ready

<p>Instructional Leadership Team (ILT) Will support student/program needs by strategically scheduling courses, and making sure the pathway theme is incorporated into all subject areas.</p>	Whole School	All Students	General Purpose Discretionary	\$0.00	1101 1301	Rigorous Academics	Goal 2: Students are proficient in state academic standards
<p>Team Freire (Instruction and Design) Supporting the construction and implementation of the graduate profile, and senior capstone presentation (2018/19 pilot, 2019/2020 fully implemented)</p>	Rigorous Academics	All Students	Title I: Basic	\$14,000.00	1101 1301	Rigorous Academics	Goal 2: Students are proficient in state academic standards
<p>Team hooks (School Culture) Will continue to build systems in which students and families feel engaged and supported</p>	Comprehensive Student Supports	All Students	General Purpose Discretionary	\$14,000.00	1101 1301	Building the Conditions	Goal 5: Students are engaged in school everyday
<p>Grade Team Leads Will take lead on all grade level, multidisciplinary projects, ensuring the pathway theme is the focal point. Will also take lead in supporting teachers in their grade level with PBL deadlines</p>	Rigorous Academics	All Students	General Purpose Discretionary	\$14,000.00	1101	Rigorous Academics	Goal 5: Students are engaged in school everyday
<p>Advisory Will be adopting Naviance for students support around raising graduation rates, college acceptance rates, and student engagement. Will also be the leads on parent involvement with the students they advise.</p>	Comprehensive Student Supports	All Students	General Purpose Discretionary	\$15,000.00	1101	Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
<p>Measure N Design Team Will take th lead in supporting both the Pathway Coach and Head of School in holding all parts associated with linked learning, and the pathway</p>	Work-Based Learning	All Students	General Purpose Discretionary	\$0.00	1101 1301	Building the Conditions	Goal 1: Graduates are college and career ready
<p>Adelante Team / Student Supports Team Will set goals and keep up with data on struggling students, students with IEP's, and students with 504's. Will take action on implementing given supports, as well as educating staff on differentiating support</p>	All Pathways	Students with Disabilities	Title I: Basic	\$400,000.00	1301 2301 5872	Comprehensive Student Supports	Goal 1: Graduates are college and career ready
<p>Pathway Coach In addition ot the work done this year, the Pathway Cooridnator turned Coach, 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 maage the Measure N grant and any other grant awarded (i.e CTEIG).</p>	Career Technical Education	All Students	Title I: Basic	TBD	1201	Building the Conditions	Goal 1: Graduates are college and career ready
<p>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.</p>	Career Technical Education	All Students	General Purpose Discretionary	TBD	1901	Comprehensive Student Supports	Goal 3: Students are reading at or above grade level

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	1	1	2+	<p>Current - The pathway theme was chosen by students, families and staff. We used market industry data, surveys, small group conversations, and data from the community to make the decision. We've also begun a campaign in the Spring to promote the new pathway: Advisory visits, posters/signs, parent meetings, are a few of the strategies we have taken.</p> <p>2018 - 2019 - we will have signs around the school promoting the new theme. This will be significant because the unique theme name was chosen by staff (Public & Community Health for the People), and there will be a unique logo designed by an ARISE student (we are holding a design contest now with gift cards as prizes for students)! For the 18/19 year, we are also convening 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. Lastly, we will have a group of student ambassadors to ensure the branding of our theme is upheld amongst the student population. They will be planning/hosting theme-aligned events, 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>
Integrated Core	1	1	2	<p>Current - Because the theme was developed during the school year, we were unable to incorporate the theme in all classrooms. However, our 9th grade team has been able to incorporate the theme into their Spring semester, which will showcase student work in our Spring Expo Night. The pathway theme was chosen by students, families and staff. We used market industry data, surveys, small group conversations, and data from the community to make the decision.</p> <p>2018 - 2019 - We will have two major exhibition nights (Expo Night) that will display multidisciplinary, theme-related projects; one in the Fall, and one in the Spring. All teachers are expected to participate in the expo events (12th/10th in the Fall, and 9th/11th in Spring). Also, each teacher is expected to incorporate 1 RSA a quarter in their respective content classes, one being the expo project. To support teachers with this instructional shift, we are including planning time this summer to help build out those projects, and then keep them as key projects each year for every grade level.</p>
Cohort Scheduling	1	1	2	<p>Current - We do not have cohorts of students, with the exception of the handful of freshman who did not have to take the numeracy course, and had a free elective of choice.</p> <p>2018 - 2019 - Every 9th and 10th grade student will be in courses that follow our CTE course sequence however, our 11th grade student will not. Because our sequence starts our 9th/10th graders, the 11th and 12th grade students will only be able to have a supporting theme course and/or an elective.</p>
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	1+	2-	2	<p>Current - Our 9th grade cross-content team has collaborated to develop a pathway-focused exhibition that integrates learning from the 5 core courses in the 9th grade. In 11th and 12th grade all math and science teachers are collaborating to build out a STEM symposium highlighting research projects that students have done focused on the use of math and science in the community (in partnership with BuildOn and GLOBE).</p> <p>2018 - 2019 - Along with implementation of multidisciplinary projects and PBL in all content areas, we will also be piloting the newly developed Grad Profile, as well as piloting how the capstone class will work. A small cohort of seniors will be presenting a culminating project with the theme included for science, and will also be able to go into the community in the Spring for offsite internships; also included in the Grad Profile presentation.</p>

Collaborative Learning	1+	2-	2	<p>Current - ARISE has placed a strong emphasis on student collaboration, especially through student academic discourse, as a foundational aspect of our professional development this school year. All departments have collaboratively developed and agreed upon a set of learning targets that are backwards-mapped to the curriculum and each grade level and are used to drive instruction and assessment. Although there is some tweaking and revision of the learning targets each year, the collaborative nature of the process as well as the way the learning targets are used to drive curriculum makes for a cohesive scope and sequence at each grade level. Additionally, the fact that learning targets are established at the beginning of the school year makes it clear to students and families how they are being graded and which skills are necessary for them to earn proficiency in each of their courses.</p> <p>2018 - 2019 - We will continue to emphasize collaboration around student academic discourse. Starting this summer, we will have time in June to collaborate both as grade level teams and departments to unpack how we will systematically build the theme into our courses. Staff will also get to collaborate with the advisory board starting in the Fall for additional pathway support. Additionally, the ARISE school board has 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.</p>
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	1	1	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>2018 - 2019 - In addition to what is mentioned above, ARISE will begin use 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>
Collaboration Time	1	2	2	<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 will be centered on Literacy and PBL.</p> <p>2018 - 2019 - We will continue to offer the same collaboration time, however we have added a week of additional paid planning time to support with PBL and incorporating the new theme into all subject areas. There will also be planned, stipended planning times for teachers throughout the year who want to lead in projects/events around building out the pathway.</p>
Professional Learning	1	2	2+	<p>Current - More than half of ARISE teachers (10 of 18) have attended at least one off-site conference: 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. We have also begun to open up opportunities for staff to attend conferences to learn more about Linked Learning and visit school sites that have a similar theme to us.</p> <p>2018 - 2019 - In addition to what is current this school year, we will also use Measure N funding to continue to support staff in becoming more familiar with Linked Learning, PBL, and pay for school visits of other Linked Learning school sites.</p>

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Having used an inclusive process to finalize the choice of Health Science and Medical Technology as our industry sector and Public and Community Health as our Linked Learning Pathway theme, ARISE has begun the process of aligning all aspects of our program of study to this theme. Using the Work-Based Learning Continuum, the buildOn and ECCCO curricula, the ConnectEd Pathway Toolkit, and other Linked Learning - related resources as our guide, ARISE is expanding opportunities for work-based learning and other college-career-life readiness learning experiences during the Spring 2018 semester. We are re-examining our student interventions to assure that all students are truly supported to succeed. In addition to student advisory, math-literacy support courses, opportunities for credit recovery and dual enrollment, and grade level team meetings, ARISE is building mentor-relationships (both adult professional mentors and peer-to-peer mentoring), integrated tutoring, and summer bridge strategies.</p>	<p>Fully Implemented</p>	<p>Somewhat Effective</p>	<p>Staff "Champions" - After returning from the Educating for Careers Conference, multiple teachers have taken leadership on helping to build out our pathway. These group of teachers not only attended the conference, but also had the opportunity to visit Health Professions High in Sacramento to experience how their specific subject areas incorporated health science. They were able to develop a graphic of what is high leverage for teachers and administration to help teachers have a stonger, more active presence in our pathway rollout.</p> <p>2018 - 2019 - We plan on using at least 2 of the 5 champions to sit on our pathway advisory board, as well as co-facilitate PD sessions involving pathway development with support of the Pathway Coach.</p> <p>Student Ambassadors - While attending both the Linked Learning Alliance Conference and the Education for Careers Confereces, we recognized the importance of incorporating student voice more consistently, authentically, and strategically. We decided to follow suit of what seemed to be more successful pathway programs/schools ad create a student ambassador program (<i>Agents of Change</i>) to acheive this. Currently, we have about 5 student applications; the deadline is Friday, April 13th to apply.</p> <p>2018 - 2019 - We will have at least two student representatives from each grade level. We will also have this as an A-G certified class elective.</p> <p>Linked Learning Advisory Board - While attending both the Linked Learning Alliance Conference and the Education for Careers Confereces, we saw the need to have a collective of people both invested in the school, community, and industry to support pathway development. We tentatively have two industry expert on our advisory board.</p> <p>2018 - 2019 - We will have two to three students, parents, teachers, and 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>Staff Attitude About the New Pathway - Our initial assessment found that less than 1/4 of staff were fully supportive of the pathway transition; most recently, in March survey, over 3/4 of staff were fully supportive of the pathway transition.</p> <p>2018 - 2019 - 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 and why it is important and how we are incorporating the 4 pillars into our school goals.</p> <p>Graduate Profile - ARISE is in its second year of a three year process of developing and rolling out our new Graduate Profile. This year, we have created a new set of rubrics for our "Rigorous Summative Assessments" (RSA) and introduced these rubrics to be vetted by the staff. These rubrics will become the guiding documents for the development of our project-based learning focus in every classroom. The inclusive nature of the roll out process has made for a highly positive acceptance of the new Graduate Profile and RSA rubrics by teachers. At least five teachers are already voluntarily piloting the new rubrics in their classrooms even though they are not required to use them until next school year.</p> <p>2018 - 2019 - All staff will be using RSA rubrics. The Grad Profile Senior Defense will be piloted for a small group of seniors.</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Standards Based Instruction/ Project-Based Learning	ARISE will have 2 exhibition nights will showcase student work from a multidisciplinary project aligned with a theme that is aligned to our Public and Community Health pathway.	All Students	Successfully executed exhibition night - no large central theme related to pathway.	Will execute one exhibition night with 9th grade class with an overarching theme of Health that is aligned with our pathway.	Will execute two exhibition night with 9th grade class with an overarching theme of Health that is aligned with our pathway.	Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.
Graduate Capstone/Culminating Experience	ARISE will pilot the graduate profile with a class of 25-30 students, which will turn into the capstone for the 2019/20 school year	All Students	N/A	N/A	At least one class (about 25-30 students) or less than 10% of the school will have successfully piloted the graduate profile by the completion of the Senior Capstone Class.	Formalize data analysis, and use it for planning - determine academic achievement measure and how they're going to be assessed, look at all formal achievement data, such as EAP and writing assessments, CAHSEE, and local assessment/learning targets.
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	Integrated Science 1 S1: 84.9% S2: 88.3%	Integrated Science 1 S1: 75% current: 60.7% Integrated Science 2 S1: 85.3% current: 72.7%	At least 85% passing rates in all course during the regular academic year and 100% remediation during our summer institute for students who do not pass either or both semesters.	Provide regular, consistent stakeholder review of data and have stakeholders analyze and generate annual report and action plan updates; this work should be shared with as many stakeholders as possible and should not be created by an individual administrator. Include parent voice and input and annual review.

THEORY OF ACTION

Theory of Action	<p>1a. Every student will participate in at least 1 exhibition-style presentation, displaying knowledge gained from a multidisciplinary, theme-aligned project</p> <p>1b. Every student will be in at least 1 pathway class/pathway science elective class</p> <p>1c. Every student will have an advisory with curriculum specifically supporting their college and career readiness goals.</p>
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<p>How are you building conditions for students and adult learning?</p>	<p>CTE Courses- After identifying our pathway, we immediately began to look into course offerings needed for the next 2 school years. We have identified the CTE sequence we desire: 9th - Biology and Public and Community Health 10th - Intro to Public and Community Health 11th - Intermediate Public and Community Health (concentrator) 12th - Advanced Public and Community Health (capstone w/graduate profile defense)</p> <p>Because we are doing a school-wide change, we recognized our strength to be flexible with our schedule, but quickly noticed a challenge in the amount of science classes we could offer, as all students next year will need to be in a science class to fulfill A-G graduation requirements. Because of this, and the need to continue to build rigor in our pathway, we decided to adjust our science classes. Instead of offering integrated science classes, we are adding:</p> <p>Anatomy and Physiology (10th-12th) Chemistry for the People (11th-12th)</p> <p>These courses will be available for students who either need to finish science requirements, need to have electives, or simply want to strengthen their transcripts.</p> <p>CTE Teachers- We have been diligently working to hire at least 1 CTE teacher to start our 10th grade CTE course sequence. We have partnered with EnCopr, 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. We are on track to hire at least 1 CTE certified/certified-ready teacher for the start of our 2018 - 2019 school year.</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 re-take science classes before following off track. This summer, 2018, 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 have begun to introduce parts of a newly revamped rubric from the graduate profile this year during professional development. With the partnership and support of Envision Learning, we have been building the graduate profile since the beginning of the school year. Three members of the design team are classroom teachers and they have been robustly piloting the rubrics created in their classrooms to give feedback on implementation: what works, what doesn't work and what needs to be revised. We have also used PD as a strategic place for other staff members to input and provide feedback. We will continue to build out the rubrics and focus on piloting the defense rubric next year with continued support from Envision Learning. We will continue to build in time for reflection and work with all stakeholders during PD.</p> <p>Adopting a 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 <i>Naviance</i>, 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 build in time during professional development to learn the tools, plan with it, and share best practices amongst teachers using the program.</p> <p>Summer Planning - This summer, we will be hosting a one week planning intensive for all returning teachers.</p> <p>Linked Learning Advisory Board- We recognized the need as a school to assemble a Linked Learning Advisory board in collaboration with our Pathway Design Team, to help hold ideas for our pathway-specific themes for projects, events surrounding the project, and other supports needed to build and maintain the rigor of our pathway. This board, comprised of industry experts, community members, parents, students, and teachers will not be in place in time to choose the 2018 - 2019 project theme, but will be able to support the work moving forward.</p> <p>Professional Development - We are redesigning our PD to better fit the needs of our changing school. While we will still focus on literacy, we are also building in time to gain knowledge on PBL, as well as how we will be tactile with data as it relates to our school-wide goals. We are currently planning out the level at which will need support with PBL. Our staff are currently taking a survey to identify their needs, and we will have our first PD around PBL before the current school year over. For the 2018 - 2019 school year, we plan on continuing to differentiate teacher needs around PBL to ensure all feel comfortable integrating PBL in their classrooms as well as collaboratively with their grade level teams. We will continue to meet weekly on Wednesdays for PD, alternating our schoolwide goals as our focus. We will also continue to meet weekly on Thursdays (during alternating grade level time with departments) to discuss collaboration, school/classroom goals, student support, and advisory. In addition, we are also hyper-focused on data collection and analysis specifically focusing on what we need to measure for growth in our pathway and college and career readiness.</p>			
	<p>Governance Team (SSC, Parent Team, Student Leadership)</p>	<p>Leadership Team (ITL)</p>	<p>Pathway Teams</p>	<p>Department Teams</p>

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Parent Coordinator Student Ambassadors	Team Freire (Instructional Planning Team) ILT (Instructional Lead Team) Envision Learning Data Coordinator College and Career Manager Team Hooks (School Culture and Climate team)	Design Team Advisory (pathway) Board Pathway Coordinator	Grade Level Leads
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STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Hiring 1 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.	All Students	Measure N	\$65,000.00	1101	Career Technical Education	Goal 2: Students are proficient in state academic standards
Health Center 21 Curriculum - We will use this resource to help support the curriculum and class development of our new 9th grade science class: <i>Biology and Public and Community Health</i> .	All Students	Measure N	\$10,000.00	4325	Building the Conditions	Goal 2: Students are proficient in state academic standards
Buck Institute for Education - 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.	All Students	Measure N	\$15,000.00	5210	Work-Based Learning	Goal 2: Students are proficient in state academic standards
Summer School & Summer Bridge - Starting the summer of 2018, we will be offering science as a summer school course for students. Because the CTE sequence requires students to take classes in order, we will need to provide a space to support struggling students so they will not all be behind with their A-G CTE courses. For the summer of 2019, we will be implementing a 9th grade summer bridge program. This will be in place to support incoming 9th graders to prep them for entering 9th grade, and what it means to be college-and career ready. This will be important for us as our 9th grade enrollment is growing. The budget includes summer salary for the teacher as well. The funds will cover summer teacher salaries for the science, CTE, and summer Bridge courses.	All Students	Measure N	\$25,000.00	5883	Comprehensive Student Supports	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.	All Students	Measure N	\$10,000.00	4200	Building the Conditions	Goal 2: Students are proficient in state academic standards
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.	All Students	Measure N	\$1,500.00	4357	Rigorous Academics	Goal 1: Graduates are college and career ready

<p>Educating for Careers Conference, Linked Learning Alliance Conference, and California STEAM Symposium - Both the EFFC and LLA conferences allowed us to gain a lot of knowledge to push our pathway, and also served as great conferences to move along teacher buy-in. We would like to send teachers/staff who did not get a chance to attend this year the same opportunities. The STEAM symposium will support our science teachers with way to improve their student-centered, curriculum, which will ultimately support the academic rigor in their classrooms.</p>	<p>All Students</p>	<p>Measure N</p>	<p>\$10,000.00</p>	<p>5893</p>	<p>Building the Conditions</p>	<p>Goal 2: Students are proficient in state academic standards</p>
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WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	1	2+	<p>Current - Because we finalized our pathway so late in the school year, we were unable to rollout WBL around our pathway as effectively as we would have liked. While we are still working on how to support larger groups of students and to hold intern/externships throughout the school year, our biggest achievement was building in an internship component into our Environmental Science class. Again, while that class did not exactly align with the theme, we have been successful in supporting two periods of junior and senior students to experience an internship feel with the class. Students are working on completing 150 hours of service via that class and the outside class opportunities build-On (our partner) provides. Currently, 60% of the class is on track to completing the hours, and of that 60%, about 15% of them have, or will have exceeded their community service hours before the end of the year. We have also planned to be more intentional with our College & Career Symposium in May, to make sure the WBL components have more connection to our pathway and we offering Post Session which will allow a group of seniors the opportunity to go out on internships and job shadows for two weeks with industry sectors.</p> <p>2018 - 2019 - We plan on having all college tours align to our pathway theme meaning, students will have options of schools that offer strong science/health majors. We will also have job shadowing opportunities for all students, encouraging 9th graders to begin the process. The community service graduation requirement will remain the same until all students are able to be in the pathway sequence. And, the college and career symposium will continue to incorporate more industry experts, including former ARISE alumni who are currently in the majoring in science/prepping for medical careers. To expand the symposium, we are hoping to partner more with <i>La Clinica</i> to possibly have informational session during the symposium as well.</p>

Pathway Outcomes	1	1	2	<p>Current - Working from a deficit of having already started our school year before a pathway was finalized, we've worked meticulously and diligently to incorporate as much piloting and planning as possible to better prepare for the year next school year. As a team, we have come up with a two year action plan, outlining our goals for the next 2 years, and making sure we align in to the current school goals, WASC, and LCAP. The outcomes for this year included:</p> <ul style="list-style-type: none"> - Finalizing a recognized industry and pathway aligned to it - Getting input from all stakeholders around the change, in particular, more parent input and participation - Getting more teacher buy in by hosting informational sessions, opening PD opportunities, and identifying Linked Learning "champions" - Making sure the Board is completely aware and on board with the pathway - Designing and assembling an Advisory Board - Designing and assembling a Student Ambassador Program (Agents of Change) - Hiring a Linked Learning Consultant (Patricia Clark) - Getting pathway specific CTE courses approved, and A-G aligned - Creating a comprehensive list of strategic partnerships around the field - Having summer opportunities list sent out to all students & families to support with summer internships - Hiring at least 1 CTE certified, or CTE eligible teacher - Adding science to our summer school offering - Designing support that targets our identified struggling students/populations <p>From this process, we were better able to self-identify our areas of growth. We are still working on how to incorporate parental involvement and utilize our Parent Coordinator to support the pathway. We were able to have her attend a conference to learn more about Linked Learning and how families can get involved to hold a large-scaled parent informational meeting for returning families. We also need to strengthen how we are supporting our targeted student groups, in particular our now growing population of African American/Black students. There was a BSU started this year, but we are building out how to use that group to support their goals while at ARISE. We are also still working on assembling our Linked Learning advisory board. While we have the community members and experts ready and willing to support, we also need to ensure we bring in members who understand and support our schools' mission and vision. And lastly, as a lot of schools are working on, we have been working tirelessly to hire a CTE certified/certified eligible teacher. We have gained strides recently with a strengthened partnership with EnCorps; a STEM teacher program.</p> <p>2018 - 2019 - Our goal is to build off the momentum of this year's work, next school year we will have the following outcomes:</p> <ul style="list-style-type: none"> - Parent information sessions to support their knowledge and buy in of our pathway - An advisory board to support with strategic partnerships for WBL - An up and running student ambassador course to ensure students have a voice when planning - Continuing working with Patricia Clark as our consultant, helping us to build on what WBL can look like at our school. - 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 - 1 full time CTE teacher to support with the pathway work - Summer school in place to support all science courses students may have failed
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Pathway Evaluation	1	1	1	<p>Current - As a school, we certainly recognize mistakes that have been made that has set us back in our pursuit of building out a strong Linked Learning-aligned pathway. While we are far from being an exemplar school, we are confident in knowing that we have the right pieces in place and we need to finish placing them! We have been persistent in making adjustments as suggested and needed, redirecting efforts, having tough conversations, and making adaptations and accommodations that we are positive are in the best interest of our students and families. We are now more cognizant of what it takes to have our pathway at a Silver Status by the end of the next school year, and how to strategically plan, and take action to get there.</p> <p>2018 -2019 - By the end of the year, we will be eligible to classify as a Silver Staus school with Linked :earning Alliance.</p>
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SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Internships (build-On & Post Session) College tours Job Shadows College and Career Symposium Junior Achievement Business Elective Advisory Guest Speakers</p>	<p>Fully Implemented</p>	<p>Effective</p>	<p>Current College Tours - In the past, we had students choose into schools of choice based on whatever school responded to us and were available to meet on our schedule. This year, we reached out to at least 1 college (because we had not decided on the theme before the Fall college tours) that had a strong science department to better match our theme. We were able to take a group of juniors and seniors who expressed an interest in the field of science to UC Davis. Students were able to get a tour of the campus, hear about the many science majors they offer, and check out their graduate and majors fair they held on campus the same day. Because we have ARISE alumni attending UC Davis, we were recently invited to another college tour on the campus April 26th, which will target African American/Black and Latino students specifically, to talk about the importance of diversity on campus, and in STEM fields. For this trip, we plan on inviting all of our African American/Black students, and a group of identified students from our adelante class.</p> <p>2018 - 2019 - Will also be inclusive to colleges known for having strong science programs, hoping to continue the relationship with UC Davis.</p> <p>Current College and Career Symposium- Every year ARISE hosts a symposium which exposes our students to different pathways after they leave college. Students sit in different panels and workshops of their choice, and rotate to those choices throughout the day. In the past, we've had workshops around health and wellness, nutrition, financial literacy, FAFSA, studying abroad, and culture shock going to college; to name a few. We've increasingly grown more intentional around panelists, ensuring that we not only highlight college-going alumni and community members, but also focusing on people who took alternative paths: people who didn't go straight to college, went to college and then dropped out, people who didn't go to college at all and just worked and, people who participated in apprenticeships and vocational schools. We wanted to broaden students' perspectives on what they thought success looked like. In addition to those changes and staples of our event, this year we will be adding even more of a focus on professionals, students, community organizations, in the field of public and community health.</p> <p>2018 - 2019 - We would like to continue the formatting of this year, partnering with more companies that focus on public and community health</p> <p>Current Junior Achievement- For the past 4 years, we've had a partnership with Junior Achievement, where students had the opportunity to go on job shadows at Pandora.</p> <p>2018 - 2019 - Because we have identified as a Health Science Pathway, we are now working with J.A. to get a job shadow closely aligned with our theme.</p> <p>Current UC Berkeley Student Shadow- For the past four years, we have had the opportunity to send students we identified as needing more intrinsic motivation to go to college, to a student-shadow day at UC Berkeley. These students spend the day with a CAL student, sitting in on classes, going to labs or internships, and doing whatever else the student does normally in their day. They have lunch with their day-mentors, and talk about their plans for the future, and what it may take to reach their goals.</p> <p>2018 - 2019 - Continue the partnership with UC Berkeley to support our target struggling students and Black/AA students.</p> <p>Current Post Session- The last two weeks of our academic calendar is dedicated to what we call Post Session, a time where we can offer P.E. and Art credit to our students. Last year, we were able to pilot internships during the school day, and several seniors were sent to job partners based on their personal career interests. They were also able to meet with industry experts via job shadowing and guest speakers. This year, we will also have the same post session, and are working on including some health and science internships for the students.</p> <p>2018 - 2019 - Add even more class offerings that involve our theme, putting an emphasis on the importance of being active for our PE credit courses.</p> <p>Current Business Elective - The 2017- 2018 school year was the first to have a business elective for students. In this class, taught by our Junior English teacher, students were able to learn and practice both hard and soft 21st Century Skills, taught by guest speakers, and get support when applying for jobs as high school students. We have been working with this teacher on documenting what in her curriculum is working, and one can be dropped/tweaked, so that we may duplicate the lessons in our advisory curriculum next year (which will incorporate WBL skills). Students' end product for the year will include a business pitch with actual industry experts.</p> <p>2018 - 2019 - The business class will pilot integrating our theme into at least one signature project.</p> <p>Current Advisory - This year our advisory space was a bit of a struggle trying to determine what was considered</p>
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IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	60% 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	35%	45%	60%	Provide regular, consistent stakeholder review of data and have stakeholders analyze and generate annual report and action plan updates; this work should be shared with as many stakeholders as possible and should not be created by an individual administrator. Include parent voice and input and annual review.
Career Exploration	100% of incoming freshmen will have a 10 year plan started by the end of the academic year	All Students	0%	0%	100%	Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.
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	38%	45%	60%	Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.

THEORY OF ACTION

Theory of Action	All ARISE students will have exposure to WBL through job shadows, guest speakers, and/or internships and externships.
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How are you building conditions for students and adult learning?	<p>Linked Learning Advisory Board - building the advisory board, and setting their goals and conditions will be of great help to our school. They will be able to take on a bulk of the outside planning that goes into growing our pathway. Our plan is to have them check in with all stake holders at least once a month to deliver a state of the union around the work being done for our pathway.</p> <p>Student Ambassadors - Our students will be the pioneers to achieve our goals! They will take on a lot of the "on the ground" microwork that needs to be done to help build the capacity of the Pathway Coach and teachers. Student Ambassadors will help to plan Expo Nights, make flyers and invitations for events, visit classrooms to promote events, and serve as guides for visitors coming to view our pathway.</p> <p>Advisory - To help build the capacity of our teachers, we will be adopting Linked Learning advisory curriculum. This will allow teachers to focus more on incorporating the theme into their subject areas and spend less time on buiding out new advisory curriculum. We are also changing the model of our advisory to have the same teachers stick to one grade level in advisory and have students move as grade-level cohorts assigned to teachers. This will allow teachers to partner in supporting students not only in advisory, but also in grade level collaborative projects.</p>
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Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	Advisory Board ARISE Board Rep	College and Career Manager Both Deans (STEM & Humanities)	Measure N Design Team	Teacher Leaders for each content area

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
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We plan to convene a pathway advisory board 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.	All Students				Work-Based Learning	Goal 6: Parents and families are engaged in school activities
Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. Because WBL and student support has been identified as an area of growth for us, we would like to adopt a program that can help support students and teachers with building out soft & hard 21st century skills, college and career readiness, and personal growth. Naviance will also support us around another area of growth, which is accurately keeping up with data around student growth while at ARISE and when they leave.	All Students	Measure N	\$15,565.00	4200	Work-Based Learning	Goal 1: Graduates are college and career ready
In order to support the Spring 2019 piloting of internships for seniors, 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.	All Students	Measure N	\$1,250.00	5893 5815	Work-Based Learning	Goal 1: Graduates are college and career ready
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.	All Students	Measure N	\$1,250.00	5893	Work-Based Learning	Goal 5: Students are engaged in school everyday
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.	All Students	Measure N	\$1,000.00	5899	Career Technical Education	Goal 5: Students are engaged in school everyday
College and Career Symposium- we will continue to host our college and career symposium, making sure our pathway theme is evident throughout the symposium. We will also add workshops that are parent friendly, so they may be more involved in the symposium as well.	All Students	21st Century	\$3,000.00	5899	Career Technical Education	Goal 1: Graduates are college and career ready

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	2	2	<p>Current - Our most at-risk students receive 1x1 student support. We provide academic and social/emotional opportunities to all students. Our clinician and Academic Intervention Specialist is part of the Linked Learning design team and helps facilitate conversations and targeted action plans with students around college and career.</p> <p>2018 - 2019 - We plan on providing even more targeted support next year for our at-risk students. Our Pathway Coach will work with the Academic Intervention Specialist to provide in-class linked learning opportunities. Guest speakers, job shadowing, and academic advising around college and career will be more aligned to the program we are adopting, Naviance. We will also be more strategic at targeting our most at risk students when it comes to outside resources and supports. We plan on continuing attending the UC Berkeley students shadow, as well as the UC Davis college tour.</p>
College & Career Plan	2	2	2	<p>Current- All of our students receive college and career support and guidance. Starting from 9th grade, each student is put on a specific graduation plan that outlines requirements toward high school graduation and college acceptance. Modifications are made to those with IEPs and 504s.</p> <p>2018 - 2019 - Dual Enrollment Courses and community partnerships will be offered. We have successfully developed key partnerships with three local community colleges. Alameda College is our newest partnership, offering us our first dual-enrollment course, Medical Terminology. We are also working on building out certifications to offer to students next school year like CPR and First Aid certification. We have continued our partnership with Laney College, offering Spanish 22A and 22B on our campus for all students. We have revamped our partnership with Merritt College and we will be offering several dual enrollment courses next school year; currently in development. We will share a space a building with Merritt College: 3 offices and 3 classrooms dedicated to building out our new CTE courses.</p>

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>This school year, ARISE has prioritized differentiated supports, college readiness, social emotional support, and conditions for student learning in multiple ways:</p> <ul style="list-style-type: none"> - ARISE created our Adelante course this school year with the purpose of supporting our most social emotionally and academically underserved and marginalized students. Using multiple measures to identify students, mostly 9th and 10th graders (and with particular attention to our most at-risk population - Latino boys) the Adelante course includes both in-class and beyond the classroom supports for students who are not on track to graduate from ARISE in four years. These measures include the actual Adelante course in the students' schedules, individualized mentoring from our Adelante Student Support teachers, and after school tutoring with university students. - In addition to our current Adelante Student Services team (which includes our Dean of Students, RSP teacher, therapist, and Adelante Student Support teacher), we added an additional position of the Behavioral Health Coordinator to support social emotional wellness and engaged school culture. 	Fully Implemented	Effective	<p>Since the beginning of the school year, students enrolled in the Adelante class has shown considerable improvement and growth in content classes. The number of NC (no credit) has dropped over 50% with about 75% of students passing all of their core courses and the number of cultural referrals received from students in the Adelante class has now dropped to 1/week. Which means that as a school, on average, about 3 students are sent out of class for disruptive behavior in any given week. Our attendance rate averages above 95% and our truancy rate is less than .4%.</p>
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IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Only 5% of students will be truant as measured by ADA	All Students		Less than 5%.		Provide regular, consistent stakeholder review of data and have stakeholders analyze and generate annual report and action plan updates; this work should be shared with as many stakeholders as possible and should not be created by an individual administrator. Include parent voice and input and annual review.

College Access	95% of seniors will be eligible to apply to UCs and CSUs	African American Males	97.7%	93.1%	95%	Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.
Differentiated Interventions						

THEORY OF ACTION

Theory of Action	1a. A Black Student Union will be created for the growing population of African American/Black students to feel more supported, and increase college/career preparedness 1b. Project Engage will assist in dropping the truancy rate from 5% to 2% by supporting the struggling students with emotional, social, and academic support					
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.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	Board involvement with Linked Learning	PDs and weekly inquiry meetings	Weekly meetings	Weekly meetings		

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
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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.	All Students	Measure N	\$1,500.00		Comprehensive Student Supports	Goal 1: Graduates are college and career ready
College and Career Success Course materials - Through our partnership with the College of Alameda, we will be offering another dual enrollment course that focuses on success in students' first two years of college. This class will strategically target students who struggle seeing themselves in higher education. The class supports with planning, managing working and school, and organizational skills. While the course is designed for us, we would like to allocate funds for the cost of any books the class offers. Based on the cost of books for our medical terminology class, we were able to keep to an estimated price on the book for the course.	Low-Income Students	Measure N	\$1,500.00		Rigorous Academics	Goal 1: Graduates are college and career ready
College Access and Persistence (Af. Am Males)	African American Males	General Purpose Discretionary	\$5,000.00	5899	Rigorous Academics	Goal 1: Graduates are college and career ready
Project Engage	Latino Students	General Purpose Discretionary	\$25,000.00	1101	Comprehensive Student Supports	Goal 5: Students are engaged in school everyday

4. TOTAL SCHOOL FUNDING ALLOCATIONS							
	<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>			
	21st Century	\$0.00	\$1,500.00	-\$1,500.00			
	After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00			
	General Purpose Discretionary		\$533,000.00	-\$533,000.00			
	LCFF Supplemental		\$0.00	\$0.00			
	LCFF Concentration		\$0.00	\$0.00			
	Title I: Basic	\$110,815.00	\$14,000.00	\$96,815.00			
	Title I: Parent Participation	\$0.00	\$0.00	\$0.00			
	Measure N	\$151,200.00	\$175,565.00	-\$24,365.00			
	TOTAL	\$262,015.00	\$724,065.00	-\$462,050.00			
	Strategic Action	Target Student Group	Funding Source	Cost	Object Code	Associated Linked Learning Pillar	Associated LCAP Action Area
	Pathway Student Ambassadors- Pilot programs that promote increased outcomes that meet the goals of Measure N: This group of students will 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	African American Males	Measure N	\$2,000.00	5877 5893	Work-Based Learning	
	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.	All Students	Measure N	\$1,000.00	5899	Building the Conditions	
	Linked Learning Consultant - Consultants to build out programmatic elements to support career pathways: We will continue our work with Patricia Clark as we build out our first year of being a wall to wall pathway school	All Students	Measure N	\$14,000.00	5899	Building the Conditions	
	Instructional Leadership Team (ILT) Will support student/program needs by strategically scheduling courses, and making sure the pathway theme is incorporated into all subject areas.	All Students	General Purpose Discretionary	\$0.00	1101 1301	Rigorous Academics	
	Team Freire (Instruction and Design) Supporting the construction and implementation of the graduate profile, and senior capstone presentation (2018/19 pilot, 2019/2020 fully implemented)	All Students	Title I: Basic	\$14,000.00	1101 1301	Rigorous Academics	
	Team hooks (School Culture) Will continue to build systems in which students and families feel engaged and supported	All Students	General Purpose Discretionary	\$14,000.00	1101 1301	Building the Conditions	

Grade Team Leads Will take lead on all grade level, multidisciplinary projects, ensuring the pathway theme is the focal point. Will also take lead in supporting teachers in their grade level with PBL deadlines	All Students	General Purpose Discretionary	\$14,000.00	1101	Rigorous Academics	
Advisory Will be adopting Naviance for students support around raising graduation rates, college acceptance rates, and student engagement. Will also be the leads on parent involvement with the students they advise.	All Students	General Purpose Discretionary	\$15,000.00	1101	Comprehensive Student Supports	
Measure N Design Team Will take th lead in supporting both the Pathway Coach and Head of School in holding all parts associated with linked learning, and the pathway	All Students	General Purpose Discretionary	\$0.00	1101 1301	Building the Conditions	
Adelante Team / Student Supports Team Will set goals and keep up with data on struggling students, students with IEP's, and students with 504's. Will take action on implementing given supports, as well as educating staff on differentiating support	Students with Disabilities	Title I: Basic	\$400,000.00	1301 2301 5872	Comprehensive Student Supports	
Pathway Coach In addition of the work done this year, the Pathway Coordinador turned Coach, 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 maage the Measure N grant and any other grant awarded (i.e CTEIG).	All Students	Title I: Basic		1201	Building the Conditions	
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.	All Students	General Purpose Discretionary		1901	Comprehensive Student Supports	
Hiring 1 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.	All Students	Measure N	\$65,000.00	1101	Career Technical Education	
Health Center 21 Curriculum - We will use this resource to help support the curriculum and class development of our new 9th grade science class: Biology and Public and Community Health.	All Students	Measure N	\$10,000.00	4325	Building the Conditions	
Buck Institute for Education - 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.	All Students	Measure N	\$15,000.00	5210	Work-Based Learning	
Summer School & Summer Bridge - Starting the summer of 2018, we will be offering science as a summer school course for students. Because the CTE sequence requires students to take classes in order, we will need to provide a space to support struggling students so they will not all behind with their A-G CTE courses. For the summer of 2019, we will be implementing a 9th grade summer bridge program. This will be in place to support incoming 9th graders to prep them for entering 9th grade, and what it means to be college-and career ready. This will be important for us as our 9th grade enrollment is growing. The budget includes summer salary for the teacher as well. The funds will cover summer teacher salaries for the science, CTE, and summer Bridge courses.	All Students	Measure N	\$25,000.00	5883	Comprehensive Student Supports	
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.	All Students	Measure N	\$10,000.00	4200	Building the Conditions	
Medical Terminolgy Books for students in our Dual-Enrollment Courses - We will be officially adopting our Medical Terminolgy course with Alameda college as our first dual-enrollment course that aligns to our pahway 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.	All Students	Measure N	\$1,500.00	4357	Rigorous Academics	

Educating for Careers Conference, Linked Learning Alliance Conference, and California STEAM Symposium - Both the EFFC and LLA conferences allowed us to gain a lot of knowledge to push our pathway, and also served as great conferences to move along teacher buy-in. We would like to send teachers/staff who did not get a chance to attend this year the same opportunities. The STEAM symposium will support our science teaches with way to improve their student-centered, curriculum, which will ultimately support the academic rigor in their classrooms.	All Students	Measure N	\$10,000.00	5893	Building the Conditions	
We plan to convene a pathway advisory board 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.	All Students				Work-Based Learning	
Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. Because WBL and student support has been identified as an area of growth for us, we would like to adopt a program that can help support students and teachers with building out soft & hard 21st century skills, college and career readiness, and personal growth. Naviance will also support us around another area of growth, which is accurately keeping up with data around student growth while at ARISE and when they leave.	All Students	Measure N	\$15,565.00	4200	Work-Based Learning	
In order to support the Spring 2019 piloting of internships for seniors, 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.	All Students	Measure N	\$1,250.00	5893 5815	Work-Based Learning	
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.	All Students	Measure N	\$1,250.00	5893	Work-Based Learning	
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.	All Students	Measure N	\$1,000.00	5899	Career Technical Education	
College and Career Symposium- we will continue to host our college and career symposium, making sure our pathway theme is evident throughout the symposium. We will also add workshops that are parent friendly, so they may be more involved in the symposium as well.	All Students	21st Century	\$3,000.00	5899	Career Technical Education	
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.	All Students	Measure N	\$1,500.00		Comprehensive Student Supports	

<p>College and Career Success Course materials - Through our partnership with the College of Alameda, we will be offering another dual enrollment course that focuses on success in students' first two years of college. This class will strategically target students who struggle seeing themselves in higher education. The class supports with planning, managing working and school, and organizational skills. While the course is designed for us, we would like to allocate funds for the cost of any books the class offers. Based on the cost of books for our medical terminology class, we were able to keep to an estimated price on the book for the course.</p>	<p>Low-Income Students</p>	<p>Measure N</p>	<p>\$1,500.00</p>		<p>Rigorous Academics</p>	
<p>College Access and Persistence (Af. Am Males)</p>	<p>African American Males</p>	<p>General Purpose Discretionary</p>	<p>\$5,000.00</p>	<p>5899</p>	<p>Rigorous Academics</p>	
<p>Project Engage</p>	<p>Latino Students</p>	<p>General Purpose Discretionary</p>	<p>\$25,000.00</p>	<p>1101</p>	<p>Comprehensive Student Supports</p>	

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged 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.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
8/1/2017	Students	WBL Internships - Before choosing the pathway theme, an internship component was built into the Environmental Science class in order to pilot how that may look in the years to come. Students were asked to give feedback along the way in order to make it stronger for the next school year. Students also advocated to have time outside of class to reach their service hours (150 hrs / per school year) and year end adjustments were made.
8/1/2017	Team Freire	Team Freire was created last year to support instructional design. This year, the major focus has been creating a graduation profile, in conjunction to the pathway.
9/1/2017	Staff and Students	Career Survey - After doing research as a design team, we identified which areas had the highest potential of job market growth and stability, had majors offered in surrounding colleges, and had livable salary ranges for the Bay Area. We created a survey for students to take including job employment within top industry sectors. With these surveys, we asked students and staff to answer questions to target in on a common area of choice. While engineering had a high demand by students and staff, the majority of the votes went to Public & Community Health.
9/1/2017	Staff	Pathways and a Snack - With the recommendation of our Linked Learning consultant, our Pathway Coordinator hosted several voluntary sit down sessions with staff to inform them about Linked Learning, pathway choices, and what the changes could possibly imply for the school.
September 2018 - Present	Staff	PD - Our professional development this year incorporated twenty minutes to two hour session designed to support the Pathway Coordinator and Measure N Design Team in order to roll out the changes effectively
September 2017	Measure N Team	The Measure N Team was created to support the Pathway Coordinator and our Linked Learning Coach with such duties as (but not limited to): Pathway development, course selections, teacher buy-in, family and student support, scheduling, and SPSA.
10/1/2017	Staff, Students, Families	YouthTruth Survey - Along with the inclusive all staff and families survey that we created, we also signed up to take a survey at both the beginning of the year and the end.

November 2017	Staff	Final Pathway Decision - After collecting data from staff, students, and a few parents, we offered a stipend for staff to attend a Saturday session where we invited stakeholders to help make the decision on the final pathway. With the assistance of our Linked Learning Consultant, a teacher representative from each department, and our Parent Coordinator, we were able to come to a consensus to the industry sector of Health Science and Medical Terminology, with an emphasis on Public and Community Health.
12/1/2017-June 2018	Measure N Team	Linked Learning Silver Status - After receiving feedback from the Measure N Council, the team registered on the Linked Learning Alliance website, and began working towards becoming a silver status school through the site.
January 2018-March 2018	Staff	Conferences - With the Coordination of the Pathway Coordinator, staff have begun strategically attending conferences and Linked Learning school site visits. The Linked Learning Alliance Conference, and Educating for Careers were the two highest-leveraged conferences attended thus far, while a trip to Arthur A. Benjamin, Health Professions High was a high leverage school visit. We are also planning on visiting Life Academy as well.
February 2018	ILT	In February, we saw a need to create an ILT team specific to focusing on courses being added/taken away, student support, and class scheduling.
2/1/2018	Parents & Families	Perspective incoming freshman meeting - ARISE hosted a informational meeting for perspective incoming freshman and their families and this year our Pathway Coordinator attended so that the pathway and linked learning could be introduced, and questions could be answered pertaining to the changes. There was also a one-pager provided to pass out to families as well.
3/1/2018	Parents & Families	Parent Meeting #1 - Parent meetings happen every Monday for families to receive support from our Parent Coordinator. In March, a special meeting was held in the evening to inform returning parents about the changes happening at ARISE.
4/1/2018	Parents & Families	Parent Meeting #2 - Because of the low turnout from the first parent meeting, the Parent Coordinator and Pathway Coordinator will host another session at the end of the month, in hopes to reach more families.
4/13/2018	Students	Logo Design Contest- To promote futher student buy-in and interest we are hosting a design contest for our new pathway logo.
March-Present	A-Team, Pathway Coordinator, Science Department	Hiring/Interviewing CTE Certified Staff - We have interviewed CTE/CTE eligible teachers to teach our new pathway specific course.
5/1/2018	9th Grade Staff	Integrated Project - In order to continue to pilot parts of our linked learning before our full roll out next year, the 9th grade team offered to pilot our first ever multi-disciplinary project.
5/1/2018	Staff	Unique Pathway Name - We have always been a social justice-based school, and staff did not want to lose that part of our identity so to keep the staff buy-in momentum, teachers were able to submit a name for the pathway that they felt would best merge Public and CCommunity Health with Social Justice. After the name submission period ended, staff then had the option to vote on any one of the names submitted. The Pathway name with the most votes, which is now our unique name, is Public & Community Health for the People.
5/1/2018	Students	Student Ambassadors - In an effort to increase student and family participation, and student ambassador group, known as Agents of Change, is being formed to ensure we have a strong student voice in decisions made around our pathway. This group comprised of rising sophomores, juniors and seniors, will help with the 9th grade Expo, attend planning meetings, and meet with other students in surrounding pathways, etc.

<i>Length of WASC Accreditation:</i>	5 Years	<i>Last WASC Self-Study:</i>	2015	<i>Next Full Self-Study:</i>	2020
SCHOOL WASC GOALS				LCAP Goal Category	
Professional development in EL strategies, academic RTI, and identifying struggling students to determine support services.				Goal 4: English learners are reaching English fluency	
Continue focus on Algebra, insuring a strong mathematical foundation for all students.				Goal 2: Students are proficient in state academic standards	
Continue focus on fiscal solvency.				Goal 1: Graduates are college and career ready	
Align learning targets and pacing guides to Common Core State Standards and continue the grading system and teacher support (HAIKU, if appropriate)				Goal 2: Students are proficient in state academic standards	
Formalize data analysis, and use it for planning - determine academic achievement measure and how they're going to be assessed, look at all formal achievement data, such as EAP and writing assessments, CAHSEE, and local assessment/learning targets.				Goal 1: Graduates are college and career ready	
Provide regular, consistent stakeholder review of data and have stakeholders analyze and generate annual report and action plan updates; this work should be shared with as many stakeholders as possible and should not be created by an individual administrator. Include parent voice and input and annual review.				Goal 6: Parents and families are engaged in school activities	
Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this so that it can be shared between existing and new staff and reused or improved upon each year, thus minimizing the energy it takes to continuously create curriculum.				Goal 5: Students are engaged in school everyday	