



ARISE HIGH SCHOOL
Authenticity Rigor Inspiration Success Empowerment

ARISE High School

Renewal Charter
CDS Code: 01612590115238
Respectfully submitted
October 13, 2016

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

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Affirmations and Assurances

As the authorized lead petitioner, I, Elizabeth Solis, hereby certify that the information submitted in this petition for the renewal of a California public charter school named ARISE High School (“ARISE High School” or “the charter school”), and to be located within the boundaries of the Oakland Unified School District (“OUSD” or “the district”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the charter school will follow any and all federal, state, and local laws and regulations that apply to the charter school, and:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student’s or parent’s/guardian’s place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (I).
10. Will comply with all other applicable federal and state laws and regulations.

11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.
22. Shall be deemed the exclusive public school employer of the employees of ARISE High School for the purposes of the Education Employment Relations Act (EERA). ARISE will adhere to all applicable provisions of EERA.

Elizabeth Solis
Principal and Lead Petitioner

October 13, 2016

EXECUTIVE SUMMARY

INTRODUCTION

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

ARISE High School has been honored to serve the Oakland community for nearly 10 years and looks forward to continuing this service during our next charter term. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

ARISE High School currently serves approximately 280 students in grades 9-12, and prepares students from low-income families to be the first to attend college. Currently 96% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 90% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into two- and four-year colleges and universities. In addition, we believe our alumni will be the future change-makers of Oakland. As more and more of our students graduate from college, we look forward to welcoming them back into our community.

As is intended by the Charter School Act, ARISE High School provides a valuable high school educational opportunity to the students of Oakland in most need of one. In addition, it is meeting the expectations put forth for continued operation and renewal under Education Code § 47607 (b), in that:

“the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

The Renewal Charter Petition provides documentation on the strength of our program, while this Executive Summary and the Performance Report found in **Appendix 1** set forth data that demonstrates that the academic performance of students at ARISE High School is at least equal to that of the high schools within OUSD.

THE CONTINUED NEED FOR ARISE IN OAKLAND

ARISE High School serves one of Oakland's traditionally underserved communities - students who are from low-income families, are Latino, and are either current English Language Learners

or have been reclassified as now English proficient. This population currently achieves at rates far below the overall population within the district. At ARISE High School, where the program is developed specifically for this targeted population, these indicators are being reversed in terms of A-G Completion, Cohort Graduation Rates, and ELA proficiency.

Summary of Indicators		
	ARISE	OUSD
A-G Completion Overall (2014-15)	91.7%	56.5%
Low-income Latino Students	90.9%	60.7%
Latino English Language Learners	78.6%	48.3%
Cohort Graduation Rate Overall (2014-15)	78.3%	63.4%
Latino Students	77.8%	55.9%
Low-Income Students	80.0%	62.1%
English Language Learners	80.0%	50.9%
ELA Proficiency on SBAC (2015-16)	51%	30%
Low-income Latino Students	52%	28%
English Language Learners	18%	5%
R-FEP Students	69%	50%

Source: <http://dq.cde.ca.gov/dataquest/> and <http://caaspp.cde.ca.gov/>

While these accomplishments are strong, ARISE is dedicated to continuous improvement and intends to extend this success to Math proficiency in the current year, which is an area for growth. In 2015-16 ARISE High School realized an increase of 30% in ELA proficiency rates, moving from 21% of students meeting or exceeding state standards to 51%. The same practices that supported this gain - a school-wide initiative and comprehensive alignment of curriculum and instruction to the Common Core State Standards (CCSS) - are being applied to the mathematics program in 2016-17 and are expected to realize substantial gains in that discipline as well.

HIGHLIGHTS OF THE MODEL

The ARISE High School model is built upon two core tenets: Providing a Relevant and Rigorous Curriculum within a Collaborative School Culture. Core features of each of these components are as follows:

- **Relevant and Rigorous Curriculum** - Utilizing two main methodologies, Understanding By Design and the Workshop Model, ARISE students are supported in practicing and applying academic skills and knowledge in a manner that:
 - Is aligned to state and national standards, utilizing standards-based grading
 - Allows for equitable, flexible, and individualized support for and engagement of all learners
 - Challenges each learner to think critically and creatively
 - Offers multiple opportunities to revise, reflect, and incorporate feedback in order to continuously improve their work
 - Constructs visible, active, and performance-based demonstrations of growth, learning, and understanding
 - Provides explicit modeling to support skill and academic development

- **Collaborative School Culture** - The ARISE community fosters a collaborative school culture, to support students in their development through the following:
 - Students are explicitly taught and consistently challenged to work in a variety of constructs - from individual tasks and pairs to group projects and challenges - in order to grow, learn, and support one another to excel as scholars and a caring community of learners
 - Staff work in a highly collaborative and accountable manner to support our students, build/improve the curriculum, and identify areas of focus and growth for both adults and youth
 - Families consistently partner with ARISE to ensure and provide effective support, resources, and input that support continuous growth and improvement

STRONG STUDENT OUTCOMES

ARISE has a proven track record of success in serving its target population in Oakland. This success can be seen through a variety of measures, including but not limited to Comparative School Data, per Education Code § 47607(b). These indicators are included in the Performance Report, as well as provided below, and include A-G Completion, College Acceptance Rates, Cohort Graduation Rates, Concurrent Enrollment Rates, Attendance Rates, and performance on the Smarter Balanced Assessment (SBAC).

Comparative School Data, Per Education Code § 47607(b)

Education Code § 47607 (3) (A) requires the authorizer to consider as the most important factor for charter school renewal, “increases in pupil achievement for all groups of pupil served by the charter school.” Prerequisite to the submittal of the Charter Renewal Application, governed by the “standards and criteria” in Education Code § 47605, a charter school must demonstrate its eligibility for renewal by meeting the minimum standard for renewal delineated in Education Code § 47607(b) which requires that the charter school met “at least one of the following criteria:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

2. Ranked in deciles 4 to 10 inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the public school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the school in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Based on the shift to Common Core State Standards and the revamping of the state accountability system, three of the data points listed above are no longer available (criteria one through three). ARISE believes that it meets criteria four and has “clear and convincing data” to support this assertion as required by Education Code § 47607(B)(i).

In looking at academic performance data, ARISE High School’s performance is “at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend” and often exceeds it. This can be seen in completion of A-G requirements, college acceptance rates, cohort graduation rate, and performance on the Smarter Balanced Assessment (SBAC) in Literacy.

A-G Requirements

ARISE High School students achieve at higher levels than their peers at the district, county, and state levels in terms of college readiness. 91.7% of the school’s graduates completed their A-G requirements in 2014-15 (the most recent publicly reported data), significantly higher than the rate at the district, county, and state. When looking at the ARISE subgroups, this comparison shines an even brighter light on the true level to which the target population is achieving at a higher level through the ARISE program - 90.9% of students from low-income families who are Latino completed their A-G requirements, one-and-a-half times that of the district, twice that of the county, and nearly three times that of the state. For Latino English Learners, of whom 78.6% completed their A-G requirements, the rate stays at one-and-a-half times that of the district, but jumps to three times that of the county, and ten times that of the state.

2014-15 A-G Completion Rate				
	ARISE	OUSD	ACOE	CA
A-G Completion Overall	91.7%	56.5%	54.5%	43.4%
Low-income Latino Students	90.9%	60.7%	43%	32.5%
Latino English Language Learners	78.6%	48.3%	24.4%	7.2%

Source: <http://dq.cde.ca.gov/dataquest/>

College Acceptance Rates

The high level of A-G completion realized at ARISE supports students in gaining acceptance to college. Of the 2015-16 graduating class:

- 84.9% of students were accepted to a four-year college
- 84.9% matriculated into a two- or four-year college or university, with roughly three-quarters attending four-year and one-quarter attending two-year
- 90% of students are first generation to go to college

Cohort Graduation Rate

The results demonstrated in the A-G completion and four-year college acceptance rates were not achieved by graduating a small subset of students - they represent the vast majority of the high school class. The 12th grade graduation rate for 2015-16 was 98.1%, with 1.9% of students returning in 2016-17 for a fifth year to ensure they are truly college-ready. In addition, the cohort graduation rates in 2014-15 (the most recent publicly reported data) show that the cohort graduation rate at ARISE is higher than OUSD overall and significantly higher for all significant subgroups. In addition, the rate is higher than the county and state for students who are from low-income families and who are English Language Learners.

2014-15 Cohort Graduation Rate				
	ARISE	OUSD	ACOE	CA
Overall	78.3%	63.4%	85.0%	82.3%
Latino Students	77.8%	55.9%	78.4%	78.5%
Low-Income Students	80%	62.1%	77.4%	77.7%
English Language Learners	80%	50.9%	71.3%	69.4%

Source: <http://dq.cde.ca.gov/dataquest/>

Concurrent Enrollment Rate

At ARISE High School, students begin earning college credits as high school students via our concurrent enrollment program. We are proud of the success we have realized with this program, as well as its continued growth. Our percentage of students with concurrent enrollment grew from 12.2% in 2013-14 to 18.1% in the 2014-15 school year.

Attendance Rate

The strong attendance rate at ARISE lays at the foundation of the college-readiness gains detailed above - students can't learn if they aren't in school. In addition, the high attendance rate is a critical indicator of school culture and climate. Students want to be at ARISE, and as a result are there on a regular basis and at a rate significantly higher than the district and state averages.

Attendance Rate				
	2012-13	2013-14	2014-15	2015-16
ARISE Attendance Rate	96.0%	95.3%	96.6%	95.4%
OUSD Attendance Rate	74.24%	74.12%	73.33%	TBD
CA Attendance Rate	88.34%	88.21%	87.71%	TBD

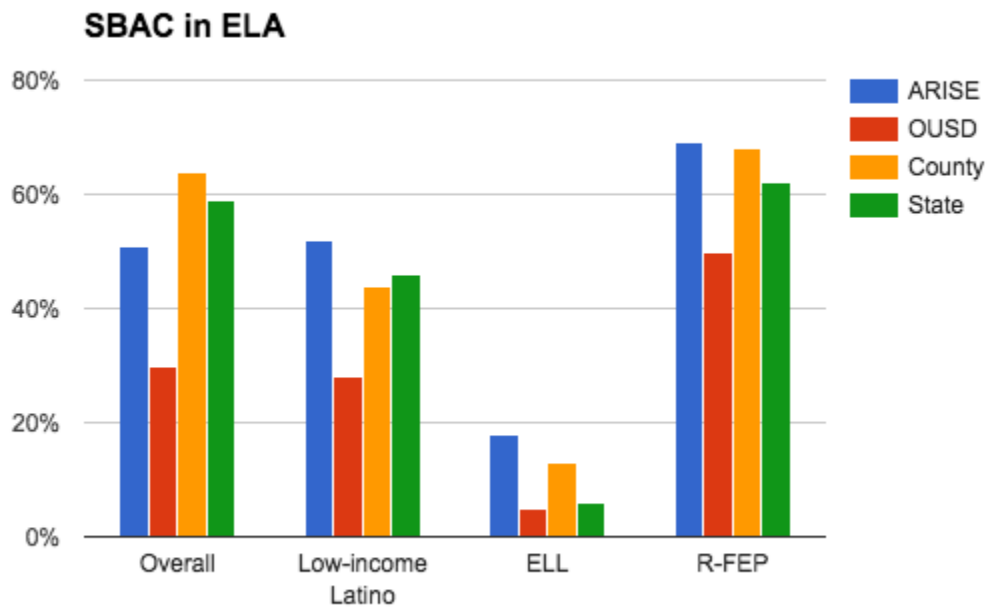
Source: OUSD and State data from www.ed-data.org, ARISE data from P-2 Attendance Reports

SBAC

In looking at SBAC scores overall and for subgroups, we see performance levels significantly higher than that of the district average in literacy and slightly lower than the district average in math.

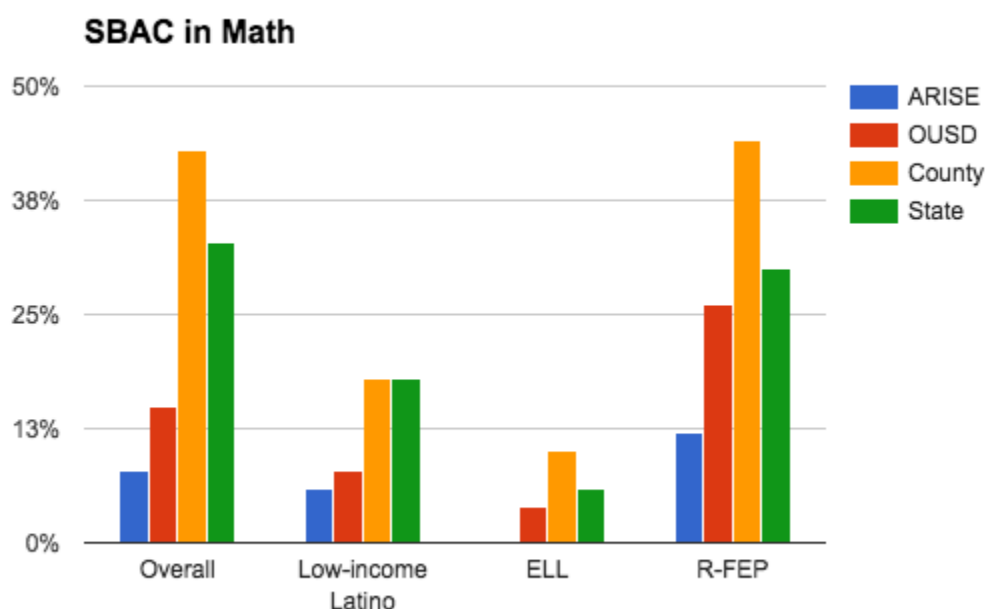
[Continued on next page to allow text and graph to stay contiguous]

In looking at proficiency in English Language Arts (ELA), ARISE students are achieving at rates that significantly exceed that of the district overall (+21%), as well as in all of the ARISE subgroups (which make up the majority of the population) - students who are from low-income families and are Latino (+24%), are English Language Learners (+13%), or who are reclassified English Proficient (+19%). In addition, these subgroups achieve at a rate higher than that of the county and state. This achievement is reflective of the targeted work ARISE engaged in during the 2015-16 school year, fully aligning curriculum and instruction across subjects to the Common Core State Standards (CCSS) in ELA.



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In looking at proficiency in Mathematics, we see ARISE students performing at levels slightly less than that of the district, though the difference is far less significant than that of their stronger performance in ELA. In Mathematics, we see ARISE students performing at levels under the district overall (-7%) as well as in the same three significant subgroups - students who are Latino and from low-income families (-2%), who are English Language Learners (-4%), and who are reclassified English Proficient (-14%). This achievement is reflective of the stage at which ARISE curriculum and instruction was aligned to the CCSS in Math in 2015-16. While curriculum and instruction was highly aligned to the CST and CAHSEE in the past, it had not fully transitioned in alignment to the CCSS. This is the targeted work of ARISE in 2016-17 and as was realized with ELA, we expect to see a similar increase in achievement levels in Mathematics as a result of this focused work.



In evaluating student achievement on the SBAC across both subjects, we see that students significantly outperform the district, county, and state in ELA and slightly underperform the district in Math. Looking at these two indicators together, ARISE students can be seen as performing at levels “at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend.”

SOUND GOVERNANCE AND FINANCE

ARISE has established itself as a fiscally and organizationally sound institution. This includes strong fiscal accountability, responsible governance, and dedicated leadership.

Strong Fiscal Accountability

ARISE has developed strong fiscal health, as is evidenced by the following:

- Positive Cash Balance - Positive cash balances have been maintained for the past three years of past charter term.
- Financial Reserve - ARISE has built a healthy financial reserve over the past charter terms.
- Clean Audits - Clean audits have been maintained with no findings relative to weak internal controls, potential mismanagement, or any other area of concern.
- Strong Attendance and Enrollment - ARISE maintains a strong attendance rate and continues to grow enrollment, limited only by current facility size.

Responsible Governance

The ARISE Board of Directors has a demonstrated capacity to maintain the fiscal and organizational strength of ARISE High School. Board Members, along with their professional experience, role on the Board, and term expiration are as follows:

Name and Title	Board Position(s)	Term Expiration
Romeo Garcia Interim Dean of Grants and Special Projects, Merritt College ARISE co-Founder	President	January, 2017
Hollis Pierce, Ed.D. President, St Martin de Porres School		April, 2018
Elena Sanina Blended Learning Manager Aspire Public Schools		May, 2017
Kristin Alvarez Principal Leadership Institute, UC Berkeley	Secretary	August, 2019
Javier Martinez Student CSU East Bay and ARISE Alumni		December, 2017
Rachel Kreps-Falk Pediatrician, Children’s Hospital Oakland and Santa Rosa Community Health Centers		May, 2018
Frederick Mesa Program Director, Brothers on the Rise		October, 2018

Strong Leadership

The ARISE Senior Leadership Team brings a depth of experience in support of ARISE across the sectors of educational program, data and assessment, college and career readiness, student services, finance, development and fundraising. Together, these members have a proven track record of operating ARISE High School in support of its students.

Senior Leadership Team members include:

- Elizabeth Solis, Principal
- Chris Rozeville, Dean of Instruction in STEM
- Trevor Gardner, Dean of Instruction in Humanities
- Natalie Hernandez, College & Career Coordinator
- Mercedes Hudson, Dean of Adelante/UE Coach
- Audrey Blanson, Director of Operations & Finance

Community Support

ARISE High School partners with the community, who have demonstrated consistent support of the ARISE High school program. This includes relationships with several industry partners, including the City of Oakland, Peralta Colleges, The Unity Council, East Bay College Fund, Oakland Leaf, buildOn, and La Clinica de La Raza. Please see **Appendix 2** for Letters of Support from our community.

COMPREHENSIVE PLANS FOR THE NEXT CHARTER TERM

The Renewal Petition being submitted with the Performance Report represents ARISE High School's latest and best practice. In addition, it is comprehensive in meeting the requirements put forth by the OUSD Office of Charter Schools as follows:

- A Performance Report (**Appendix 1**)
- All required Affirmations and Assurances
- An Executive Summary that outlines primary changes to the petition
- A comprehensive description of the 15 elements, which meets or exceeds the standard and reflects newly enacted laws and regulations
- Appendices, including a three-year budget, cash flow analysis, and assumptions

TABLE OF CHANGES

In support of this charter renewal petition, ARISE has provided the following:

- A redlined version of the original charter petition.
- A final revised charter petition incorporating all redline changes.

Changes to the authorized charter were made in support of three objectives:

- Provide additional detail on the instructional approach, curriculum, materials, and assessment across all subject areas as the 9th through 12th grade model has evolved over the course of the first charter term.
- Update the charter to reflect the current operations and governance structures of the school.
- Update the charter to meet legal requirements that have gone into effect since the original authorization.
- Update the charter to include OUSD required text

To facilitate the review of this petition, the following table details the section and summary description of these changes.

Section	Summary Description
All	<ul style="list-style-type: none"> •
Introduction and Executive Summary	
Introduction	<ul style="list-style-type: none"> • Updated introduction, including historical partnership with OUSD, continued need for ARISE in OUSD, and highlights of the model
Strong Student Outcomes	<ul style="list-style-type: none"> • Added evidence of a strong educational model, which meets the criteria for renewal through strong student outcomes
Sound Governance and Finance	<ul style="list-style-type: none"> • Added evidence of financial soundness • Added ARISE Board of Directors Members, Offices, and Terms • Added ARISE Senior Leadership
Comprehensive Plans for Next Charter Term	<ul style="list-style-type: none"> • Added list of evidence provided within plan for next charter term
Table of Changes	<ul style="list-style-type: none"> • Added Table of Changes to facilitate review
Element A - Educational Program	
Mission and Vision	<ul style="list-style-type: none"> • Updated Mission and Vision statement
Students to Be Served	<ul style="list-style-type: none"> • Updated detail on demographics of student population • Added age, grade, and student enrollment
Attendance Requirements	<ul style="list-style-type: none"> • Added school year and day
What It Means to Be Educated in the 21st Century	<ul style="list-style-type: none"> • Added non-academic qualities • Added academic qualities in alignment with the CCSS, NGSS, and CSS
Educational Philosophy	<ul style="list-style-type: none"> • Added educational philosophy
How Learning Best Occurs	<ul style="list-style-type: none"> • Updated to focus on two core tenets: Relevant and Rigorous Curriculum and Collaborative School Culture. • Updated pedagogical principles to reflect current practice and research-base on serving the ARISE target student population
Instructional	<ul style="list-style-type: none"> • Updated to align with the CCSS, NGSS, CSS, and ACT College

Program	Readiness Standards
Curriculum	<ul style="list-style-type: none"> ● Added overall scope and sequence ● Updated examples of student years ● Updated Proficiency Defenses ● Added five-year plan for Humanities department for their continued alignment to CCSS in ELA and California ELD Standards ● Added five-year plan for STEM department for their continued alignment to CCSS in Math and NGSS ● Added text on Advisory ● Added text on Extended Day Programming
Plan for Meeting the Needs of Special Populations	<ul style="list-style-type: none"> ● Added text on Adelante Services ● Added text on Seneca Unconditional Education Model and Response to Intervention ● Added detail on services for students who are English Learners (ELs), including new text on identification and reclassification, updated assessments (transition from CELDT to ELPAC), strategies to serve ELs through integrated and designated ELD, qualifications for teachers, monitoring program effectiveness, and an implementation plan for new California ELD standards over the term of the charter ● Updated sections on students who are low achieving and high achieving to fall under the Response to Intervention program for identification of needs and provision of services ● Updated section on serving students with identified special needs to reflect current legal requirements and best practice ● Added assurance on 504 Plan compliance ● Added OUSD Required Text
LCAP	<ul style="list-style-type: none"> ● Added OUSD Required Text
Element B - Measurable Student Outcomes	
Methods for Measuring Student Progress Toward Outcomes	<ul style="list-style-type: none"> ● Added OUSD Required Text ● Added assurances for alignment to Local Control and Accountability Plan (LCAP) ● Added Graduate Outcomes ● Replaced previous Measurable Pupil Outcomes with new Goals, Actions, and Measures aligned to the eight State Priorities and the school LCAP
Element C - Methods of Assessment	
Methods of Assessment	<ul style="list-style-type: none"> ● Added OUSD Required Text ● Added Overview of Assessments to Introduction

	<ul style="list-style-type: none"> ● Shifted “Non Academic Qualities” of Habits of Heart and Mind to Core Values ● Added/fleshed out section on the Types of Assessments, including the shift to CAASPP ● Updated tables on the assessment continuum, including the timeline for assessments as well as the collection, analysis, and dissemination of data ● Added a section on the uses of data, including formal reporting to caretakers and development of the LCAP and SARC
Element D - Governance	
Introduction	<ul style="list-style-type: none"> ● Added overview of bodies involved in governance and organizational chart
Board of Directors	<ul style="list-style-type: none"> ● Updated Board Members, Offices, and Terms ● Updated text to reflect compliance with Brown Act and Conflict of Interest ● Added OUSD Required Text
Senior Leadership	<ul style="list-style-type: none"> ● Added roles of Senior Leadership in governance
Family Involvement	<ul style="list-style-type: none"> ● Added detail on Family Involvement, including participation on Parent Leadership Committee (PLC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) ● Added participation in development of LCAP and SPSA
Additional Assurances	<ul style="list-style-type: none"> ● Added OUSD Required Text
Element E - Human Resources	
Employment Qualifications	<ul style="list-style-type: none"> ● Added introduction ● Updated positions, along with roles, responsibilities, and qualification ● Removed requirements from No Child Left Behind (NCLB) that are no longer in effect ● Added detail on requirements for core/college prep and non-core/non-college prep teacher qualifications ● Added assurances on contracted service providers
Element F - Health and Safety	
Health and Safety of Pupils and Staff	<ul style="list-style-type: none"> ● Added OUSD Required Text ● Added detail and updated text to meet legal requirements for each of the following: procedures for background checks, role of staff as mandated child abuse reporters, tuberculosis risk assessment and management, immunizations, medication in

	<p>school, emergency epinephrine auto-injectors, vision, hearing, and scoliosis, emergency preparedness, blood borne pathogens, drug, alcohol, and smoke-free environment, and comprehensive anti-discrimination and harassment policies and procedures</p>
<p>Element G - Racial and Ethnic Balance</p>	
<p>Recruitment Strategy</p>	<ul style="list-style-type: none"> ● Added assurance on non-discrimination ● Updated recruitment strategy to focus on middle schools, rather than community partners ● Added participation in Enroll Oakland Charters initiative
<p>Element H - Admissions Requirements</p>	
<p>Admissions</p>	<ul style="list-style-type: none"> ● Added assurances ● Added OUSD Required Text ● Detailed admission process
<p>Lottery</p>	<ul style="list-style-type: none"> ● Replaced preference for children of Design Team members with a preference for children of staff (capped at 10%), to reflect current state of school development ● Replaced preference for children who are first in family to go to college with a preference for students who are zoned to attend low-performing schools serving 70% or more students from low-income families, to preserve intent while also complying with state and federal law ● Added section on proof of residence, for students exercising preferences
<p>Element I - Financial Audit</p>	
<p>Financial Audit</p>	<ul style="list-style-type: none"> ● Updated text on fiscal audits ● Added OUSD Required Text
<p>Miscellaneous</p>	<ul style="list-style-type: none"> ● Removed text that was not applicable to this Element and which lives in Miscellaneous.
<p>Element J - Pupil Suspension and Expulsion</p>	
<p>Approach to Discipline</p>	<ul style="list-style-type: none"> ● Added language to express overall approach to discipline and behavior modification
<p>Suspension and Expulsion</p>	<ul style="list-style-type: none"> ● Updated policies in alignment with current education code and law, including removal of willful defiance as an expellable offense and addition of definitions for bullying and an electronic act
<p>Element K - Employee Retirement Systems</p>	

Retirement and Health	<ul style="list-style-type: none"> ● Updated retirement details ● Added health benefits
Element L - Attendance Alternatives	
Attendance Alternatives	<ul style="list-style-type: none"> ● Added OUSD Required Text ● Updated and expanded text to reflect recommended language and best practice
Element M - Employee Return Rights	
Employee Return Rights	<ul style="list-style-type: none"> ● Added OUSD Required Text ● Updated and expanded text to reflect recommended language and best practice
Element N - Dispute Resolution Process	
Dispute Resolution Process	<ul style="list-style-type: none"> ● Added introduction on intent ● Added OUSD Required Text ● Added text on internal disputes and use of Uniform Complaint Procedures
Element O - School Closure Procedures	
School Closure Procedures	<ul style="list-style-type: none"> ● Replaced with OUSD Required Text
Miscellaneous Charter Elements	
Charter	<ul style="list-style-type: none"> ● Changed term ● Highlighted OUSD Required Text
Required Notification of the District	<ul style="list-style-type: none"> ● Added OUSD Required Text
Facilities	<ul style="list-style-type: none"> ● Added OUSD Required Text
Financial Plan	<ul style="list-style-type: none"> ● Provided updated Budget Narrative and Assumptions, Budget, and Cash Flow ● Added OUSD Required Text
Impact on Charter Authorizer	<ul style="list-style-type: none"> ● Added OUSD Required Text
Fee for District Oversight	<ul style="list-style-type: none"> ● Added text to reflect best practice ● Added OUSD Required Text
Administrative	<ul style="list-style-type: none"> ● Added text to reflect best practice

Services	
EERA	<ul style="list-style-type: none"> ● Added OUSD Required Text
Attendance Accounting	<ul style="list-style-type: none"> ● Added text to reflect best practice
Reporting	<ul style="list-style-type: none"> ● Added text to reflect best practice
Transportation	<ul style="list-style-type: none"> ● Added text to reflect best practice
Potential Civil Liberty Effects	<ul style="list-style-type: none"> ● Added text to reflect best practice
Communication	<ul style="list-style-type: none"> ● No changes of substance
Conclusion	<ul style="list-style-type: none"> ● Added conclusion to reflect length of next charter term

CONCLUSION

By approving the renewal of this charter for ARISE High School, OUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter high school can and should be. To this end, ARISE High School pledges to work cooperatively with the District to answer any questions or concerns regarding this renewal petition. The term of the charter renewal shall be July 1, 2017 through June 30, 2022.

ELEMENT A. EDUCATIONAL PROGRAM

Governing Law: *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

Governing Law: *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

MISSION & VISION

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

ARISE High School has been honored to serve the Oakland community for nearly 10 years and looks forward to continuing this service during our next charter term. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools that sought to shift the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

Ultimately, the ARISE High School program is designed to support students to be agents of change - in control of their own lives and able to effect change in our community. Through active research over the past ten years, we have developed an Agents of Change Pathway that serves as a pipeline for our students to college and career opportunities when they graduate. In deep partnership with community organizations, students have multiple, transformative opportunities to explore a broad range of college and career opportunities. Through these experiences, students develop agency over their own college and career options as well as the ability to see themselves as agents of change within our community at large.

ARISE High School currently serves approximately 280 students in grades 9-12, and prepares students from low-income families to be the first to attend college. Currently 96% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 90% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2- and 4- year colleges and universities.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE/TARGET POPULATION

As required by Education Code Section 47605(d)(2)(A)-(B), ARISE High School will be open to all students in the State of California. We will actively recruit a diverse student body from a range of socio-economic levels and we will have a student population that is inclusive of students with a wide range of abilities, including students with special education needs and English Language Learners.

Targeted Student Population

While keeping to the assurances above, ARISE High School's goal is to serve primarily low-income, first generation college-bound students of color from throughout the Oakland community in grades 9-12. Sadly, many students who fit this description have not been graduating from high school at all. Of those who do graduate, very few graduate UC eligible, and even fewer have gone on to attend college. According to the CDE website, in 2014-15, 24.1% of Oakland youth dropped out of school. The statistics are even worse for students of color. The dropout rate for Latinos was 27.7% and for African Americans was 26.5%. Of this already low percentage of graduates, just over half (56.5%) graduated with the A-G credits to even be eligible to apply to a UC/CSU. These statistics indicate a crisis that continues to exist in Oakland, especially in light of the kinds of jobs and opportunities that exist in today's society for young people who do not have college degrees. ARISE's track record is significantly better than this and it is still something that we are working to improve further. Even though our postsecondary attainment numbers are more than double Oakland's overall, we continue to try to graduate more of our students and send all of them on to college.

ARISE High School will continue to target recruitment efforts in traditionally under-served and under-achieving communities with the goal of creating a model where these students do go on to attend and graduate from four-year colleges.

Age, Grade, and Student Enrollment

ARISE High School will serve students in 9th, 10th, 11th and 12th grade. For as long as ARISE High School is located in its current facility, the target enrollment will be 250-300 students with a class size of between 25 and 28 students. However, should ARISE be able to secure a larger facility the target enrollment would increase to 400 students.

ATTENDANCE

School Year

ARISE High School's academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, the following number of minutes of instruction:

- For students in 9th through 12th Grade: 64,800 minutes.

The proposed calendar for 2017-18 will include 178 instructional days, three more than the required 175 days for charter schools. Teachers of ARISE High School will have an additional 17 days of professional development built into the school year on an annual basis, for a total of 197 contracted days. Figure A.1 provides an example from the current school year, 2016-17, to illustrate how these days unfold over the course of the year. The yearly calendars under the next charter term will continue to adhere to this format, as long as state and federal funding allows. ARISE High School retains the right to modify outgoing calendars to coordinate with the calendar of OUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

Figure A.1 Example School Calendar - 2016-17

2016-2017 Staff Academic Calendar - Calendario Academico

If your student will be absent or tardy, please call 510-436-5487 x400 and leave a message.

Key

- Special Minimum day - Dia Minimo Especial
- PD or Work Day - no school - Dia de Desarrollo Profesional - No Clases
- 7 Holiday or School Break - no school - Dia Festivos

AUGUST/AGOSTO

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8/4-5 - PD for New Staff Only
 8/7-8/8 - Staff Retreat (big 5pm on 8/7 in Ukiah)
 8/7-16 - Staff Work Days
 8/17 - First Day of School

SEPTEMBER/SEPTIEMBRE

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/1 - Back to School Night / Noche de Regreso a clases
 9/23 - Staff work day
 9/28 - Advisory Retreat

OCTOBER/OCTUBRE

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/7 - End of Q1 grading period
 10/9 - Grades Due at midnight
 10/12-14 - Student Led Conferences

NOVEMBER/NOVIEMBRE

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/2 - ARISE/Build On Day of service
 11/16 - Early Proficiencies and Calibrations/ [translate]
 11/17 - RISE Up! (rescheduled)
 11/18 - Early Proficiencies

DECEMBER/DICIEMBRE

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/8 - RISE Up! (rescheduled)
 12/8 - 1st Semester Exhibition Night
 12/15 - End of Q2/51 Grading period
 12/18 - Grades for Q2/51 Due at midnight
 12/13-16 - Proficiency Defenses

JANUARY/ENERO

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/2 - Staff Work day
 1/3 Second Semester begins

FEBRUARY/FEBRERO

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

2/16 - Deadline to turn in Intent to Re-enroll forms to guarantee your enrollment for next year
 2/22 - Advisory Retreat

MARCH/MARZO

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3/3 - End of Q3 Grading period
 3/5 - Grades Due for Q3 at midnight
 3/8-10 - Student Led Conferences
 3/30 - Applications due to be eligible for Lottery
 3/21 - Lottery for 2017-18 Admission
 3/31 - Cesar Chavez Day of Service

APRIL/ABRIL

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/10 - Staff PD and PostSession Planning Day
 4/26 - Early Proficiencies and Bridge Calibration
 4/28 - Early Proficiencies

MAY/MAYO

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5/11 - 2nd Semester Exhibition Night
 5/11 - RISE Up! (rescheduled)
 5/15-19 - Proficiency & Bridge Defenses
 5/18 - End of Q4/52 Grading period
 5/21 - Q4/51 Grades due at midnight

JUNE/JUNIO

Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mier	Thu/ Juev	Fri/ Vier	Sat/ Sab
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/7 - PostSession Exhibition Night and Family Night
 6/8 - Last Day of School - Advisory Close out
 6/9 - Graduation, Staff Reflection Day (No Classes)
 6/11 - PostSession Grades Due
 6/12 - Staff Closing PD

School Day

The instructional day at ARISE High School is built to prepare students to meet the school mission, exceeding instructional minute requirements. In 9th through 12th Grade, the school day for students runs 8:30 am to 3:45 pm Monday, Tuesday, Thursday and Friday (400 instructional minutes per day) and 8:30 am to 1:05 pm on Wednesday (275 instructional minutes) when students are released early to provide time for staff professional development. The annual instructional minutes in these grades will be 65,075 minutes (not including lunch and passing times). These exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for 9th through 12th grade. An example of the school day schedule is provided in **Figure A.2**.

Figure A.2 Example School Day Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Boost (25) 8:30- 8:55	Morning Boost (25) 8:30- 8:55	Advisory (65) 8:30-9:35	Morning Boost (25) 8:30- 8:55	Morning Boost (25) 8:30- 8:55
Per 1 (60) 9:00-10:00	Per 5 (60) 9:00-10:00	Per 5 (100) 9:40- 11:20 Per 4 (100) 11:25- 1:05	Per 3 (100) 9:00-10:40	Per 1 (60) 9:00-10:00
Per 2 (60) 10:05-11:05	Per 4 (60) 10:05-11:05			Per 2 (60) 10:05-11:05
Per 3 (60) 11:10-12:10	Per 3 (60) 11:10-12:10		Per 2 (100) 10:45-12:25	Per 3 (60) 11:10-12:10
Lunch 12:10-12:45	Lunch 12:10-12:45	Professional Development 1:45-4:30	Lunch 12:25-1:00	Lunch 12:10-12:45
Per 4 (60) 12:50-1:50	Per 2 (60) 12:50-1:50			Per 4 (60) 12:50-1:50
Per 5 (60) 1:55-2:55	Per 1 (60) 1:55-2:55		Per 1 (100) 1:05- 2:45	Per 5 (60) 1:55-2:55
Advisory (45) 3:00-3:45	Advisory (45) 3:00-3:45		Advisory or RISE UP (55) 2:50-3:45	Advisory (45) 3:00-3:45
Office Hours and Enrichment 3:45 - 5:00	Office Hours and Enrichment 3:45 - 5:00		Office Hours and Enrichment 3:45 - 5:00	Office Hours and Enrichment 3:45 - 5:00

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

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

- Is fully prepared for and ultimately graduates from a four-year college
- Has the skills and knowledge to be successful in college and the world of work

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

Within this, ARISE High School believes students must develop a foundational set of academic and non-academic capacities to be fully prepared for college, career, and life. At ARISE High School, we believe students must develop the following non-academic core qualities, in alignment with the ARISE Core Values:

- **Respect** - Students can uphold the school wide Codes of RESPECT by arriving to school on time every day, staying engaged through the entire day, and using empowering and respectful language in class.
- **Persevere** - Students can PERSEVERE through challenges, uncertainty, and struggles by asking for help, advocating for themselves, and collaborating with peers.
- **Build** - Students can BUILD skills, knowledge, and agency by meeting ALL deadlines and completing 100% of their work to the best of their ability
- **Lead** - Students can LEAD with integrity, courage, and action by participating in class every day, supporting peers who are struggling, and sharing their knowledge, insights, and strengths in both small group and whole class situations. Students LEAD by example, doing their best to develop a vision for their own future and for the community.

In addition, we believe students must develop the following core academic competencies, in alignment with our educational program:

- **Language Arts** - Students will be able to read, write, and speak for a variety of purposes and to a variety of audiences, as well as interpret and analyze a variety of texts for different purposes. They will be readers of the word and world, understand the role and power language plays in our society, and know how to harness the power of language in terms of consumption and production to become agents of change.
- **Mathematics** - Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios. They will develop their confidence as mathematicians and see math as a potential part of their college and/or career paths.
- **History and Social Science** - Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others. They will understand the systems and structures at play in their community and world, as well as their ability as an agent of change in navigating these. Students will utilize four fundamental historical thinking skills as identified by the Stanford History Education

Group - sourcing, contextualizing, close reading, and corroborating - to interpret, analyze, and assess historical events and figures.

- **Science and Engineering** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering via an integrated science approach and will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving. They will see themselves as inquirers and problem solvers, and see possibilities for science and engineering to be a part of their college and/or career paths.
- **Spanish** - Students will be able to read, write, and speak in Spanish, while exploring cultural connections and heritage.
- **Physical Education, Health, and Wellness** - Students will be able to demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around important matters including nutrition, exercise, body image, and healthy relationships.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas. They will understand the unique arts within their culture and community, and engage as both consumers and producers of the arts.

EDUCATIONAL PHILOSOPHY

The ARISE High School educational philosophy is rooted in educational research and our own original and innovative practices, placing our students at the heart of all curricular and instructional design. We believe learning best occurs when students are fully engaged participants in a challenging college-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. Furthermore, we believe this curriculum must be enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our families, teachers, socio-emotional counselors, college advisors, and community members.

Toward this end, ARISE High School believes that learning best occurs when a Relevant and Rigorous Curriculum is provided within a Collaborative School Culture. Furthermore, it believes additional core practices must be in place that transcend both of these areas, as detailed below.

HOW LEARNING BEST OCCURS

At ARISE High School, we believe learning best occurs when a Relevant and Rigorous Curriculum is provided within a Collaborative School Culture. Core features of each of these components are as follows:

- **Relevant and Rigorous Curriculum** - Utilizing two main methodologies, Understanding By Design and the Workshop Model, ARISE students are supported in practicing and applying academic skills and knowledge in a manner that:
 - Is aligned to state and national standards, utilizing standards-based grading
 - Allows for equitable, flexible, and individualized support for and engagement of all learners
 - Challenges each learner to think critically and creatively

- Offers multiple opportunities to revise, reflect, and incorporate feedback in order to continuously improve their work
- Constructs visible, active, and performance-based demonstrations of growth, learning, and understanding
- Provides explicit modeling to support skill and academic development
- **Collaborative School Culture** - The ARISE community fosters a collaborative school culture, to support students in their development through the following:
 - Students are explicitly taught and consistently challenged to work in a variety of constructs - from individual tasks and pairs to group projects and challenges - in order to grow, learn, and support one another to excel as scholars and a caring community of learners
 - Staff work in a highly collaborative and accountable manner to support our students, build/improve the curriculum, and identify areas of focus and growth for both adults and youth
 - Families consistently partner with ARISE to ensure and provide effective support, resources, and input that support continuous growth and improvement

In addition, the following research-based pedagogical principles transcend both of these core areas:

- **Culturally Responsive** - We believe culturally responsive teaching is not just about motivating disengaged students - it's about rebuilding trust with them through a learning partnership. It is that partnership that builds rapport and trust, in turn allowing educators to get permission from students to push them into their zone of proximal development. (Hammond, 2015)
- **Cognitive** - We believe the most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry. (Bruner, 1966 & 1996; Wiggins & McTighe, 2005)
- **Critical** - We believe students should be taught how to think and be offered questions to think about. Through authentic dialogue, students develop an awareness of reality and bias which then helps them examine new possibilities. (Burbules, 1993; Cortez, 1986; Freire, 1996; Olsen, 1999; Shor, 1992; Wiggins & McTighe, 2005)
- **Reflective** - We believe learners should be provided with ample opportunities to look back, to reflect, and to debrief about both what they know and don't yet know. (Dewey, 1971; Doll, 1993; Freire, 1996)
- **Standards-Based** - We believe students' proficiency must be measured on well-defined course objectives. (Tomlinson & McTighe, 2006)
- **Restorative** - We believe that an implicit curriculum (Inlay, 2010) exists in schools, and that ARISE educators are culture builders who can support the school's core values (Keinfeld, 1975; Ware, 2006; Hollie, 2011; Inlay, 2010; Claassen, 2008). As well, we shift the paradigm of discipline from a focus on punishment to a focus "on responsibility, accountability, and a goal of restoration for all impacted by the offense." (Claassen, 2008)
- **Appropriate** - We believe effective intervention must include a process that can identify students by name and by need and then provide them with timely, directive, precise, and

systematic support to keep them moving forward with their learning. (Dufour & Marzano, 2011)

- **Collaborative** - We believe cooperative learning activities tap the social power of learning, especially for students learning a second language. We understand that learning is socially constructed, and as such, students working together collaboratively in a variety of different groupings maximizes learning for all students regardless of their achievement levels. (Cummins, 1986; Lindholm-Leary, 2001; Lazarowitz & Karsenty; Slavin, 1994; Vygotsky, 1978, 1990)
- **Transformational** - We believe students do not just receive knowledge, but create it within the cognitive systems they encounter. In doing so, they develop new ways to see and do things. (Doll, 1993; Freire, 1996, Bruner, 1966; Shor, 1992)
- **Performative** - We believe performance assessment - the opportunity to perform, create, or produce something with transferable real world application - taps into students' higher order thinking skills. Researchers have found that the use of performance assessments can produce positive instructional changes in classrooms (Koretz et al., 1996; Matthews, 1995); increase student skill development (Spalding and Cummins, 1998); increase student engagement and post-secondary success (Foote, 2005); and strengthen complex conceptual understandings (Chung & Baker, 2003). Fundamentally, performance-based assessments Ruth Chung Wei, Raymond L. Pecheone, and Katherine L. Wilczak (December 2014) provide a means to assess higher order thinking skills while helping teachers and principals support students in developing a deeper understanding of content. (Vogler, 2002)
- **Data-Driven** - We believe that to be effective, teachers must provide instruction within a child's zone of proximal development. In order to provide this finely calibrated instruction, teachers must use a variety of assessments and informational sources to effectively target their instruction to meet the needs of the learner. (Bruner, 1966 & 1996; Piaget 1969; Jamentz, 1996; McTighe, 2005; Wiggins, 1998; Leahy, Lyon, Thompson, Wiliam, 2005)
- **Collegial** - We believe students learn best when their teachers are engaged in continuous and collaborative reflection and professional learning. (Boudett and Steele, 2005; Darling-Hammond, 1993; Nelson & Hammerman, 1996; McLaughlin & Oberman, 1996)
- **Familial** - We believe students are successful when they are supported by caring adults, and when school and home work as partners to set high expectations for student behavior and achievement. (Brandt, 1989; Delgado-Gaitan, 1990)

Our educational program structures are explicitly designed to support an ambitious and authentic vision of student achievement that encompasses both academic and socio-emotional outcomes.

CURRICULUM AND INSTRUCTIONAL DESIGN

Curriculum Overview

ARISE High School shares the Coalition of Essential Schools approach as well as an experientially based pedagogy in order to best respond to the student population the school serves in its site-based setting. Setting the bar high and challenging students to achieve their personal best is a critical starting point that involves asking students to do meaningful work that has clear relevance beyond the four walls of the classroom.

An Overview of the ARISE Four-Year Scope and Sequence is provided in **Figure A.3**.

Figure A.3 ARISE Four-Year Scope and Sequence

9th	10th	11th	12th
Ethnic Studies	World Cultures	US History	Government
English 9	English 10	English 11	English 12
Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or Pre-calculus/ Trigonometry	Pre-calculus/ Trigonometry, or Calculus, or College Math ¹
Integrated Art 1	Integrated Science 1	Integrated Science 2 Science Electives: Chemistry, Physics, or Ecology	Integrated Science 3 Science Electives: Chemistry, Physics, or Ecology
Research Methods in Social Justice	Espanol Para Hispanos 3 (Spanish 3)	Leadership, TA, College Spanish, Art, Science Elective, Concurrent College Enrollment Class, Credit Recovery, or Other Elective Based on Student Need	Leadership, TA, College Spanish, Art, Science Elective, Concurrent College Enrollment Class, Credit Recovery, or Other Elective Based on Student Need

Please see **Appendix 3** for Syllabi for a four-year sequence in Mathematics, to illustrate this progression.

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

Year 1:

- Summer Bridge Program for incoming ninth grade students

¹ ARISE High School has developed a partnership with CSU East Bay to allow students to take an introductory college math class through concurrent enrollment in their Senior Year. Completion of the class allows students to waive the remedial math requirement, should they not place into college math. Negotiations are in place to broaden transferability to all CSUs, in addition to CSU East Bay.

- Block schedule with English 9, Ethnic Studies, Algebra 1 or Geometry, Integrated Art 1, and Research Methods in Social Justice, enhanced by office hours and enrichment activities from 3:45 -5:00
- One five-credit, mid-year, three-week, multi-aged elective course (Postsession)
- Advisory Curriculum that acculturates to ARISE’s Core Values and helps them shape their academic identity.

Year 2:

- Summer experience (eg. Outward Bound course, Summer Search, METS Program, AFS, etc.)
- Block schedule with English 10, Ethnic Studies, Geometry or , Integrated Art 1, and Research Methods in Social Justice, enhanced by office hours and enrichment activities from 3:45 -5:00
- Graduation into the upper grades by Bridge portfolio presentation
- One five-credit, three-week, multi-aged elective course (Post-session)
- Advisory Curriculum focused on Service through our partnership with BuildOn.
- Students can begin Concurrent Enrollment courses.

Year 3:

- Summer experience (eg. Outward Bound course, Summer Search, METS Program, AFS, etc.)
- Courses aligned to A-G requirements and distributed across core academic subject areas.
- Junior Advisory including required test and college preparatory activities, as well as academic support sessions
- Required internship or Community Service
- Judged Proficiency presentations towards meeting graduation requirements and competencies
- One five-credit, end-of-year, three-week, multi-aged elective course (Post-session)
- Concurrent Enrollment Courses (partnership with Peralta Colleges)

Year 4:

- Summer experience (eg. Outward Bound course, Summer Search, METS Program, AFS, etc.)
- Courses aligned to A-G requirements and distributed across core academic subject areas.
- Senior College Seminar including test preparation, college applications, and scholarship support
- Judged Proficiency presentations towards meeting graduation requirements (and competencies)
- One five-credit, end-of-year, three-week, multi-aged elective course (Post-session)
- Concurrent Enrollment Courses (partnership with Peralta Colleges)

Curriculum Alignment to Standards and Post-Secondary Success

The Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and Conley’s Four Keys to College and Career Success are used as a foundation upon which to build curriculum and guide instruction that is relevant to the lives and interests of ARISE students. Projects, internships and fieldwork experiences, as well as the time in the classroom, will support students in meeting these standards. Teachers meet together in summer Professional Development, during weekly Professional Development time, as well as common prep time to work on curriculum mapping to ensure that all projects are aligned with these standards and that the grading rubrics for the projects evaluate student progress on the standards. Please see **Appendix 4** for the ARISE Curriculum Planning Rubric and **Appendix 5** for the ARISE Assessment Guide, which inform the planning of all curriculum, instruction, and assessment.

To ensure students are truly college and career ready, ARISE High School requires students to demonstrate proficiency beyond the minimum district and state graduation requirements. All students are required to take A-G courses, as well as engage in community and workplace experiences that prepare them for college and career..

Students are not only required to demonstrate standards proficiency on state mandated assessments, but have the added task of actively defending such proficiency before a panel of teachers, outside experts and community members. These presentations require students to demonstrate the application and transfer of knowledge and skills—a critical ingredient to post-secondary success. Ultimately, the required Proficiency presentations that ARISE students prepare and present (in scientific inquiry, mathematical thinking, literary analysis, and historical research and understanding) demonstrate their proficiency in numerous key standards. For example:

- **Scientific inquiry** - Students may be presented with an authentic investigation or experiment, to which they will construct an explanation or design a solution by applying their understanding of science and engineering practices, core ideas, and crosscutting concepts. Students are asked to defend their explanation or solution utilizing clear communication and evidence, which may include models.
- **Mathematical thinking** - Students may be given a problem within an authentic context and within their mathematics curriculum (Trigonometry, Pre-Calculus, Calculus), then asked to apply conceptual understanding and procedural skill and fluency to develop a solution. Students are then asked to present the problem, approach, and findings.
- **Literary analysis** - Students may be asked to read two or more complex literary texts, analyze the texts through the lens of an authentic problem, and then present their analysis citing evidence from the text and utilizing academic language.
- **Historical research and understanding** - Students may be asked to analyze an event, movement, or historical figure appropriate to their curriculum, then present their analysis in both a paper and presentation that demonstrates their ability to research and interpret history, including biases and point of view.

Many of the CCSS in English Language Arts, in terms of reading, writing and speaking, will be demonstrated across the other Proficiency areas just as they are taught and practiced within

courses across the curriculum. Additionally, the skills and knowledge that students demonstrate in their Proficiencies will often have been demonstrated previously in their coursework for individual classes. Content standards are a part of all course objectives and ongoing classroom presentations, as well as the more elaborate Proficiency presentations. These performance based assessments, along with ongoing NWEA computer adaptive value-added testing and writing assessments, assist teachers and advisors in monitoring standards proficiency throughout the academic year.

Curriculum Alignment to CCSS, NGSS, and CA ELD Standards

ARISE High School is fully committed to aligning all curriculum to the CCSS, NGSS, and CA ELD Standards. At ARISE High School, there are two core departments which are each overseen by a Dean of Instruction: Humanities and STEM. Each of these departments has set forth a multi-year implementation plan to deepen their understanding and alignment to these standards.

Figure A.4 details the Humanities Implementation Plan, which holds a focus on English Language Development. **Figure A.5** details the STEM implementation Plan which covers mathematics, science, and technology.

Figure A.4 Humanities Implementation Plan for Literacy and ELD

Literacy Focus	Year 1	Year 2	Year 3	Year 4	Year 5
Integrated ELD					
Professional Development for School Leaders	Deans of Instruction consult with a literacy specialist trained through EL Achieve. Deans and consultant co-create ELD professional development plan. Dean of Instruction - Humanities will attend the ACOE ELD Standards 4 Day bookcamp.	Deans of Instructions and literacy lead teachers participate in EL Achieve “Constructing Meaning” training series.	Deans of Instruction and literacy lead teachers implement “Constructing Meaning” professional developments with all teachers.	Deans of Instruction and literacy lead teachers continue to implement “Constructing Meaning” professional developments with all teachers.	Deans of Instruction and literacy lead teachers continue to implement “Constructing Meaning” professional developments with all teachers.
9th Grade Basic Writing Skills Course	Look at data to identify the focus and highest needs for 9th grade students. Students take NWEA/MAP language skills assessment in the	All 9th grade students will take a writing skills class to focus on core writing skills. Work with feeder middle schools to gather additional data to	Evaluate effectiveness of writing skills class and refine curriculum to meet student needs. Continue to use data to inform school-	Evaluate effectiveness of writing skills class and refine curriculum to meet student needs. Continue to use data to inform school-	Evaluate effectiveness of writing skills class and refine curriculum to meet student needs. Continue to use data to inform school-

	Spring and we use this data to inform writing skills course.	inform writing level and key writing errors for incoming 9th graders.	wide writing strategies instruction	wide writing strategies instruction	wide writing strategies instruction
Grammar & Mechanics Revisions	Identify key grammar and mechanics areas of focus for each grade level in the Humanities. Build out a 4-year vertical map for addressing key grammar and mechanics errors across content areas (summer).	Offer teachers training and support with providing feedback on grammar and mechanics in student writing across all content areas. Teachers begin to implement 4-year vertical plan. Students take NWEA/MAP language test to gather additional data.	New teachers will continue to develop capacity for providing feedback. Experienced teachers provide grammar and mechanics feedback on student writing in all content areas.	New teachers will continue to develop capacity for providing feedback. Experienced teachers provide grammar and mechanics feedback on student writing in all content areas.	New teachers will continue to develop capacity for providing feedback. Experienced teachers provide grammar and mechanics feedback on student writing in all content areas.
Word Study	All teachers except 1st year teachers engage in Critical Inquiry Groups to develop programs of word study in all classrooms and develop a plan for sustaining use of word study beyond the inquiry cycle.	New teachers begin using word study at least 1-2 times per week. Experienced teachers incorporate all 3 elements of words study multiple times per week. All teachers except 1st year teachers continue to engage in Critical Inquiry Groups to examine, analyze, and improve their practice with word study, as well as other literacy strategies.	All teachers incorporate all 3 elements of word study 3x per week for at least 10 minutes per day in every class.	All teachers incorporate all 3 elements of word study 3x per week for at least 10 minutes per day in every class.	All teachers incorporate all 3 elements of word study 3x per week for at least 10 minutes per day in every class.
Independent Reading Program: DIRT (Daily Independent Reading Time)	DIRT is happening in all classrooms 4x per week for 20 minutes. Advisors are trained to find engaging texts. Advisors identify	Classrooms will build libraries with high-interest books. DIRT will begin to include student-student conversations. Each grade level	Classroom will have dedicated library space with a voluminous, diverse set of high-interest books. Continue to engage	DIRT continues in all classrooms 4x per week for 20 minutes. Continue to build and reinforce a culture of reading at home and at	DIRT continues in all classrooms 4x per week for 20 minutes. Continue to build and reinforce a culture of reading at home and at

	1-3 most reluctant readers per class and work individually with them to find high-interest books. Build partnership with OPL to insure all students have access to high-interest books.	will engage in at least one whole-grade-level reading of a text connected to ARISE Mission and Vision. Families will be invited to read the text along with students.	families in building of culture of reading in the household. Culture of reading is pervasive at school; on the walls, in classrooms, and in the curriculum.	school. Build partnerships with local elementary schools that provide opportunities for ARISE students to read to younger students.	school.
Academic Discourse	All teachers identify difference between unstructured student talk and academic discourse. Teachers use academic discourse strategies at least once per class every day.	Academic discourse is happening at least 2x every day for experienced teachers and 1x per day for new teachers.	Academic discourse is happening at least 2-3 times in every classroom, every day. In a majority of classes, academic discourse is being implemented 25% to 75% of every class period.	Academic discourse is happening at least 2-3 times in every classroom, every day. In a majority of classes, academic discourse is being implemented 25% to 75% of every class period.	Academic discourse is happening at least 2-3 times in every classroom, every day. In a majority of classes, academic discourse is being implemented 25% to 75% of every class period.
Content-Specific Literacy Learning Targets	All departments will build a common definition of what it means to be literate in their content area and identify literacy competencies in their content area.	Content-specific learning targets are built into all scope & sequences. All departments will build tools and strategies necessary for students to engage in content-specific literacies.	Content specific learning targets are refined. Students can articulate what it means to be literate in any content areas, including identifying key academic language of that course.	Teachers use content-specific learning targets to guide their daily lesson planning. Students are engaged in content-specific language and literacy development in every class, every day.	Teachers use content-specific learning targets to guide their daily lesson planning. Students are engaged in content-specific language and literacy development in every class, every day.
Voluminous Reading in Classrooms	Gather data around content-specific reading; determine how much is happening in classroom now and develop an ideal frequency for each content area.	New teachers will build in more content-specific reading. Experienced teachers will be implementing content-specific reading _____ amount every week.	Purposeful content-specific reading is happening _____ amount every week in every classroom (as determined by departments.)	Purposeful content-specific reading is happening _____ amount every week in every classroom (as determined by departments.)	Purposeful content-specific reading is happening _____ amount every week in every classroom (as determined by departments.)
Family Involvement	Consult with parent coordinator to	Begin to implement school-to-home	Continue to implement school-to-home	Continue to implement school-to-home	Continue to implement school-to-home

	develop plan for involving families in support student literacy. Conduct interviews and surveys with families to identify key opportunities to bridge in-school and at-home literacy practices. Families will be informed about all key texts being read in Humanities classes and offered to opportunity to read along with their children.	literacy bridge including the following practices: grade-level reads with families encouraged to read the same text, literacy nights, parent book clubs, incentives for older siblings to read to younger siblings.	literacy bridge practices.	literacy bridge practices.	literacy bridge practices.
Designated ELD					
ELD Course	Provide individualized pull out and push in support for EL level 1, 2, 3 students. Design designated ELD course and hire a teacher to teach it for the 2017-18 school year. CA ELD framework will be used to guide curriculum.	Add designated ELD course to the master schedule for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.	ELD course for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.	ELD course for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.	ELD course for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.
Additional Language Learning Support	Based on identified need, students will receive additional one on one support during Advisory 1-2 times per week.	Based on identified need, students will receive additional one on one support during Advisory 1-2 times per week.	Based on identified need, students will receive additional one on one support during Advisory 1-2 times per week.	Based on identified need, students will receive additional one on one support during Advisory 1-2 times per week.	Based on identified need, students will receive additional one on one support during Advisory 1-2 times per week.

Figure A.4 STEM Implementation Plan

STEM Course	Tasks and Implementations Year 0	Tasks and Implementations Year1	Tasks and Implementations Year 2	Tasks and Implementations Year 3	Tasks and Implementations Year 4
Math					
Academic Numeracy	No course	<p>-Blended course created with dedicated chromebook cart implemented to approximately 75%-80% of incoming Freshman (based on MAP data 15-16, 16-17)</p> <p>-First year of 9th grade academy implementation.</p> <p>-Continuing adjustment and alignment of course based on Alg1 data and MAP data.</p> <p>-Beginning usage of AWPST</p> <p>-Beginning alignment with Alg1 curriculum.</p>	<p>-Continuing best practices of 9th grade academy.</p> <p>-Continuing adjustment and alignment of course based on Alg1 data and MAP data.</p> <p>-Refinement of usage of AWPST.</p> <p>-Approaching proficiency with Alg1 curriculum alignment.</p>	<p>-Continuing best practices of 9th grade academy.</p> <p>-Continuing adjustment and alignment of course based on Alg1 data and MAP data.</p> <p>-Proficiency with Alg1 curriculum alignment.</p> <p>-Proficient usage of AWPST.</p>	<p>-Continuing best practices of 9th grade academy.</p> <p>-Continuing adjustment and alignment of course based on Alg1 data and MAP data.</p> <p>-Absolute alignment with Alg1 curriculum.</p> <p>-Proficient and seamless usage of AWPST.</p>
Algebra 1	<p>-Course Alignment with Common Core.</p> <p>-Beginning usage of Blended Learning Model with Laptops and Technology using at least one model consistently.</p> <p>-Beginning proficiency in PA construction.</p>	<p>-Continuing to revamp and adjust to Common Core.</p> <p>-Approaching proficiency of usage of Blended Learning Models using at least two models consistently.</p> <p>-Approaching proficiency level of PA construction, PA is aligned and integrated with at least 1 other course.</p>	<p>- Meeting proficiency level of alignment of curriculum to Common Core with some minor adjustments.</p> <p>-Proficiency of usage of Blended Learning Models with some adjustments using at least three models consistently.</p> <p>-Meeting proficiency level of</p>	<p>-Proficiency in coarse alignment with Common Core.</p> <p>-Proficiency of usage of Blended Learning Models with some adjustments using at least three models consistently.</p> <p>-Approaching proficiency level of PA construction and PA alignment and integration</p>	<p>-Seamless alignment with Common Core.</p> <p>-Seamless of usage of Blended Learning Models with using three or more models consistently.</p> <p>-Meeting proficiency level of PA construction and PA alignment and integration with at least 2 other course.</p>

		<ul style="list-style-type: none"> -Continuing adjustment and alignment of course based on Alg1 data and MAP data. -Beginning alignment with Ac Num curriculum. -Beginning usage of AWPST -Begin Academic Conversation and Student Centered Learning - Stage1 	<ul style="list-style-type: none"> PA construction and PA alignment and integration with at least 1 other course. -Continuing adjustment and alignment of course based on Alg1 data and MAP data. -Approaching proficiency of alignment with Ac Num curriculum. -Refinement of usage of AWPST. -Approaching proficiency in Academic Conversation and Student Centered Learning - Stage1 	<ul style="list-style-type: none"> with at least 2 other course. -Continuing adjustment and alignment of course based on Alg1 data and MAP data. -Proficient with curriculum alignment with Ac Num with some adjustments. -Proficient usage of AWPST. -Proficiency in Academic Conversation and Student Centered Learning - Stage1. 	<ul style="list-style-type: none"> -Continuing adjustment and alignment of course based on Alg1 data and MAP data. -Seamless alignment with Ac Num. -Proficient and seamless usage of AWPST -Continuing proficient and seamless usage of Academic Conversation and Student Centered Learning - Stage1
Geometry	<ul style="list-style-type: none"> -Course Alignment with Common Core. -Beginning proficiency in PA construction with an emphasis on construction, creation and logic. 	<ul style="list-style-type: none"> -Continuing to revamp and adjust to Common Core. -Approaching proficiency in the level of PA construction with an emphasis on construction, creation and logic, PA is aligned and integrated with at least 1 other course. -Beginning the usage of AWPST in reference to Geometry word problems and literacy. -Continuing adjustment and alignment of course based on MAP data. -Begin Academic 	<ul style="list-style-type: none"> - Meeting proficiency level of alignment of curriculum to Common Core with some minor adjustments. -Meeting proficiency in the level of PA construction with an emphasis on construction, creation and logic, PA is aligned and integrated with at least 1 other course. -Continual usage of AWPST in reference to Geometry word problems and literacy. -Continuing adjustment and 	<ul style="list-style-type: none"> -Proficiency in coarse alignment with Common Core. - Approaching proficiency level of PA construction and PA alignment and integration with at least 2 other course. -Continual usage of AWPST in reference to Geometry word problems and literacy. -Continuing adjustment and alignment of course based on MAP data. -Meeting proficiency in 	<ul style="list-style-type: none"> -Seamless alignment with Common Core. - Meeting proficiency level of PA construction and PA alignment and integration with at least 2 other course. -Continual usage of AWPST in reference to Geometry word problems and literacy. -Continuing adjustment and alignment of course based on MAP data. -Continuing proficient and seamless usage of

		Conversation and Student Centered Learning - Stage2	alignment of course based on MAP data. -Approaching proficiency in Academic Conversation and Student Centered Learning - Stage2	Academic Conversation and Student Centered Learning - Stage2	Academic Conversation and Student Centered Learning - Stage2
Algebra 2	-Course Alignment with Common Core. -Beginning proficiency in PA construction with an emphasis on applications of functions.	-Continuing to revamp and adjust to Common Core. -Approaching proficiency in the level of PA construction with an emphasis on applications of functions, PA is aligned and integrated with at least 1 other course. -Continual usage of AWPST in reference to Algebra 2 word problems and literacy. -Continuing adjustment and alignment of course based on MAP data. -Begin Academic Conversation and Student Centered Learning - Stage3	-Meeting proficiency level of alignment of curriculum to Common Core with some minor adjustments. -Meeting proficiency in the level of PA construction with an emphasis on applications of functions, PA is aligned and integrated with at least 1 other course. -Continual usage of AWPST in reference to Algebra 2 word problems and literacy. -Continuing adjustment and alignment of course based on MAP data. -Approaching proficiency in Academic Conversation and Student Centered Learning - Stage3	-Proficiency in coarse alignment with Common Core. - Approaching proficiency level of PA construction and PA alignment and integration with at least 2 other course. -Continual usage of AWPST in reference to Algebra 2 word problems and literacy. -Continuing adjustment and alignment of course based on MAP data. -Meeting proficiency in Academic Conversation and Student Centered Learning - Stage3	-Seamless alignment with Common Core. - Meeting proficiency level of PA construction and PA alignment and integration with at least 2 other course. -Continual usage of AWPST in reference to Algebra 2 word problems and literacy. -Continuing adjustment and alignment of course based on MAP data. -Continuing proficient and seamless usage of Academic Conversation and Student Centered Learning - Stage3
Pre-Calculus	-Course Alignment with Common Core. -Beginning	-Continuing to revamp and adjust to Common Core. -Approaching proficiency in the	-Meeting proficiency level of alignment of curriculum to Common Core with some minor	-Proficiency in coarse alignment with Common Core. -	-Seamless alignment with Common Core. - Meeting proficien

	<p>proficiency in PA construction with an emphasis on applications of continuous functions including trigonometric functions.</p>	<p>level of PA construction with an emphasis on applications of functions including trigonometric functions, PA is aligned and integrated with at least 1 other course.</p> <p>-Beginning the usage of AWPST in reference to Pre-Calculus word problems and literacy.</p> <p>-Continuing adjustment and alignment of course based on MAP data.</p> <p>-Begin Academic Conversation and Student Centered Learning - Stage4</p>	<p>adjustments.</p> <p>-Meeting proficiency in the level of PA construction with an emphasis on applications of function including trigonometric functions, PA is aligned and integrated with at least 1 other course.</p> <p>-Continual usage of AWPST in reference to Pre-Calculus word problems and literacy.</p> <p>-Continuing adjustment and alignment of course based on MAP data.</p> <p>-Approaching proficiency in Academic Conversation and Student Centered Learning - Stage4</p>	<p>Approaching proficiency level of PA construction and PA alignment and integration with at least 2 other course.</p> <p>-Continual usage of AWPST in reference to Pre-Calculus word problems and literacy.</p> <p>-Continuing adjustment and alignment of course based on MAP data.</p> <p>-Meeting proficiency in Academic Conversation and Student Centered Learning - Stage4</p>	<p>cy level of PA construction and PA alignment and integration with at least 2 other course.</p> <p>-Continual usage of AWPST in reference to Pre-Calculus word problems and literacy.</p> <p>-Continuing adjustment and alignment of course based on MAP data.</p> <p>-Continuing proficient and seamless usage of Academic Conversation and Student Centered Learning - Stage4</p>
Calculus	<p>-Course Alignment with Common Core.</p> <p>-Beginning proficiency in PA construction with an emphasis on rates of changes and applications of integration.</p> <p>-Students self select into studying for and taking the AP exam.</p> <p>-Continue</p>	<p>-Continuing to revamp and adjust to Common Core.</p> <p>-Approaching proficiency in the level of PA construction with an emphasis on rates of changes and applications of integration, PA is aligned and integrated with at least 1 other course.</p> <p>-Beginning the usage of AWPST in reference to Calculus word</p>	<p>-Meeting proficiency level of alignment of curriculum to Common Core with some minor adjustments.</p> <p>-Meeting proficiency in the level of PA construction with an emphasis on rates of changes and applications of integration, PA is aligned and integrated with at least 1 other course.</p>	<p>-Proficiency in coarse alignment with Common Core.</p> <p>- Approaching proficiency level of PA construction and PA alignment and integration with at least 2 other courses.</p> <p>-Continual usage of AWPST in reference to Calculus word problems and literacy.</p>	<p>-Seamless alignment with Common Core.</p> <p>- Meeting proficiency level of PA construction and PA alignment and integration with at least 2 other courses.</p> <p>-Continual usage of AWPST in reference to Calculus word problems and literacy.</p>

	<p>Academic Conversation and Student Centered Learning - Stage4</p>	<p>problems and literacy. -Students self select into studying for and taking the AP exam. -Continue Academic Conversation and Student Centered Learning - Stage4</p>	<p>-Continual usage of AWPST in reference to Calculus word problems and literacy. -Course is a fully approved and functioning A.P. course. -Continue Academic Conversation and Student Centered Learning - Stage4</p>	<p>-Course is a fully approved and functioning A.P. course. -Continue Academic Conversation and Student Centered Learning - Stage4</p>	<p>-Course is a fully approved and functioning A.P. course. -Continue Academic Conversation and Student Centered Learning - Stage4</p>
<p>Pre-College Math</p>	<p>-A-G course approval and submission. -Beginning proficiency in PA creation and construction. -Continue Academic Conversation and Student Centered Learning - Stage4</p>	<p>-Approaching proficiency in PA creation and construction. -Beginning usage of the Senior Math Pathway. -Beginning proficiency in Academic Conversation and Student Centered Learning - Stage4</p>	<p>-Meeting proficiency in the level of PA construction, PA is aligned and integrated with at least 1 other course. -Continuing usage of the Senior Math Pathway. -Approaching proficiency in Academic Conversation and Student Centered Learning - Stage4.</p>	<p>-Approaching proficiency in the level of PA construction, PA is aligned and integrated with at least 2 other courses. -Continuing usage of the Senior Math Pathway. -Continue Academic Conversation and Student Centered Learning - Stage4</p>	<p>-Meeting proficiency in the level of PA construction, PA is aligned and integrated with at least 2 other courses. -Continuing usage of the Senior Math Pathway. -Continue Academic Conversation and Student Centered Learning - Stage4</p>
<p>Integrated Science 1</p>	<p>-A-G course approval and submission. -Beginning proficiency in PA creation and construction.</p>	<p>-Approaching proficiency in PA creation and construction. -Beginning proficiency in curriculum alignment with Math Department including PAs. -Beginning Integrate Science Benchmark creation and implementation.</p>	<p>-Meeting proficiency in the level of PA construction, PA is aligned and integrated with at least 1 other courses. -Approaching proficiency in curriculum alignment with Math Department including PAs. -Approaching</p>	<p>-Approaching proficiency in the level of PA construction, PA is aligned and integrated with at least 2 other courses. -Proficiency in curriculum alignment with Math Department including PAs. -Beginning curriculum</p>	<p>-Meeting proficiency in the level of PA construction, PA is aligned and integrated with at least 2 other courses. -Seamless curriculum alignment with the Math Department including PAs. -Approaching proficiency in</p>

			<p>proficiency in using Benchmark data to inform instruction.</p> <p>-Beginning proficiency in curriculum alignment with CS/ED course.</p>	<p>alignment in CS/ED including PA.</p> <p>-Proficiency in using Benchmark data to inform instruction.</p> <p>-Approaching proficiency in curriculum alignment with CS/ED course.</p>	<p>curriculum alignment in CS/ED including PA.</p> <p>-Continuous and proficient usage of Benchmark data to inform instruction.</p> <p>-Proficiency in curriculum alignment with CS/ED.</p>
Integrated Science 2	<p>-A-G course approval and submission.</p> <p>-No course</p> <p>-Course curriculum and scope and sequence construction.</p>	<p>-Beginning proficiency in PA creation and construction.</p> <p>-Beginning proficiency in curriculum alignment with Math Department including PAs.</p> <p>-Beginning Integrate Science Benchmark creation and implementation.</p>	<p>-Approaching proficiency in PA creation and construction.</p> <p>-Approaching proficiency in curriculum alignment with Math Department including PAs.</p> <p>-Approaching proficiency in using Benchmark data to inform instruction.</p> <p>-Beginning proficiency in curriculum alignment with CS/ED course.</p>	<p>-Meeting proficiency in the level of PA construction, PA is aligned and integrated with at least 1 other courses.</p> <p>-Proficiency in curriculum alignment with Math Department including PAs.</p> <p>-Proficiency in using Benchmark data to inform instruction.</p> <p>-Approaching proficiency in curriculum alignment with CS/ED course.</p>	<p>-Approaching proficiency in the level of PA construction, PA is aligned and integrated with at least 2 other courses.</p> <p>-Seamless curriculum alignment with the Math Department including PAs.</p> <p>-Continuous and proficient usage of Benchmark data to inform instruction.</p> <p>-Proficiency in curriculum alignment with CS/ED.</p>
Integrated Science 3	<p>-No course</p> <p>-Course curriculum and scope and sequence construction.</p>	<p>-No course.</p> <p>-A-G course approval and submission.</p> <p>-Course curriculum and scope and sequence finalization based on data and feedback from Integrated Science 1 and 2.</p>	<p>-Beginning proficiency in PA creation and construction.</p> <p>-Beginning proficiency in curriculum alignment with Math Department including PAs.</p> <p>-Beginning Integrate Science</p>	<p>-Approaching proficiency in PA creation and construction.</p> <p>-Approaching proficiency in curriculum alignment with Math Department including PAs.</p> <p>-Approaching proficiency in</p>	<p>-Meeting proficiency in the level of PA construction, PA is aligned and integrated with at least 1 other courses.</p> <p>-Proficiency in curriculum alignment with Math Department including PAs.</p>

			Benchmark creation and implementation.	using Benchmark data to inform instruction. -Beginning proficiency in curriculum alignment with CS/ED course.	-Proficiency in using Benchmark data to inform instruction. -Approaching proficiency in curriculum alignment with CS/ED course.
Computer Science 1 - Engineering and Design (CS/ED)	-No course -Course approval and curriculum construction.	-No course -Finalization of curriculum, with the scope and sequence aligned to CSTA standards. -Finding the physical classroom space to house the CS course. -A-G course approval and submission.	-Begin implementation of CS Curriculum year 1. -Beginning proficiency in curriculum alignment and integration with both the Math Department and the Science Department, in particular, PA support and integration. -Begin construction and implementation of CS Benchmark.	-Proficient implementing CS Curriculum year 1 with minor adjustments. -Approaching proficiency in curriculum alignment and integration with both the Math Department and the Science Department, in particular, PA support and integration. -Approaching proficient level of usage of CS Benchmark for the purposes of informing instruction.	-Proficient implementation of CS Curriculum year 1 with little to no adjustments. Proficiency in curriculum alignment and integration with both the Math Department and the Science Department, in particular, PA support and integration. -Proficient level of usage of CS Benchmark for the purposes of informing instruction.
Computer Science 1 - Engineering and Design	-No course	-No course -Course approval and curriculum construction.	-No course -Finalization of curriculum, with the scope and sequence aligned to CSTA standards. -Finding the physical classroom space to house the CS course. -A-G course approval and submission.	-Begin implementation of CS Curriculum year 2. -Beginning proficiency in curriculum alignment and integration with both the Math Department and the Science Department, in particular, PA support and integration.	-Proficient implementing CS Curriculum year 2 with minor adjustments. -Approaching proficiency in curriculum alignment and integration with both the Math Department and the Science Department, in particular, PA support and

				-Begin construction and implementation of CS Benchmark.	integration. -Approaching proficient level of usage of CS Benchmark for the purposes of informing instruction.
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Literacy and Technology Integration Across the Curriculum

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

Advisory

Each student meets daily in their advisory and will keep the same advisor for all their years at ARISE High School. Advisories are single grade, have no more than 20 students, and the advisor loops with a student all four years and will be their main ally and advocate as he or she goes through the four years of high school. The advisor is the primary contact with the student’s family, conducting home visits and facilitating semi-annual student/parent/advisor conferences. If the student needs academic support, has an issue with another teacher, or even a personal issue, the advisor should be the first person the student can go to. Responsibilities of advisors include:

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

Extended Day Programming

The school day runs from 8:30 am until 3:45 pm on Mondays, Wednesdays, Thursdays and Fridays and 8:30 am until 1:05 pm on Wednesdays. On all days except Wednesdays, Office Hours and Clubs are held from 3:45 to 5:00 pm so that all students are able to get the support and enrichment that they need. During this time, students are able to complete their homework, get extra help in classes and subjects in which they might be struggling, participate in small group instruction in English Language Development or other coursework that may be created based on the needs of the students, as well as participate in clubs that developed based on student interests.

STRATEGIES TO SUPPORT SPECIAL POPULATIONS

It is ARISE High School's intent that the majority of incoming students will previously have been underserved and as a result are low-achieving. It is the school's goal to raise students' achievement levels significantly and quickly. Toward this end, curriculum is designed to actively engage and inspire students, with added supports to help raise achievement levels.

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

Adelante Student Support Services Program

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, Adelante Student Support Services is both structure and philosophy at ARISE to provide more intensive support. While there are systems and programs that exist within the Adelante canopy, Adelante itself cannot be reduced to a process or policy. Adelante Student Support Services creates the conditions, procedures, and resources to support struggling students academically and socio-emotionally using the following approaches: Personalization, Response to Intervention (RTI), and Restorative Praxis. Additional details on Personalization are provided above in **Element A** under "How Learning Best Occurs" and additional information on the Restorative Praxis is provided in **Element J**. Please see **Appendix 6** for the ARISE Teacher's Guide for Student Intervention.

The following section provides details on the Response To Intervention program, and the Universal Education Model within which it operates. While this model is squarely focused on integrated services throughout the school program and day, services to different subgroups are detailed below through individual sections in accordance with education code.

Unconditional Education

ARISE High School serves a diverse student population with a range of academic and socio-emotional needs. This includes students who are performing below grade level, students who are performing above grade level, students who qualify for special education services, and students

who are learning English as a secondary language. Serving all these students well is a core design element of the ARISE High School program.

ARISE High School has partnered with the Seneca Family of Agencies in the implementation of a Multi-Tiered Model for proactive support and intervention across the domains of academics, behavior, social, and emotional well-being.

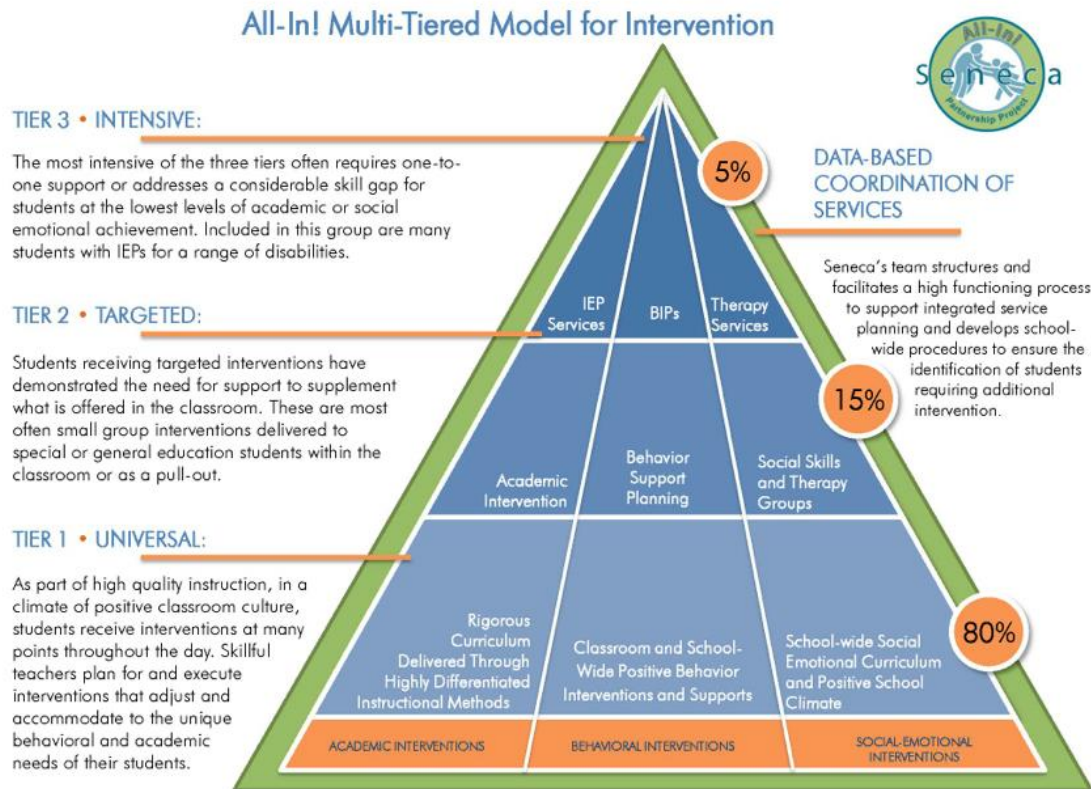
The Unconditional Education (UE) Model aligns academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated, responsive interventions that are attuned to the child and family's specific needs. This model establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The Response to Intervention (RtI) tiered services are described in more detail below.

Seneca utilizes a "Coordination Of Services Team" (COST) made up of school leaders, service providers, general education teachers, and support staff that is responsible for the coordination of intervention services. At ARISE High School, the Director of Adelante Student Services oversees this team and is an employee on Seneca. The team regularly reviews school-wide data including academic, behavioral and/or social emotional health reports and progress assessments to inform decisions around intervention service. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach, such as school transitions, anger management, relationship violence, and alcohol and drug issues.

Response to Intervention

Under the UE Model, ARISE High School will utilize a robust Response to Intervention (RTI) program with all students. The RTI framework will be used to monitor student development academically, socio-emotionally, and behaviorally and provide interventions as needed to ensure all students grow at their optimal pace. **Figure A.6** provides an illustration of this model.

Figure A.6 Seneca Unconditional Education Model



	ACADEMIC	BEHAVIORAL	SOCIAL-EMOTIONAL
Tier 3	Special Education and Related Services	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention	Behavior Support Planning (BSP) and Case Management	Social Skills and Therapy Groups
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and Positive School Climate

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators’ decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are

at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

As illustrated in **Figure A.6**, this system includes three levels of prevention with three levels of intensity, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- Primary (Tier 1) prevention: high quality core instruction that meets the needs of most students
- Secondary (Tier 2) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary (Tier 3) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary

The practices in the RTI program have also been identified to support specific subgroups of students as follows: Students Achieving Below Grade Level, Students Achieving Above Grade Level/Gifted Students, Students with Special Needs, English Language Learners, and Targeted Subgroups of Students. Each of these are discussed in depth below.

SERVING STUDENTS NOT MEETING OUTCOMES

To support students not meeting pupil outcomes, ARISE High School utilizes a Response To Intervention (RTI) framework to monitor student development academically, behaviorally, and socio-emotionally and provide scaffolded interventions as needed to ensure all students grow at their optimal pace. An example of how these Tiers play out in action is provided below.

Tier 1 Example

When a student is identified as not making appropriate growth academically, socially, or emotionally as measured by the school's assessment data (see **Element C** for a discussion of tools) or teacher observation, an intervention plan is put in place. The plan identifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include:

- Changing in seat assignments
- Implementing strategic grouping
- Increased checking for understanding by the classroom teacher
- Small group instruction during workshop time
- Giving fewer more targeted assignments or problems
- Providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.).

The student is assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where students are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for scaffolded reading to ensure (s)he is getting instruction in his or her

Zone of Proximal Development. The family is informed of these concerns and interventions via the Classroom Teacher and/or Advisor.

Tier 2 Example

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions as measured by the school assessment data (see **Element C** for assessment tools), the teacher would then refer the child to the Services Team, led by the Director of Adelante Services (who serves as the Principal Designee), to access more of the school's resources for addressing the specific child's challenges. The Director of Adelante Services would convene all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team may include but is not limited to the student's parent/guardian. Notifications of meetings are made by the Director of Adelante Services in a timely manner that supports involvement by all stakeholders, including parents/guardians. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. An interventions plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions would include all potential resources not being delivered by the Core classroom teacher that could supplement the Tier 1 interventions taking place. This may include:

- Small group pre-teaching and re-teaching by Instructional Specialists within the core classrooms
- Targeted intervention during the after-school program, through Office Hours and Small Group Programming

The family is informed of these interventions through participation in the meeting, or if unable to attend, by the Director of Adelante Services.

Tier 3 Example

If the student makes inadequate progress at Tier 2, the team reconvenes after eight weeks and the team collects additional data. At this juncture, the team may alter the interventions plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive interventions that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the team may refer the child for assessment by the IEP team to determine eligibility for Special Education services. Parent/guardian notification and participation procedures are the same as detailed above under Tier 2 interventions.

SERVING STUDENTS WITH SPECIAL NEEDS

As detailed above, the Unconditional Education model and Response to Intervention program are specifically designed to meet student needs, both those that have been identified through special education and those that have not. All students with identified and unidentified special needs will have these needs met through the UE model and RtI program, described above. Specific assurances, processes, procedures, safeguards, and details as they relate to students with special needs are detailed below and should be viewed as an addition to the programmatic features detailed above.

Special Education Local Plan Area (SELPA)

ARISE High School pledges to work in cooperation with its Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. ARISE High School shall be its own local education agency (LEA) and shall continue its membership in the El Dorado County Office of Education (EDCOE) Charter SELPA in conformity with Education Code Section 47641(a). ARISE High School retains the right to operate as a school of the district for purposes of special education. In this case, a Memorandum of Understanding (“MOU”) would be developed between the school and the authorizer. A change in LEA status or SELPA membership shall not require a material revision of this charter.

Assurances

ARISE High School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with OUSD and the El Dorado County Office of Education (EDCOE) Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. ARISE High School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, ARISE High School will comply with AB 602, all California laws pertaining to special education students, and OUSD guidelines as they relate to the service of special education students so long as they are within the boundaries of state law for authorizers in regards to charter schools.

Per Federal Law, all students with disabilities will be fully integrated into the programs of ARISE High School, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending ARISE High School is properly identified, assessed and provided with necessary services and supports.

ARISE High School will meet all the requirements mandated within a student’s Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with OUSD and/or the EDCOE SELPA to provide an appropriate placement and services.

ARISE High School will work with OUSD and/or THE EDCOE SELPA to make time and facilities available to meet the needs of the student’s IEP. ARISE High School will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by OUSD, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to ARISE High School, which will then forward such written notice to OUSD and/or EDCOE SELPA within five school days. The school will encourage open communication between the parents and the OUSD and/or EDCOE SELPA for any items related to the special education services. Students at ARISE High School who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

Identification and Assessment

Search and Serve

In order to comply with Child Find requirements as specified by law, ARISE High School has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process entails search and serve, a Coordination of Services Team (COST), referral, assessment, and IEP review.

Upon the commencement of ARISE High School's school year, all students are evaluated to inform instruction and intervention. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and the Director of Adelante Services, ARISE High School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Director of Adelante Services and faculty will then convene the Coordination of Services Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, the COST will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the COST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. ARISE High School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at ARISE High School with an existing IEP, ARISE High School will notify OUSD and/or EDCOE SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, ARISE High School shall

work with OUSD and/or EDCOE SELPA to implement the existing IEP at ARISE High School or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. ARISE High School's internal method for referral for assessment will be the COST. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by ARISE High School within 15 days. ARISE High School will notify the OUSD and/or EDCOE SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Director of Adelante Services that special education and related services are provided at no cost to them.

If ARISE High School, in collaboration with the EDCOE SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Director of Adelante Services will be responsible for gathering all pertinent information and sharing such information with the EDCOE SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with OUSD or EDCOE SELPA policies and procedures, ARISE High School will adhere to the the following assessment guidelines. If a conflict with OUSD or EDCOE SELPA policies and procedures exists, then EDCOE SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;

- Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s need for special education. ARISE High School, in coordination with the EDCOE SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Individual Education Plans

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

ARISE High School, in collaboration with the EDCOE SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. ARISE High School will provide modifications and accommodations (outlined within each individual’s IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP’s will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Director of Adelante Services;
- At least one special education teacher;

- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A EDCOE SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. ARISE High School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and EDCOE SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by ARISE High School, in cooperation with the EDCOE SELPA.

Upon the parent or guardian's written consent, the IEP will be implemented by ARISE High School. The IEP will include all required components and be written on EDCOE SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;

- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent’s request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When ARISE High School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, ARISE High School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student’s IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

ARISE High School and the EDCOE SELPA hold ultimate responsibility for providing Special Education services. ARISE High School is committed to ensuring all IEPs are properly implemented and all students requiring services are adequately taken care of. Toward that end, all special education services at ARISE High School are delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California’s Education Code and the IDEA. ARISE High School contracts with Seneca to provide the Unconditional Education programs and services and oversee IEP and 504 services. The Principal and the Director of Adelante Services, who is a Seneca Employee, are responsible for the selection, training and supervision of staff necessary to provide services to students.

Reporting, Procedural Safeguards, & Due Process

Reporting

ARISE High School, in collaboration with OUSD, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from ARISE High School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the ARISE High School Director of Adelante Services. The Director of Adelante Service will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director of Adelante Service will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at ARISE High School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. ARISE High School will utilize the Notice of Procedural Safeguards used by the EDCOE SELPA.

Dispute Resolution

ARISE High School's policy is to comply with applicable federal and state laws and regulations. ARISE High School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, there is a board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, childcare and development programs, child nutrition program.

Please see **Appendix 7** for the Uniform Complaint Policy and Procedures. Parents also have the right to file a complaint with OUSD and/or the California State Department of Education.

Special Education Strategies for Instruction and Services

ARISE High School will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. ARISE High School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for ARISE High School Staff

The Director of Adelante Services and other team members participate in the professional development opportunities provided by Seneca and the EDCOE SELPA. This helps to build the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements, and use of instructional data. In addition, all staff members receive regular coaching and ongoing professional development to build capacity. Finally, Special Education teachers receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland Approach, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Section 504 of the Rehabilitation Act

ARISE High School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

ARISE High School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ARISE High School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Director of Adelante Services and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Please see **Appendix 8** for the ARISE 504 Policy, Administrative Regulations, and Parent’s Rights.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

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

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

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

PLAN FOR ENGLISH LEARNERS

Introduction and Overview

ARISE High School is committed to supporting English Language Learners (ELL), who make up approximately 85% of the student population (40% are current ELLs and another 45% are re-classified ELLs who are still speaking English as a second language). ARISE High School holds the same rigorous expectations for all students, regardless of primary language, and will support them in meeting the same expectation we hold for all students. Both integrated and targeted English Language Development (ELD) will be designed in alignment with the California ELD Standards with the intent to align instructional support for ELLs in both settings with the knowledge, concepts, and skills they will need to master the Common Core State Standards, Next Generation Science Standards, California State Standards, and be college and career ready.

Please see **Figure A.4** in the Curriculum section above for the ARISE Five-Year Implementation Plan for further refining the Integrated and Designated ELD program.

ARISE High School’s English learners take the California English Language Development Test (CELDT) to determine their levels of proficiency in the English language, and will transition to the English Language Proficiency Assessments for California (ELPAC) following the state timeline. The test, as well as the NWEA MAP reading test, the SAT writing prompt, and the school’s own local assessments, determines the personalized educational plan best suited to each individual student. For example, a student who needs extra support in reading would be assigned to our Adelante reading intervention program. Please see **Element C** for additional detail on assessments.

As with all of the other sub-groupings of students, the school’s English learners will benefit from the highly personalized approach of ARISE High School by having an advisor and other teachers who serve limited numbers of students and are thus better able to respond to individual needs, offer extra attention and support. While students will be in heterogeneous classrooms for their core academic subjects, our Adelante support programs are designed to provide additional small group and individualized instruction for different purposes, including targeted ELD instruction. Based on the needs of our students our extended learning time has the flexibility to add additional courses as necessary, such as the Wordsmith Writing Workshop, which provides additional ELD support for students.

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

Our ELL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with our ELL students. ARISE High School will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students. In addition, ARISE High School will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners.

Identification, Designation & Notification

As required by Education Code Section 52164.1, ARISE High School will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of first enrollment or within 60 calendar days prior to first enrollment, but not before July 1, ARISE High School will assess the English proficiency of all students whose primary home language may not be English as determined by the Home Language Survey and other indicators. Assessment will be conducted utilizing the California English Language Development Test (CELDT) until it is fully replaced by the English Language Proficiency Assessment for California (ELPAC), which is expected in 2018-19. The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been assessed for English Language proficiency. All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency based upon the date last tested at the prior school of enrollment. ARISE High School will notify families of the school’s responsibility to conduct an annual assessment for English Language proficiency.

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (I-FEP) or Limited English Proficient (LEP) using the guidelines in Figure A.15 based on the CELDT as the tool for assessment for English Language proficiency. When the State of California fully transitions to the ELPAC for operational measuring of English Language Proficiency (expected 2018-19) and provides recommendations for classification of LEP and I-FEP utilizing this assessment tool, the charter school will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.15 Designation Criteria

	Limited English Proficient (LEP)	Initial Fluent-English Proficient (IFEP)
9th-12th	<p>For the duration of the CELDT as the State adopted tool, the following guidelines will be used in designating students as LEP:</p> <p>Overall CELDT Proficiency Level = 1 – 3</p> <p>OR</p> <p>Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2</p>	<p>For the duration of the CELDT as the State adopted tool, the following guidelines will be used in designating students as IFEP:</p> <p>Overall CELDT Proficiency Level = 4 – 5</p> <p>AND</p> <p>Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher</p>

Families will receive notification of their child’s CELDT results and initial language designation within 30 days of receipt of these results, as well as information on how their child’s learning needs are being addressed by the school. In addition, they will be invited to the school for an information session to review these results in detail and discuss ways to support their child’s English language development. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. ARISE High School will report the number of ELL students attending the school to the county and the state.

Ongoing Assessment, Monitoring, and Redesignation Criteria

ARISE High School will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited English Proficient will take the assessment for English Language proficiency annually to determine growth in English Language proficiency until they are reclassified. A combination of annual assessment for English Language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared to English proficient students are used to determine eligibility for reclassification of students, as detailed in **Figure A.16**. Should the State of California change its tool and recommendations for reclassification as it transitions to the ELPAC, ARISE High School will adopt the state recommendations and this change will not be considered a material change of the charter.

Figure A.16 Reclassification Criteria

	CELDT	Other
9th - 12th	<p>Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development.</p> <p>For the duration of the CELDT as the State adopted tool, the following guidelines will be used in measuring student English language proficiency:</p> <p>Overall CELDT Proficiency Level = 4–5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher</p>	<p>Teacher and Staff Input and Evaluation, including, but not limited to, a review of the student's curriculum mastery</p> <p>Parental Opinion and Consultation, solicited through notification of reclassification</p> <p>Comparison of Pupil's performance in basic skills against an empirically established data set based on the performance of English proficient students of the same age. This may include the SBAC and/or NWEA in ELA, as applicable.</p>

ARISE High School will use a variety of assessment tools, including those discussed above, to diagnose the needs of our ELLs. Based on the annual assessment of English Language proficiency, as well as the range of assessments administered to all ARISE High School students, students in need of additional support and/or challenge - including English Language Learners - are identified for differentiated instructional, acceleration, and/or support services.

Strategies for English Language Learners

Like all students at ARISE High School, all English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. English Language Learners will be expected to meet school outcomes. At ARISE High School, we believe that holding ELL students to such high

expectations will ensure that every student at our school is challenged to reach his or her highest potential.

ARISE High School recognizes that ELLs at all English proficiency levels and at all ages require both integrated ELD and designated ELD that provides specialized attention to their particular language learning needs. ARISE High School will meet the academic and language needs of its English Language Learners through both integrated and designated instruction, in alignment with the California ELD Standards. Integrated ELD will happen in the core classrooms primarily through a “Sheltered Immersion” model in which instructional strategies are employed to “shelter” and “scaffold” both the content and skills in each discipline. In this inclusive model, English Language Learners are enrolled in regular classes alongside their English fluent peers. In this way, English Language Learners have the same high-quality instructional programs and services that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. ARISE High School will also provide Designated ELD support for students in alignment with their language needs and level, both within the sheltered immersion classroom and through targeted support classes.

Integrated English Language Development

During Integrated English Language Development, all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. To ensure the academic achievement of English learners, a comprehensive approach for developing English proficiency is essential. Toward this end ARISE High School will utilize the EL Achieve Constructing Meaning Framework. Integral to this approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching in support of Integrated English Language Development, aligned with the California ELD State Standards. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- understand the role language plays in content learning
- decide what language knowledge students need to access content and express understanding
- provide appropriate, explicit oral and written language instruction and practice

Integrated ELD at ARISE High School, utilizing the Constructing Meaning framework, will be defined by the following research-based characteristics, as summarized by EL Achieve:

- Promotes learning goals that include both content and language objectives.
- Uses a functional language approach organized around the critical tasks and text structures needed to engage in rigorous, grade-appropriate, content-area coursework.
- Focuses on high-leverage academic language that is applicable across content areas.
- Provides an organized method of content and language instruction that divides a lesson or unit into discrete, measurable skills, tasks, or objectives and prepares students for successful completion of a larger, more complex outcome or expectation.

- Is explicitly taught and emphasizes oral and written language skills to ensure that students develop the analytical language and processes necessary for college-ready work.²

Designated English Language Development

English Language Learners at ARISE High School will receive targeted support tailored to their proficiency level as a method of Designated ELD, via the classroom teacher and Instructional Specialists. Specific language supports aligned to students' language needs and levels will be provided during the electives period and extended day period, as well as individually and in small groups within the workshop time as appropriate. Targeted ELD will provide front-loading on vocabulary and the forms of functions of language. It will also go beyond the needs of the coursework at hand, to provide what EL Achieve describes as Systematic ELD. Systematic ELD is designed to explicitly teach language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.³

The Systematic ELD framework, as well as curricular units as appropriate, will be used to guide this curriculum.

ELAC

For as long as there are more than 21 ELLs in attendance, ARISE High School will have an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

ARISE High School will meet all requirements for the composition, election, and training of the ELAC as set forth in California Ed Code 35147(c), 52176 (b), 52176(c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308(b), (c), and (d).

Teacher Qualifications and Professional Development

Since approximately 75% of our students are English Language Learners, all of ARISE's staff receives professional development in teaching students for whom English is a second language both during our weekly three hour in-house professional development time as well as from outside providers. ARISE High School has contracted with a consultant from EL Achieve to complete Year 0 planning to support the rollout of Integrated and Targeted ELD in alignment with the California ELD Standards over the course of this charter.

² More information available at <http://cm.elachieve.org/about-cm-2.html>

³ More information available at <http://www.elachieve.org/teachers/8-teachers/70-aboutsyseld-2.html>

TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS

From its inception, ARISE High School has worked in partnership with our families to develop, support and sustain the school (starting with the parents on the school’s design team). Introductory orientations for both students and staff are a critical part of every school year, and include information about all aspects of the school program, with a special emphasis on the sequence of courses and activities leading to graduation and college matriculation. Our UC-approved courses are translated into easy to understand transcripts that align with A-G requirements and these transcripts follow each individual student’s personalized graduation plan. These plans are updated regularly and, along with student portfolios and performance-based assessment presentations, provide the substance of quarterly exhibitions of student work and student-led parent conferences.

Students fulfill course requirements through coursework at ARISE High School or through approved coursework at one of the community colleges in the Peralta District. Students have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. By virtue of completing required coursework, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the chart below. The chart below contains graduation requirements. Parents and students are notified of this information as part of student recruitment efforts and it is also included in the Student/Parent Handbook given to parents and students upon enrollment. The latter also informs parents about the transferability of courses to other public high schools. Additionally, ARISE High School collaborates with other local high schools to ensure transferability both of our courses to other schools and other schools to ours. Finally, as ARISE High School serves students in grades 9-12, it obtained Western Association of Schools and Colleges (WASC) accreditation before it graduated its first class of students. ARISE High School continues to maintain this accreditation, ensuring transferability of courses.

SAMPLE COURSE OFFERINGS & GRADUATION REQUIREMENTS*

Subject Area	Example of Course Titles	UC/CSU Requirements	ARISE HIGH SCHOOL Graduation Requirements
Social Studies	Ethnic Studies World Cultures U.S. History U.S. Government Afro Latino History	Requirement A: 2 years	3 years
Language Arts	English 1-4 Shakespeare and Our Lives Berkeley City College English 1A: Composition & Reading	Requirement B: 4 years	4 years
Mathematics	Algebra 1 Geometry	Requirement C: 3 years	3 years

	Algebra 2 Trigonometry Pre-Calculus College Math AP Calculus		(4 years recommended)
Science	Integrated Sciences 1, 2, 3 Biology Chemistry Ecology Physics	Requirement D: 2 years	3 years
Foreign Language	Spanish 1-4 Espanol Para Hispanos 3-5 Laney College Spanish 22A/B: Spanish for Native Speakers	Requirement E: 2 years	3 years
Visual & Performing Arts	Dance Illustration Theatre Intro to Mural Arts Integrated Art 1 Integrated Art 2	Requirement F: 1 year	1 year
Academic Electives	Multicultural Arts Creating Social Change ⁴ Applied Research Methods in Social Change	Requirement G: 1 year	1 year
Physical Education	Outward Bound Bicycling Kayaking Soccer	Not Required	1 year
College Courses	Illustration Dance English 17: Shakespeare Spanish for Spanish Speakers American Sign Language Anthropology Administration of Justice	Not Required	2 courses
Supplemental Educational Program	Oakland Leaf Outward Bound Girls Inc BuildOn	Not Required	2 programs

⁴ Completion of this course earns students college credit from San Francisco State University.

	BayPeace Love Cultivating Schoolyards Ever Forward Boys		
Cultural Immersion Experience	Summer Search Bicycling Postsession Trip Southern CA College Tour Outward Bound AFS Foreign Exchange Trips BuildOn Treks	None	1 experience
Proficiency Presentations	Scientific Inquiry Mathematical Thinking Literary Analysis Historical Research and Understanding	None	4 Proficiencies completed

All of ARISE’s academic classes are UC approved and the school is accredited by the Western Association of Schools and Colleges.

Credit Recovery

ARISE’s focus on demonstrating mastery is such that our grading system is either A, B, C, or NC/IP. However, we also provide multiple opportunities and pathways for recovering credit. While every student has the opportunity to make up missing credit and demonstrate mastery even after the conclusion of a class, we are particularly focused on creating accelerated pathways to graduation for our overage students and students with special needs who might be the most likely to feel overwhelmed by the magnitude of our extra rigorous graduation requirements and therefore to drop out or transfer. ARISE’s accelerated credit recovery program includes a process of “validation,” mirroring the UC process for validating lower level math classes with successfully passed upper level ones for math, English, Spanish, and biological sciences, as well as on-line or other non-seat-bound options. In coordination with Adelante program leaders and at the discretion of a Co-the Principal, alternatives to our graduation requirements may be provided, as long as the student still meets the core A-G requirements. We also provide Summer Credit Recovery in English and Math depending on needs.

Alternative Grading Options for Students with Special Needs

In recognition of the fine line between effectively accommodating the needs of our students with IEPs and helping our students reach their fullest potential and meet our rigorous expectations, it is our goal to graduate all of our special needs students with the ARISE High School Graduation Requirements met. However, ARISE High School recognizes that there may be cases when completion of a subset of these requirements may be a significant accomplishment that will still further that young person’s progress towards college. Toward that end, students with identified special needs may pursue an alternate path to graduation. In consultation with teachers and the Director of Adelante Services and at the discretion of the Principal, completion of only the A-G Requirements with a grade of C or better can qualify a student for graduation. a C grade may be assigned. Also, in extreme cases and as part of the IEP process, the Principal has the discretion to issue a diploma based on the modifications required in the IEP.

Additional Exceptions

On a case by case basis at the discretion of the Principal, as in situations where students might have physical or other concerns that would make meeting our extra graduation requirements a challenge, an accommodating alternate activity may be assigned. An example includes, but is not limited to, not being able to attend a Cultural Immersion program due to having to nurse an infant. However, no alternatives will be accommodated for core academic requirements beyond those specified above. *All* students still need to complete their basic A-G coursework required for graduation and college admission.

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES (LOCAL CONTROL ACCOUNTABILITY PLAN - LCAP)

Pursuant to Education Code Section 47605(b)(5)(A)(ii), ARISE High School has identified annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

In accordance with SB 1290, ARISE High School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

ARISE High School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that ARISE High School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools and the County Office of Education on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, ARISE High School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. ARISE High School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that ARISE High School “shall consult with teachers, principals, administrators,

other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

The LCAP table with these annual goals, actions, and measures are detailed in **Element B** of this charter. ARISE High School’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are included in this table in **Element B**.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

ASSURANCES

Local Control and Accountability Plan

ARISE High School will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). These priorities are as follows:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

Furthermore, ARISE High School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). In accordance with California Education Code §47604.33 and §47606.5, ARISE High School will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to OUSD and the Alameda County Superintendent of Schools on or before July 1 of each year pursuant to California Education Code §47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time.

By July 1, 2017, and annually thereafter ARISE High School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions ARISE High School will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

ARISE High School reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter

Finally, ARISE High School shall comply with all requirements of California Education Code §47606.5 (e), including but not limited to the requirement that ARISE High School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.”

Charter Renewal

Under Education Code §47607.3, if ARISE High School fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to ARISE High School using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to ARISE High School.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) ARISE High School has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of ARISE High School, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

EXIT OUTCOMES

In order to graduate from ARISE High School, students must master content in all areas: Language Arts, Mathematics, Social Studies, Science and Engineering, World Languages, Visual/Performing Arts, Physical Fitness and Academic Elective courses. This content will be aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS). By virtue of completing this required course work, all students will have the opportunity to fulfill and exceed the UC and CSU “A – G” course requirements in the high school years. In addition, to graduate from ARISE High School,

all students must demonstrate developing mastery of the school's Core Values for life and school success.

All students at ARISE High School, including students who have special needs, students who are English Language Learners, and/or students who are identified as “under-performing” will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student's Individual Education Plan (IEP) and/or Graduation Plan.

Core Values

The Core Values are central to ARISE's vision and are at the core of ARISE's assessment process. Students develop and demonstrate these Core Values across the curriculum, and are assessed on the Core Values within their Advisory. The Core Values are:

- **Respect** - Students can uphold the school wide Codes of RESPECT by arriving to school on time every day, staying engaged through the entire day, and using empowering and respectful language in class.
- **Persevere** - Students can PERSEVERE through challenges, uncertainty, and struggles by asking for help, advocating for themselves, and collaborating with peers.
- **Build** - Students can BUILD skills, knowledge, and agency by meeting ALL deadlines and completing 100% of their work to the best of their ability
- **Lead** - Students can LEAD with integrity, courage, and action by participating in class every day, supporting peers who are struggling, and sharing their knowledge, insights, and strengths in both small group and whole class situations. Students LEAD by example, doing their best to develop a vision for their own future and for the community.

Academic Content and Performance Standards

ARISE High School requires standards proficiency beyond state requirements as all students are required to take A-G courses and exceed the graduation requirements set by both the district and the state. Students are not only required to demonstrate proficiency on state mandated assessments but have the added task of actively defending such proficiency before a panel of teachers, outside experts and community members. These presentations require students to demonstrate the application and transfer of knowledge and skills—a critical ingredient to post-secondary success. Ultimately, the required Proficiency presentations that ARISE students prepare and present (in scientific inquiry, mathematical thinking, literary analysis, historical research and understanding and artistic expression) demonstrate their proficiency in numerous key California standards. This includes:

- **Language Arts** - Students will be able to read, write, and speak for a variety of purposes and to a variety of audiences, as well as interpret and analyze a variety of texts for different purposes. They will be readers of the word and world, understand the role and power language plays in our society, and know how to harness the power of language in terms of consumption and production to become agents of change.
- **Mathematics** - Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and

apply mathematical concepts to real world scenarios. They will develop their confidence as mathematicians and see math as a potential part of their college and/or career paths.

- **History and Social Science** - Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others. They will understand the systems and structures at play in their community and world, as well as their ability as an agent of change in navigating these. Students will utilize four fundamental historical thinking skills as identified by the Stanford History Education Group - sourcing, contextualizing, close reading, and corroborating - to interpret, analyze, and assess historical events and figures.
- **Science and Engineering** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering via an integrated science approach and will demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving. They will see themselves as inquirers and problem solvers, and see possibilities for science and engineering to be a part of their college and/or career paths.
- **Spanish** - Students will be able to read, write, and speak in Spanish, while exploring cultural connections and heritage.
- **Physical Education, Health, and Wellness** - Students will be able to demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around important matters including nutrition, exercise, body image, and healthy relationships.
- **Visual and Performing Arts** - Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas. They will understand the unique arts within their culture and community, and engage as both consumers and producers of the arts.

In addition, all graduates will successfully complete, present, and defend four academic Proficiencies that demonstrate mastery of key skill and content areas aligned with the California state standards. These proficiencies are in:

- Scientific inquiry
- Mathematical thinking
- Literary analysis
- Historical research and understanding

In order to best serve its students and community, ARISE High School will continue to examine and refine the list of student outcomes over time to reflect the school's mission and any changes to state or school standards that support this mission. ARISE High School will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the district board at any time prior to expiration. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605 (b).

Charter School Outcomes that Align with State Priorities (Local Control Accountability Plan - LCAP)

Pursuant to Education Code Section 47605(b)(5)(B), **Figure B.1** below describes the charter school’s outcomes that align with the state priorities and the charter school’s goals and actions to achieve the state priorities, as identified in Element A of the charter. In addition, ARISE High School will develop API and AYP outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission).

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

In accordance with SB 1290, ARISE High School pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

ARISE High School’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

Figure B.1 School Outcomes Aligned to State Priorities

Goal 1
<i>ARISE students will be immersed in common-core aligned curriculum and instruction which prepares them for college while emphasizing knowledge of self, humanizing love, and performance assessment.</i>
Actions
1a. Ensure all students have access to and meet A-G coursework.
1b. Ensure continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards.
1c. Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards, providing teachers with ongoing professional development to support implementation.
1d. Utilize performance assessments across curricular areas, providing students with authentic

<p>purposes and audiences to demonstrate mastery in preparation for college and career.</p>
<p>1e. Expand data driven instruction to drive school wide instructional practices and student specific intervention.</p>
<p>1f. Expand and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy.</p>
<p>1g. Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the new ELD standards and designed to support them in achieving English proficiency.</p>
<p>1h. Provide ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development.</p>
<p>1i. Utilize the Marzano Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.</p>
<p>1j. Increase teacher salaries to recruit and retain experienced quality teachers</p>
<p>Measures</p>
<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 15 percent or achieve a level of 75 percent. (OUSD 9-12 MPO #1).</p>
<p>By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 15 percent or achieve a level of 75 percent. (OUSD 9-12 MPO #2).</p>
<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 25 percent or achieve a level of 75 percent. (OUSD 9-12 MPO #3).</p>
<p>By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 25 percent or achieve a level of 75 percent. (OUSD 9-12 MPO #4).</p>
<p>Each year, five (5) percent of students will increase one band level on the NWEA MAP in Reading or achieve proficiency. (OUSD 9-12 MPO #5).</p>
<p>Each year, for each statistically significant student group, five (5) percent of students will increase one band level on the NWEA MAP in Reading or achieve proficiency (OUSD 9-12 MPO #6).</p>
<p>Each year, seven (7) percent of ELs will improve one overall proficiency level on CELDT. (OUSD 9-12 MPO #7).</p>

<p>Each year, at least 70 percent of students and families positively rate academic instruction as measured by Dimension 6 (Learning and Assessment) of School Climate Assessment Instrument (SCAI). (OUSD 9-12 MPO #17).</p>
<p>Each year, at least 60 percent of students positively rate their voice in school decision-making and/or opportunity for feedback as measured by the SCAI (Question #45). (OUSD 9-12 MPO #18).</p>
<p>Each year, at least 60 percent of families positively rate their voice in school decision-making and/or opportunity for feedback as measured by the SCAI (Question #27). (OUSD 9-12 MPO #18).</p>

Goal 2
<p><i>The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.</i></p>
Actions
<p>2a. Utilize a variety of structures including Advisory, RISE Up Assemblies, and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE’s core values.</p>
<p>2b. Codify a school-wide discipline praxis that supports students in expressing ARISE core values.</p>
<p>2c. Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team.</p>
<p>2d. Hold weekly informal “Informative Monday” parent meetings and monthly formal Parent Meetings to engage parents in their students’ academic and personal development.</p>
<p>2e. Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees.</p>
Measures
<p>Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence) (OUSD 9-12 MPO #8).</p>
<p>Each year, for each statistically significant subgroup, have less than 10 percent of students absent more than 10% of the school days (chronic absence) (OUSD 9-12 MPO #9).</p>
<p>Each year, at least 70 percent of students and families positively rate school safety/culture as measured by Dimension 3 (Student Interactions) of the School Climate Assessment Instrument (SCAI). (OUSD 9-12 MPO #16).</p>

Goal3
<p>Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college or a career.</p>
Actions
<p>3a. Engage students in a three-week enrichment course that enables students to explore and discover passions, paths, and purpose.</p>
<p>3b. Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, and/or youth development programs.</p>
<p>3c. Implement a career pathway option for students and provide opportunities for workplace learning through partnership with local employers and in alignment with agents of change pathway.</p>
<p>3d. Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities.</p>
<p>3e. Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students.</p>
<p>3f. Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.</p>
<p>3g. Track and engage ARISE Alumni to drive college readiness practices.</p>
Measures
<p>The percent of students who participate in an internship will increase from the 2016-17 benchmark by 1% annually until the goal of 80% is met. (Site Specific MPO)</p>
<p>The percent of students who stay enrolled at ARISE from May to May will increase from the 2015-16 baseline by +1% until the goal of 85% or higher is met, as measured by enrollment audit. (Site specific MPO)</p>
<p>Each year, achieve a High School cohort graduation rate of at least 75%. (OUSD 9-12 MPO #10)</p>
<p>The percent of students who graduate with UC/CSU eligibility will increase from 2015-16 baseline by +1% until goal of 90% is met, as measured by transcript audit. (Site Specific MPO)</p>
<p>The percent of students who are accepted to a four-year college or university will increase from 2015-16 baseline by +1% until goal of 90% is met, as measured by transcript audit. (Site Specific MPO)</p>

The percent of students who matriculate to a two- or four-year college or university will increase from 2015-16 baseline by +1% until goal of 90% is met, as measured by transcript audit.

(Site Specific MPO)

ELEMENT C. ASSESSMENT METHODS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

INTRODUCTION

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

ARISE students are assessed on their ability to perform real-world tasks that demonstrate meaningful application of the essential standards-based knowledge and skills that they will acquire during their time at ARISE. We believe that in order to be productive citizens, students should become proficient at performing tasks they will encounter when they graduate. We teach students to *use* mathematics to solve real-world problems, to *problem solve and analyze* historical events, and to *conduct* authentic scientific investigations, not just *know* these disciplines. As a result, the way that we assess ARISE students drives the way we envision, plan, and execute our curriculum. The cornerstones of our assessment model are portfolios, exhibitions, and demonstrations of mastery, with the full continuum of assessment at ARISE High School as follows:

- Formative and summative assessment rooted in the classroom, to provide an ongoing record of student work that meets mastery across academic and non-academic domains.
- Standardized formative and summative assessments, including state assessments as required by Education Code 47605(c)(2) and the SAT or ACT, to provide incoming and benchmark data on student mastery and growth and to support college readiness,
- Portfolios, Proficiencies, and Exhibitions, including Student Led Conferences to reflect on student progress and set goals, Expositions of Student Work to showcase student learning for families and the community, and Bridge Presentations and Proficiencies to engage students in presenting and defending their mastery with an authentic audience.

CLASSROOM ROOTED FORMATIVE AND SUMMATIVE ASSESSMENT

The core of ARISE High School's formative and summative assessment practice is rooted in the classroom. This assessment looks very different from traditional assessment. In each course, students are evaluated against specific Learning Targets as well as on their level of mastery of each Habit of Mind and Heart within the context of the discipline.

- **Learning Targets** - These are the essential standards-based knowledge and skills students are expected to master by taking the course. The teacher is engaged in a constant inquiry cycle to assess student mastery of these targets using different strategies and techniques, and the teacher is ultimately accountable for student mastery of these targets.
- **Core Values** - These are the core practices of thinking and ways of being that we want our students to absorb and develop. Each learning target is tied to a Core Value. Every day students should understand how what they are doing is connected to the Core Values.

Formative Assessment

During every class, the teacher uses formative assessment to track student learning. Through asking questions, class discussion, group work, conferencing, mini-presentations etc., the teacher observes student progress towards the learning targets. Students are assessed according to their level of mastery in each unit, and then summatively at the end of each semester.

Summative Assessment

Although summative assessments can happen at any time during the semester, there are two times that summative assessments must occur: the mid-semester, and the end-of-semester. The mid-semester summative assessments are called “portfolio documents” and are standardized by the department. The end-of-semester summative assessments generally are final projects/performances in the 9th and 10th grades, and the Proficiencies in the Senior Institute.

Rubrics & Holistic Assessment

ARISE High School does not calculate grades through percentages or points. Rather, it uses rubrics to provide detailed and meaningful feedback based on student progress towards the learning targets. Every assignment has a rubric, and students are familiarized with the rubrics before they begin the assignment. At the end of each quarter, report cards are made using a rubric that contains the learning targets for that period of time. Students either Exceed, Meet, Approach, or Do Not Meet the target. This system allows the teacher to use formative and summative assessment to determine what students have actually learned, rather than calculate what students have done.

Grade Translation

Students can only receive a grade of C or higher at ARISE in order to ensure mastery and in order to graduate UC/CSU eligible. Because ARISE High School must send college transcripts and cannot simply send rubrics, it has developed a grade translation document that demonstrates how the rubrics translate to a grade. If a student has a Does Not Meet for any Habit, then he or she cannot pass the course. The focus of the conversation with students in this circumstance is not to be about grades - it is about learning and mastery and how to move students towards these.

For additional information on how teachers are guided in their classroom rooted assessment practice, please see the ARISE High School Assessment Guide in **Appendix 5**.

STANDARDIZED ASSESSMENTS

As mandated by Education Code 47605c(2), ARISE High School will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all students required to take each battery of tests:

- Smarter Balanced Assessment Consortium (SBAC)
- California Standards Test (CST)
- California English Language Development Test (CELDT)
- Physical Fitness Test (PFT)

Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, ARISE High School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance on average for each year thereafter.

If ARISE High School does not administer tests with the District, ARISE High School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by ARISE High School to the District no later than September 1 of each year. Should results not be received by ARISE High School from the state by September 1, ARISE High School will provide results to the district no later than 30 days after receipt of said results.

SAT and ACT

To support our students in their college preparation, ARISE High School will offer the PSAT on campus for 11th grade students. All high school students will take the SAT or ACT at least once prior to graduation. In addition, the SAT writing prompt will be administered to all students twice per year and double scored to track individual progress. The SAT and ACT data will be reviewed on an annual basis by high school faculty and administration, to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments moving forward.

NWEA MAP

In addition to conducting and reviewing students’ scores on state assessment tests, incoming ARISE High School students will be assessed using NWEA MAP testing to determine baseline data for individual goal-setting and instructional accommodations. NWEA’s computer-adaptive, value-added tests will continued to be administered three times per year until graduation to assess student growth and learning.

PORTFOLIOS, PROFICIENCIES, AND EXHIBITIONS

Portfolios

Students maintain portfolios of their “portfolio documents” throughout their years at ARISE. These portfolios will form the basis of the Bridge presentation, which is the gatekeeper for

students to move from the 10th grade to the “Senior Institute.” In addition, these portfolios are used for biannual student-led conferences with parents and advisors.

Student Led Conferences

Families, students, and teachers will come together twice per year for Student Led Conferences. Student Led Conferences serve as an occasion to reflect on the strengths and needs of the whole learner, set individual goals, and monitor the development of each student’s academic learning targets and habits of heart and mind.

Bridge Presentations and Proficiencies

At the end of Sophomore year, students are expected to demonstrate their readiness to move into the “Senior Institute.” They do so through presentation of portfolio documents that demonstrate mastery of core learning targets and core values reflection.

During Junior and Senior year, students are expected to complete Proficiencies in the following areas: Historical Research, Literary Analysis, Scientific Inquiry, and Mathematical Thinking. The academic Proficiencies involve the completion of an original piece of work accompanied by a presentation and defense in front of a panel of teachers and students.

Exhibitions of Student Work

At the end of each semester, and at the end of Post-session, Exhibition Nights are held to showcase student work. These are community events designed to celebrate and share success with family and community members.

Individual Graduation Plans

Every student will have an individualized graduation plan (an addition to an I.E.P in the case of our special needs students.) Student growth will be assessed through student portfolio presentations, teacher progress reports and report cards, and progress towards individual graduation plans, in addition to progress on standardized tests. Through their portfolios, students will demonstrate mastery in all of ARISE High School’s key learning areas (see previous sections).

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

USES AND REPORTING OF DATA

School Use of Data

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

- School administrators, teachers, students, and parents regularly practice habits of reflection, critique, and revision.
- The school regularly collects and analyzes student achievement data, disaggregated by different subgroups within the school, e.g. race, ethnicity, gender, class, etc. School staff uses this data to address issues of predictability and inequitable distributions of student achievement.
- The school community participates in annual School Self-Reviews, sharing results with the broader public and collaboratively setting goals for the future.
- School staff engages in teacher-led inquiry and action research connected to classroom practice and student achievement goals.
- Teachers observe one another and give each other feedback on their practice.
- School staff participates in Critical Friends/Inquiry Groups and hosts school visits from critical friends.
- School staff works to improve cultural competency and seeks ways to understand and improve relationships with students and the communities to which they belong.
- School staff designs and participates in extensive, ongoing professional development aligned with the school's mission and goals while building an effective, thoughtful, adult learning community at the school.
- All teachers and instructional leaders collect, review, and analyze data on their effectiveness as well as student achievement using the Formative Learning platform built to support our performance based evaluation and compensation system.

The school faculty, in collaboration with the greater school community and key stakeholders, conducts ongoing cycles of inquiry, using the data described in the previous section, disaggregated by different categories of the school's population, as well as in-depth analysis and discussions of student work, to assess how the school is progressing and what adjustments need to be made to the school's program. For example, if the vast majority of students are easily passing the SBAC in English, but a majority are failing the Math component, the faculty would conduct an inquiry project about the math curriculum in the 11th grade and look closely at teacher practice and student work in those classrooms. The staff might also pilot math competitions through advisory or adjust the math test preparation lessons happening after school. In addition to looking for school-wide trends, the faculty will also conduct regular student study team meetings, looking at individual students and how effectively the school is addressing their needs. Finally, the same cycle of inquiry will be used to examine the school's API and AYP growth targets.

The school uses PowerSchool, Data Director, and Formative Learning to manage student data. Overall school data is available on our website. ARISE High School’s School Accountability Report Card, API and AYP (once reinstated), targets, and growth will also be available on the website, as will samples of student work. The greater the transparency of the work of the school and its overall progress, the more successful we will be.

If ARISE High School does not test (i.e., STAR) with the District, ARISE High School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Since student and parent satisfaction are critical to the school’s success as well, the student and parent surveys evaluate the quality of the ARISE High School experience for students and families and student and parent satisfaction will also be used in the school’s annual cycle of inquiry and ongoing data-based school improvement efforts.

ASSESSMENT CONTINUUM

As indicated in the introduction of **Element C**, ARISE High School utilizes a broad variety of assessments across grade levels and subject areas. **Figure C.1** is provided below to visually capture the scope and sequence of these assessments. As the CDE makes changes within CAASP to the instruments used and/or grade levels and subject areas assessed, ARISE High School will modify this continuum to ensure alignment to the state requirements.

Figure C.1 Assessment Scope and Sequence

Assessment Tool & Purpose	Grade Levels	Subject Areas	Timeline	Minimum Performance Level
Classroom Rooted Formative and Summative Assessments <ul style="list-style-type: none"> ● Measure learning targets mastery ● Measure Core Values 	9-12	ELA Math Science Social Studies Art Physical Education	Ongoing At the end of each unit of study Each semester	Meeting
Portfolio and Portfolio Documents <ul style="list-style-type: none"> ● Demonstrate student mastery of grade level standards ● Provide evidence of student mastery in the form of authentic 	9-12	ELD ELA Math Science Social Studies Art Physical	Ongoing	64% of learning targets to date have evidence of mastery

<p>projects, products, and performance tasks</p>		<p>Education Core Values</p>		
<p>Student Led Conferences</p> <ul style="list-style-type: none"> ● Reflect on student strengths and areas for growth ● Identify specific goals and strategies to achieve goals ● Measure growth on goals 	<p>9-12</p>	<p>ELD ELA Math Science Social Studies Art Physical Education Core Values</p>	<p>Twice per year</p>	<p>Mastery of at least one goal</p>
<p>Exhibitions of Student Work</p> <ul style="list-style-type: none"> ● Demonstrate student mastery of grade level standards ● Provide evidence of student mastery in the form of authentic projects, products, and performance tasks 	<p>9-12</p>	<p>ELD ELA Math Science Social Studies Art Physical Education</p>	<p>Twice per year</p>	<p>Project, product, or performance task at mastery level displayed</p>
<p>Bridge Presentation</p> <ul style="list-style-type: none"> ● Demonstrate student mastery of grade level standards ● Provide evidence of student mastery in the form of authentic projects, products, and performance tasks 	<p>10</p>	<p>ELD ELA Math Science Social Studies Art Physical Education Core Values</p>	<p>Annually</p>	<p>Portfolio demonstration and defense</p>
<p>Proficiencies</p> <ul style="list-style-type: none"> ● Demonstrate student mastery of grade level standards ● Provide evidence of student mastery in the form of authentic projects, products, and performance tasks 	<p>11, 12</p>	<p>Historical Research Literary Analysis Scientific Inquiry Mathematical Thinking</p>	<p>Annually</p>	<p>Project, product, or performance task at mastery level displayed and defended in front of authentic audience</p>
<p>NWEA</p> <ul style="list-style-type: none"> ● Measure student's 	<p>9-12</p>	<p>ELA Math</p>	<p>Upon enrollment</p>	<p>At grade level</p>

<p>mastery of grade level ELA and Mathematics standards</p> <ul style="list-style-type: none"> ● Provide criterion-referenced data on student mastery of grade level standard 			Three times per year	Or, meeting annual growth target
<p>SAT or ACT</p> <ul style="list-style-type: none"> ● Measure student’s college readiness 	9-12	Reading Writing Math	Annually	At the national norm
<p>CELDT (ELPAC)</p> <ul style="list-style-type: none"> ● Measure students’ mastery of grade level ELD standards, including listening, speaking, reading and writing ● Provide criterion-referenced data on student mastery 	9-12	ELD Across Subject Area Settings	Upon enrollment Annually until exited	Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
<p>Smarter Balanced Assessment Continuum (SBAC)</p> <ul style="list-style-type: none"> ● Measure student’s mastery of grade level ELA and Mathematics standards ● Provide criterion-referenced data on student mastery of grade level standard 	11	ELA Math	Annually	Proficient
<p>California Standards Test (CST) & California Modified Assessment (CMA)</p> <ul style="list-style-type: none"> ● Measure student’s mastery of grade level science standards ● Provide criterion-referenced data on student mastery of grade level standard 	11	Science	Annually	Proficient
<p>Physical Fitness Test (PFT)</p>	9	Physical	Annually	Physically fit in

<ul style="list-style-type: none"> • Measure student’s physical fitness 		Education		at least 4 of 6 areas
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School and Family Use of Data - Reporting to Caretakers

ARISE High School continuously informs and engages families in their child’s progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families will include Report Cards, Assessment Results, Student Led Conference, and Expositions of Student Work as detailed in **Figure C.2**. Reports are user-friendly and provided in the families’ native language. Families have access to performance tasks, content assessments, and portfolios upon request and at student led conferences and EXPOs of student work.

Figure C.2 Formal Reporting to Caretakers

Type	Purpose	Frequency
Mailings & Information Sessions	<ul style="list-style-type: none"> • Share key assessment data with families as collected to ensure families have access to data on their children (i.e., NWEA, CELDT, SBAC, SAT/ACT). • Provide information sessions to support families in understanding assessment results 	Ongoing
Online Grade Book	<ul style="list-style-type: none"> • Provide transparency on student work and progress toward goals • Develop ownership of learning and goal-setting for both the student and family 	Ongoing
Comprehensive Report Card	<ul style="list-style-type: none"> • Document learning progression, including: <ul style="list-style-type: none"> ○ Assessment Data ○ Attendance Data ○ Grades in Learning Targets ○ Narratives on Student Performance, including Areas of Strength and Areas for Growth 	Quarterly
Student Led Conferences	<ul style="list-style-type: none"> • Develop and revisit academic and personal goals • Review student work and measure progress toward mastery of learning targets, and ultimately, graduation. • Share student performance and progress on internal and external assessments • Develop ownership of learning and goal-setting for both the student and family 	Twice per year

	<ul style="list-style-type: none"> ● Develop student presentation skills 	
Exhibitions of Student Work	<ul style="list-style-type: none"> ● Share student mastery of key projects and products from the semester ● Make public classroom learning within the school, with families, and with the broader community ● Develop student presentation skills and ownership of learning 	Twice per year
Bridge Presentation	<ul style="list-style-type: none"> ● Demonstrate student mastery of grade level standards ● Provide evidence of student mastery in the form of authentic projects, products, and performance tasks 	Annually in 10th Grade
Proficiencies	<ul style="list-style-type: none"> ● Demonstrate student mastery of grade level standards ● Provide evidence of student mastery in the form of authentic projects, products, and performance tasks 	Annually in 11th and 12th Grade

SCHOOL, DISTRICT, AND STATE USE OF DATA

Local Control Accountability Plan (“LCAP”)

ARISE High School will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2016, and each year thereafter, ARISE High School will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. ARISE High School shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

ARISE High School will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, Board of Directors, and community at large.

ELEMENT D: GOVERNANCE

Governing Law: *The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

OVERVIEW

The governance structure of ARISE High School has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- Principal
 - Director of Operations and Finance
 - STEM Dean of Instruction
 - Humanities Dean of Instruction
 - Director of Adelante Student Services
- School Site Council
- Parent Leadership Committee
- English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners
- Faculty Leadership
 - Instructional Leadership Team
 - School Culture Leadership Team
- Student Leadership - Creating Social Change Course

Board Members, School Administration, faculty, and families are involved in the decision making process at ARISE High School. The governance structure is composed of the Board of Directors, who make decisions and work with the Principal to oversee the school's development, operations, academic program, fundraising, and other related activities; the School Site Council, whose purpose is to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture; and the Parent Leadership Committee and ELAC which communicate the positions of the parents directly to the Executive Director and Principal.

NON-PROFIT PUBLIC BENEFIT CORPORATION

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

ARISE High School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and ARISE High School. As an independent charter school, ARISE High School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of ARISE High School. This includes all claims

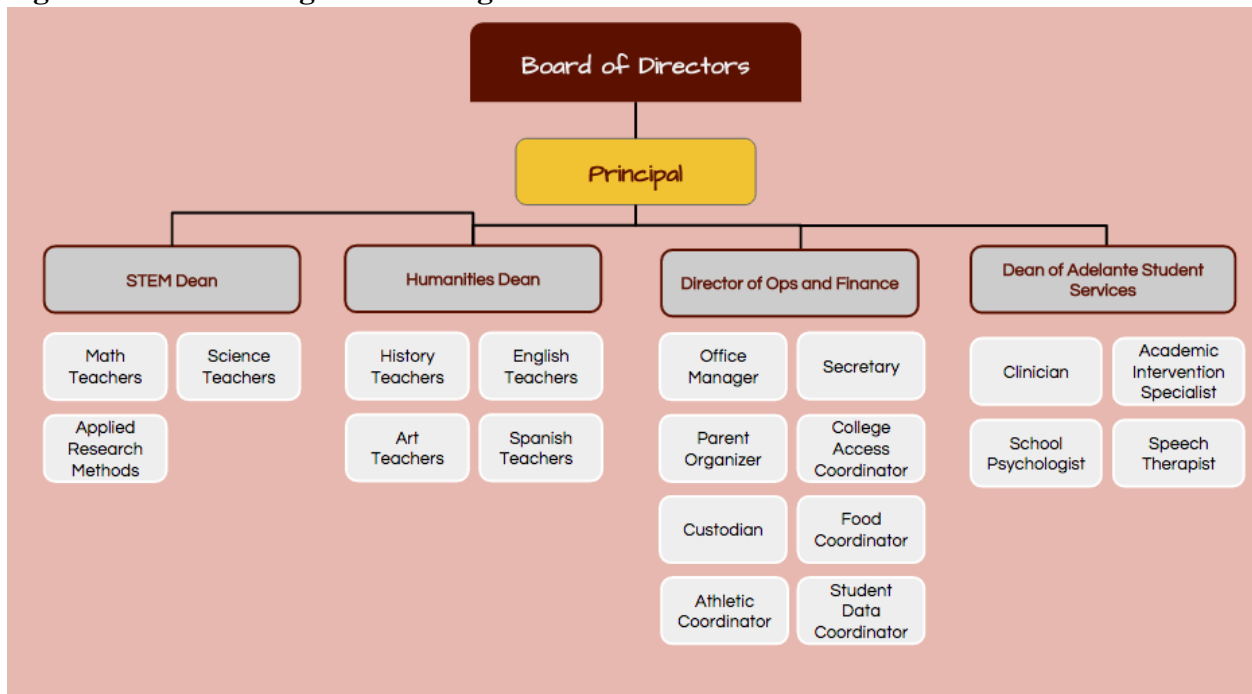
arising from the performance of acts, errors, or omissions by ARISE High School as long as the District has complied with all oversight responsibilities required by law.

Attached please find the ARISE High School Articles of Incorporation, 501c3, Corporate Bylaws, and Conflict of Interest Code as **Appendix 9**.

ORGANIZATION CHART

Please see **Figure D.1** for an Organizational Charter detailing the core academic, operational, and financial services.

Figure D.1 ARISE High School Organizational Charter



BOARD OF DIRECTORS

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

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

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

- Community & Public Relations,
- Standards & Assessment,

- Parent/Guardian Relations & Outreach,
- Organizational Development
- Facilities & Real Estate.

The board may also include at least one parent representative whose child attends or has attended the school. The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b). If the District chooses to do so, the Board of Directors shall appoint an additional director to ensure that the Board is maintained with an odd number of directors.

In addition to these Board Members, there will be an administrative representative and teacher representative who will attend Board Meetings and provide reports to the Board, but who will not be Board Members and will have no voting rights. A student representative may also be added.

Bylaws for the school specify the terms of service and procedures for electing new directors. The Board of Director terms are staggered so as to ensure continuity in school governance. The current Board of Directors, along with title and term expiration, are provided in **Figure D.2**.

Figure D.2 Current Board of Directors

Name and Title	Board Position(s)	Term Expiration
Romeo Garcia Interim Dean of Grants and Special Projects, Merritt College ARISE co-Founder	President	January, 2017
Hollis Pierce, Ed.D. President, St Martin de Porres School		April, 2018
Elena Sanina Blended Learning Manager Aspire Public Schools		May, 2017
Kristin Alvarez Principal Leadership Institute, UC Berkeley	Secretary	August, 2019
Javier Martinez Student CSU East Bay and ARISE Alumni		December, 2017
Rachel Kreps-Falk Pediatrician, Children’s Hospital Oakland and		May, 2018

Santa Rosa Community Health Centers		
Frederick Mesa Program Director, Brothers on the Rise		October, 2018

ARISE High School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating ARISE High School amends the bylaws, ARISE High School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Members of ARISE High School’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Board Meetings

The Board of Directors will meet regularly, monthly from August through June. All Board meetings will be held in accordance with the Brown Act and are open to the public, with each agenda including time for community input with regard to ARISE High School. The Board Meeting schedule, agenda and location will be posted on the ARISE High School website and in a place accessible by the public in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings will be held in compliance with the Bylaws.

ARISE High School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. ARISE High School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the ARISE High School’s website will satisfy this requirement.

Board Duties

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

- Adopting and overseeing the budget and fiscal affairs of the school;
- Approving policies and procedures regarding employment, including but not limited to, appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- Incurring temporary debts in anticipation of the receipt of funds;

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

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

ARISE High School and the ARISE High School Board shall comply with the Brown Act, Conflict of Interest code, and all other state and federal laws and codes applicable to charter schools.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of ARISE High School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

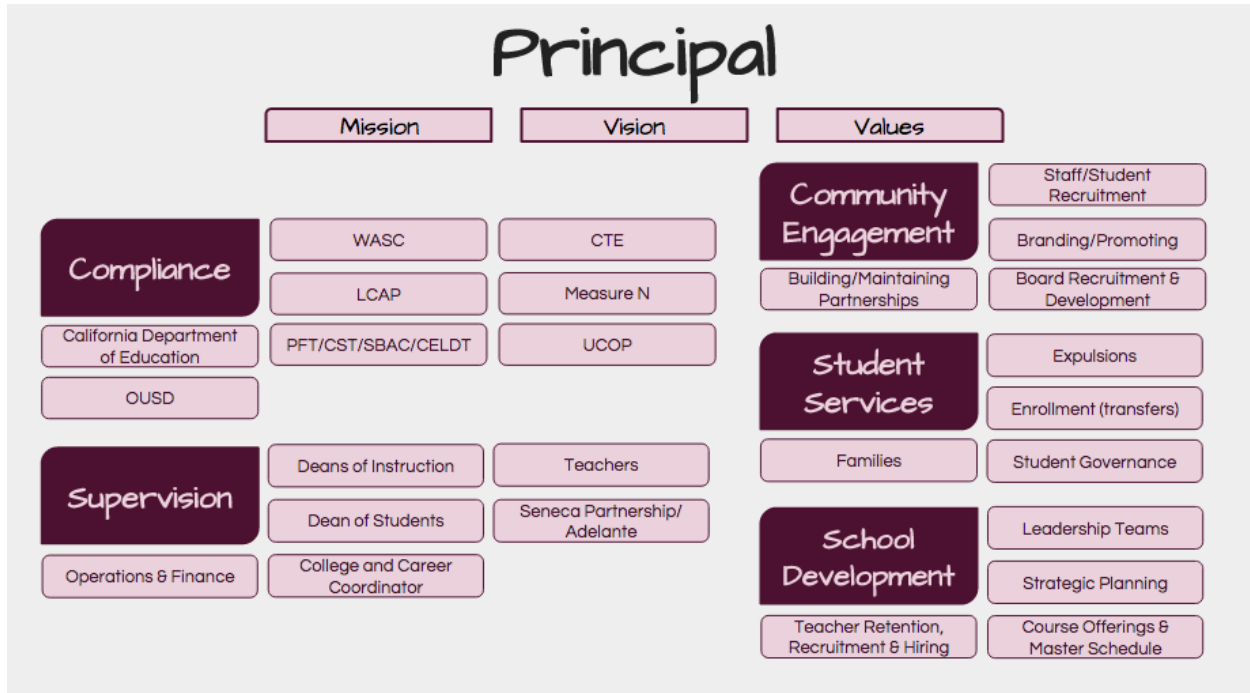
Board Training

The Board of Directors receives training including but not limited to governance, fundraising, charter school finance, Conflict of Interest, the Brown Act, and all laws applicable to charter schools. These trainings are conducted by expert consultants or knowledgeable board members or staff.

PRINCIPAL

The Principal will effectively manage the day-to-day administration of the school such as program planning and implementation, including curriculum, instruction, assessment, and staffing. The Principal will manage the other school leaders and ensure that the school remains on track academically. Please see **Figure D.3** for a visual representation of the core roles and responsibilities of the Principal.

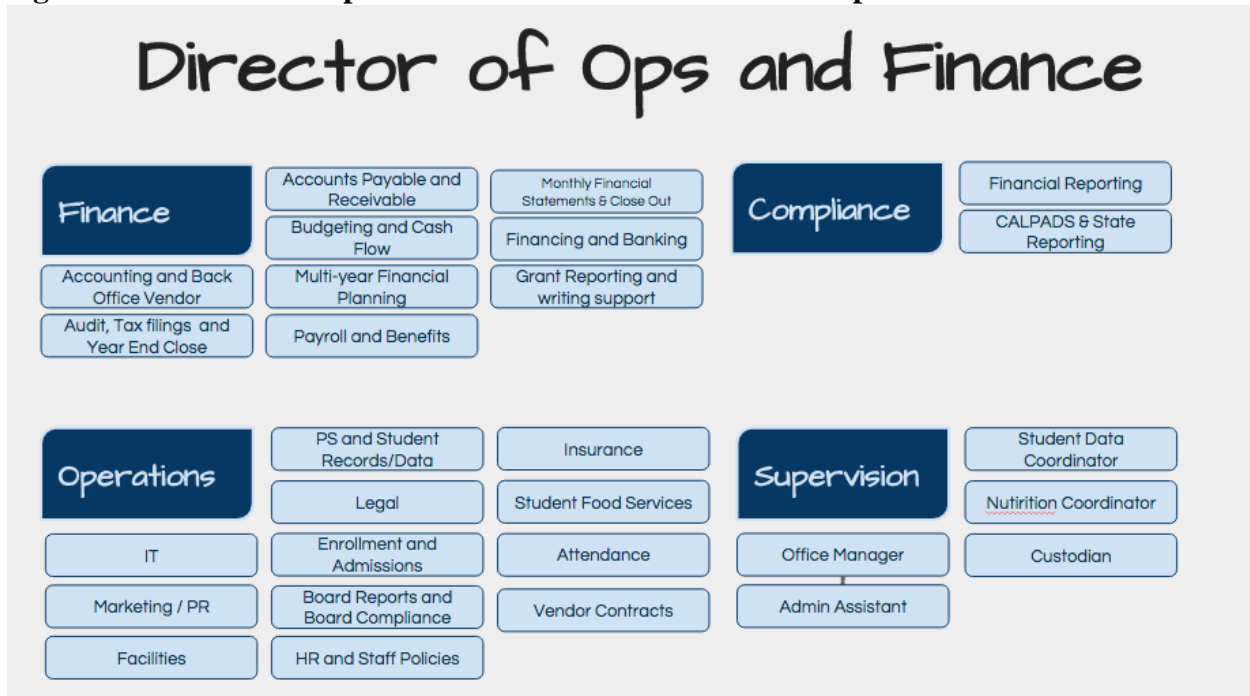
Figure D.3 Principal Roles and Responsibilities



DIRECTOR OF OPERATIONS AND FINANCE

Business and financial administration such as budgeting, SACS compliant financial accounting, cash flow management, accounts payable/receivable, payroll, and government reporting will be provided by the Director of Operations and Finance, with the support of an outsourced financial services and accounting company. This company will work closely with and under the guidance of the Director of Operations and Finance under the ultimate authority of the Board of Directors to maintain the fiscal health of the school. The Board will implement internal financial controls appropriate for a non-profit charter school. Please see **Figure D.4** for a visual representation of the core roles and responsibilities of the Director of Operations and Finance.

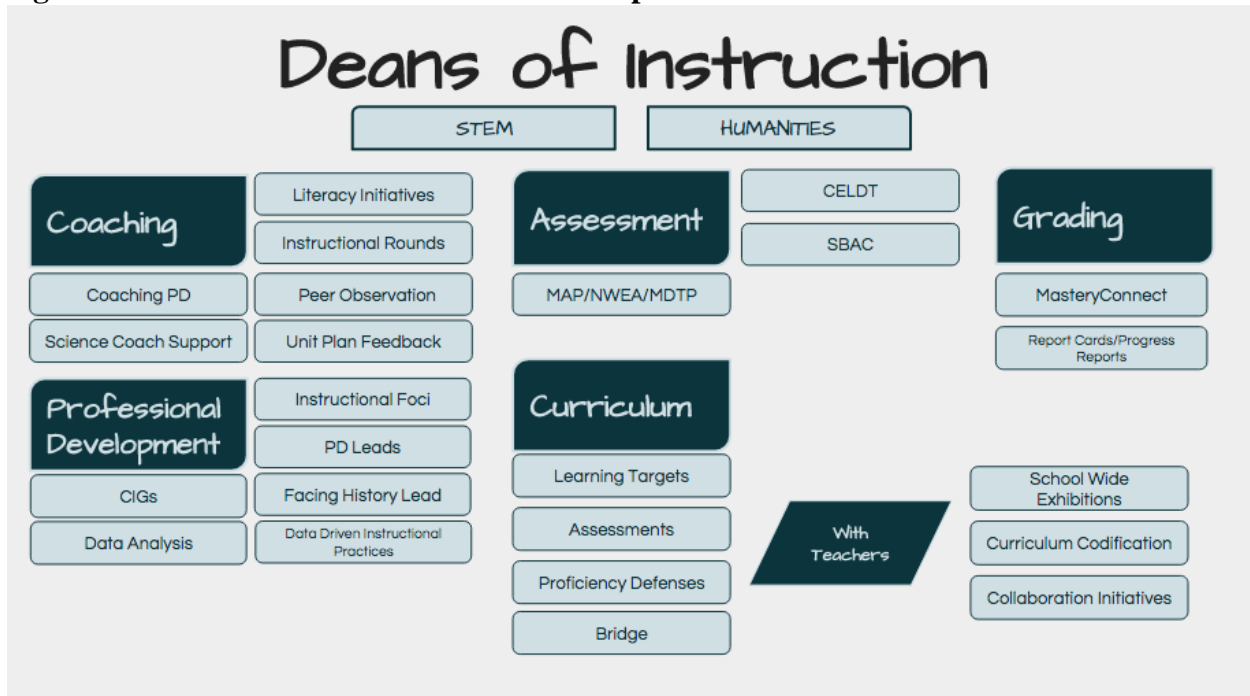
Figure D.4 Director of Operations and Finance Roles and Responsibilities



DEANS OF INSTRUCTION

The Dean of Instruction position at ARISE is an instructional leader position in STEM or Humanities responsible fundamentally for ensuring that rigorous, relevant, and engaged learning is happening in all classrooms. The Dean of Instruction coaches teachers to improve their teaching practice. The Dean of Instruction may teach or co-teach a class, in order to use his or her classroom as a model classroom or co-teach with a new teacher. The Dean is responsible for development of the department’s four-year scope & sequence and Performance Assessments. Please see **Figure D.5** for a visual representation of the core roles and responsibilities of the Dean of Instruction.

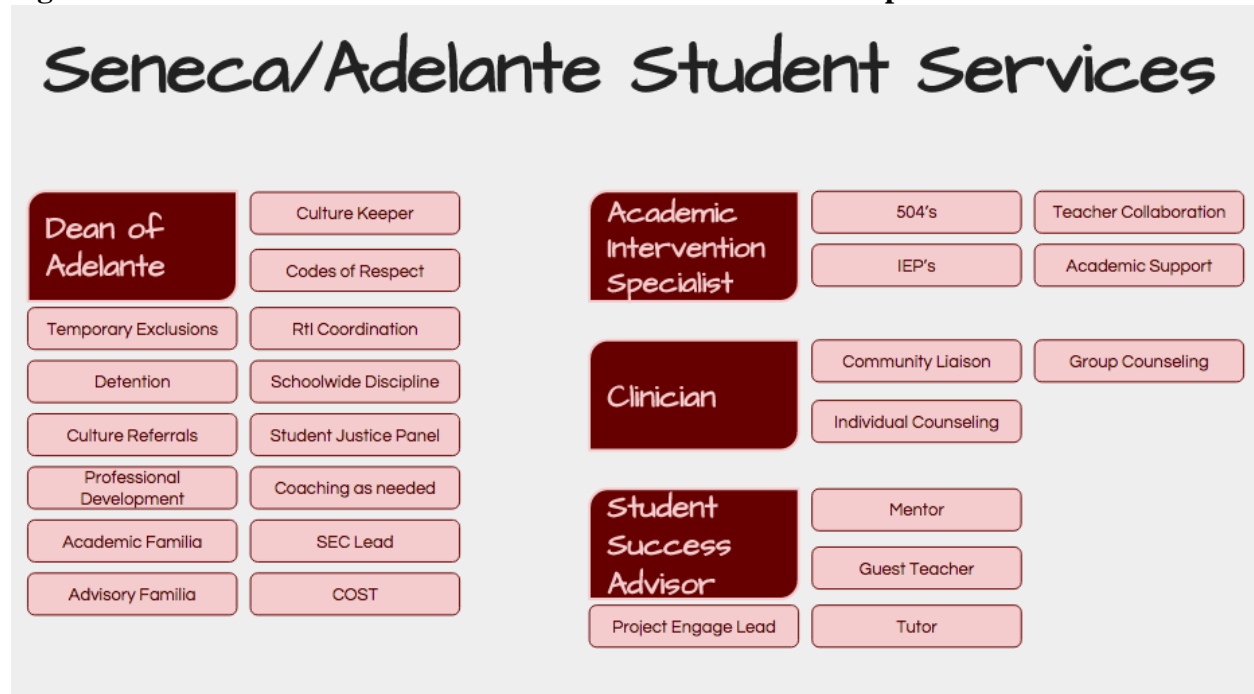
Figure D.5 Dean of Instruction Roles and Responsibilities



DIRECTOR OF ADELANTE STUDENT SERVICES

The Director of Adelante Student Services is responsible for coordination of Adelante Services, including coordination of the Response to Intervention Program and Restorative Praxis. The Director of Adelante Student Services reports to the Principal, and is currently contracted through the Seneca Family of Agencies and also holds the position of Unconditional Education Coach. Please see **Figure D.6** for a visual representation of the core roles and responsibilities of the Director of Adelante Student Services.

Figure D.6 Director of Adelante Student Services Roles and Responsibilities



School Site Council

ARISE High School will convene a School Site Council (SSC), to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission. The SSC will be composed of all major stakeholders and members will be elected by their respective constituents as follows: 2 parents from the Parent Group/Local Organizing Committee, 2 students, 2 teachers, 1 non-teaching staff and the Principal. This team functions as an idea-generating, consensus-building team that does the following:

- makes site budget recommendations to the Board of Directors;
- makes teaching and learning policies to be ratified by the Board of Directors;
- makes recommendations to the Board of Directors for necessary school functions;
- reviews, revises, and tracks progress toward school level goals in Single Plan for Student Achievement, Local Control Accountability Plan, and WASC commitments;
- develops site-based professional development goals on an annual basis;
- develops and approves annual school calendar.

PARENT LEADERSHIP COMMITTEE

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

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

ENGLISH LANGUAGE ADVISORY COMMITTEE

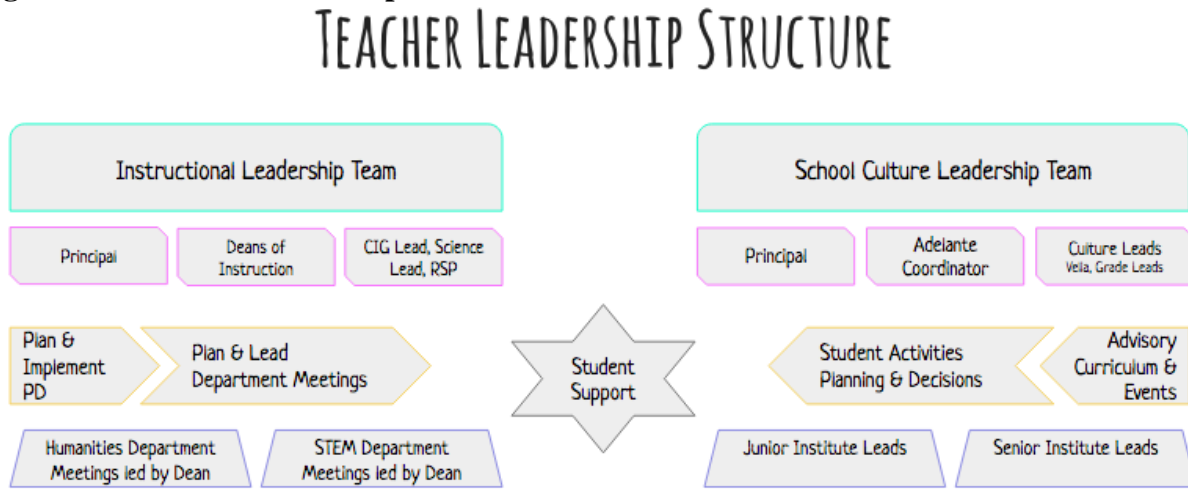
If there are more than 21 ELLs in attendance, ARISE High School will have an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, with parents of ELLs comprising at least the same percentage of the ELAC membership as ELLs constitute of ARISE High School's total student population. The ELAC will advise the Principal, and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

FACULTY

Because we are such a small school, all of the teaching staff participates in decision making and leadership, with one representative elected by the faculty to serve as a teacher representative and attend Board Meetings. This representative will bring the faculty perspective to school decisions, but is not a Member of the Board and has no voting rights.

In addition, ARISE High School has two formal Teacher Leadership Teams: The Instructional Leadership Team and the School Culture Leadership Team. The Instructional Leadership Team plans and implements Teacher Professional Development and facilitates Academic Team Meetings, while the School Culture Leadership Team plans and implements Student Activities and Events and leads the Advisory Program. Please see **Figure D.7** for a visual representation of the core roles and responsibilities of the Teacher Leadership Teams.

Figure D.7 Teacher Leadership



STUDENT LEADERSHIP

The student body will elect representatives to serve on student leadership. The student leaders will in turn elect one of its members to serve as a student representative and attend Board Meetings.. The representative will bring the student perspective to school decisions, but is not a Member of the Board and has no voting rights.

ADDITIONAL ASSURANCES

Legal and Policy Compliance

ARISE High School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

ARISE High School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

ARISE High School shall comply with the Brown Act and the Public Records Act.

Notification of The District

ARISE High School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by ARISE High School. Unless prohibited by law, ARISE High School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. ARISE High School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Public Records

ARISE High School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including ARISE High School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ARISE High School and of the District. ARISE High School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that ARISE High School does not have that ARISE High School needs in order to meet its obligations, the District shall provide the same to ARISE High School in a reasonably timely manner upon request under Education Code section 47604.3.

External Reporting

ARISE High School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Impact on Charter Authorizer

ARISE High School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. ARISE High School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of ARISE High School it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ARISE High School by law or charter provisions.

Federal Funding

To the extent that ARISE High School is a recipient of federal funds, including federal Title I, Part A funds, ARISE High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act/Elementary and Secondary School Act and other applicable federal grant programs. ARISE High School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the

requirements of the No Child Left Behind Act/Elementary and Secondary School Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

ARISE High School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues. Should any of these notification no longer be required with the expiration on NCLB, ARISE High School will comply with the remaining subset of these requirements. As authorized under ESSA

Equal Employment Opportunity

ARISE High School acknowledges and agrees that all persons are entitled to equal employment opportunity. ARISE High School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB and Credentialing Requirements

ARISE High School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. ARISE High School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). ARISE High School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, ARISE High School will notify the District in writing of the application deadline and proposed lottery date. ARISE High School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

All employees of ARISE High School will show dedication to students and the mission of the school. Employees will be coaches and facilitators of learning who are committed to developing the skills, knowledge, and agency of each student so that they can become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community. All staff members will possess experience and expertise appropriate for their position according to the ARISE High School's adopted personnel policies, and federal and state statutes applicable to ARISE High School. It is the intent of ARISE High School to hire employees who are dedicated to providing instruction for children according to the academic content standards adopted by the State Board of Education. Selection and appointment of employees at ARISE High School will be the exclusive prerogative of ARISE High School. As such, the ARISE High School Board of Directors shall set the terms and conditions of employment by establishing personnel policies.

Decisions relative to the hiring of the Principal rest with the Board of Directors. Decisions relative to the hiring of all remaining employees rest with the Board of Directors upon recommendation of the Principal. All faculty and staff at ARISE High School will be considered "at will" employees and the contracts will clearly articulate this designation.

ARISE High School provides equal employment opportunities (EEO) to all employees and applicants for employment and will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by Education Code Section 220. In addition to federal law requirements, ARISE High School complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. ARISE High School expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status.

ARISE High School shall meet all requirements for employment set forth in applicable provisions of law. ARISE High School shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. In addition, all staff will be required to have TB tests conducted before employment.

CORE COMPETENCIES OF ALL SCHOOL EMPLOYEES

All Employees at ARISE High School are expected to reflect the ARISE Core Values within themselves, in what they teach, how they teach it, how they interact with students, how they approach challenges, and how they improve their own craft. At ARISE, cultivating the Core Values within each individual is necessary for nurturing students to rise up.

ADMINISTRATOR QUALIFICATIONS

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

Principal

The Principal takes primary responsibility for the growth and well-being of the school as an institution for all stakeholders. The Principal works with the Instructional Leadership Team, the School Culture Leadership Team, the Board of Directors, and staff, students and families to advance the vision and mission of the school, and to ensure the school's fiscal, physical, and academic health.

The minimum criteria for the Principal is:

- 7+ years' experience as a credentialed teacher
- 1+ year(s) experience as a school leader/administrator/program director
- Experience with leading teacher development, particularly with moving teacher practice
- Experience with instructional coaching
- Experience with creating and sustaining the conditions for a humanizing, empowering, rigorous, and reflective classroom and/or school community based on school mission, vision, and values (see the Roots of the ARISE Educator)
- Experience in individual and collaborative curriculum development (e.g. Understanding by Design by Wiggins & McTighe, 2005) in alignment with the Common Core
- Experience with Data Driven Instruction
- Spanish language fluency preferred
- Advanced degree in subject-matter content or Education preferred
- Preliminary Administrative Services (PASC 1) credential in process or completed

Please see **Appendix 10** for a complete Job Description for the Principal.

Director of Operations and Finance

Under the direction of the Principal, the Director of Operations and Finance is responsible for all business, operations, and finance functions of the school.

The minimum criteria for the Director of Business and Operations is:

- 4+ years of experience in business, finance, and/or operational management, preferably for an educational non-profit.
- Experience creating and managing budgets and Multi-Year Financial Plans.
- Knowledge of budgetary, accounting, fiscal procedures, public school operations, compliance, public finance administration, and school law.
- Demonstrated ability to plan, organize, and direct staff and initiate and maintain effective and cooperative relationships with stakeholders.
- B.A. or B.S. required, Master's Degree preferred.
- Bilingual in Spanish preferred.

Please see **Appendix 10** for a complete Job Description for a Director of Business and Operations.

Dean of Instruction

The Dean of Instruction position at ARISE is an instructional leader in either STEM or Humanities, responsible fundamentally for ensuring that rigorous, relevant, and engaged learning is happening in all classrooms. The Dean of Instruction coaches teachers to improve their teaching practice. The Dean of Instruction may teach or co-teach a class, in order to use his or her classroom as a model classroom or co-teach with a new teacher. The Dean is responsible for development of the department's four-year scope and sequence and Performance Assessments.

The minimum criteria for the Deans are:

- B.A. or B.S. required, Master's Degree preferred.
- 7+ years teaching experience. Experience teaching in an urban education setting serving low-income students of color preferred.
- California Teaching Credential required. Administrative credential preferred.
- Bilingual in Spanish preferred.

Please see **Appendix 10** for a complete Job Description for the STEM Dean of Instruction and for the Humanities Dean of Instruction.

Director of Adelante Student Services

The Director of Adelante Student Services is responsible for coordination of Adelante Services, including coordination of the Response to Intervention Program and Restorative Praxis. The Director of Adelante Student Services is a unique position that leverages the school's expertise in behavioral and academic interventions to move forward the mission and vision of ARISE High School. As the holder of schoolwide culture and climate the Director of Adelante plays an essential role in norming and supporting the ARISE High School Core Values.

The minimum criteria for the Director of Adelante Student Services are:

- A Master's degree in Education, Psychology, Social Work, a related field, or equivalent experience
- A background working in school settings
- A demonstrated record of effectively leading other adults in creating change

Please see **Appendix 10** for a complete Job Description for the Director of Adelante Student Services.

TEACHER QUALIFICATIONS

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

throughout the academic year, as well as work within our performance based evaluation and compensation system.

ARISE High School employs approximately 15 teachers. Hiring criteria includes state certification, a willingness to adapt to change, strong interest in professional development, an ability to work collaboratively with peers, and a demonstrated understanding of how shared accountability will result in a strong academic environment for children. Teaching applicants must welcome the unique challenge of teaching at high levels with expectations that exceed many public schools.

Teacher attributes include (but are not limited to):

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

Minimum Qualifications:

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

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a California teaching credential, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(l)).
- Have demonstrated proficiency in the subject they will teach.
- Have previous experiences working with the types of students who attend ARISE High School.
- Make an investment in the school's philosophy, vision, and pedagogy.

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

OTHER STAFF QUALIFICATIONS

Office Personnel

Minimum Qualifications:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.
- Fluency in English and Spanish highly preferred.

Additional Employees

In accordance with Education Code Section 47605(l), ARISE High School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

EMPLOYEE RECRUITMENT AND POLICIES

ARISE High School recruits and hires a diverse faculty composed of highly qualified teachers with demonstrated positive attitudes and willingness to serve historically under-served children. ARISE High School achieves this goal through conducting statewide and national searches to hire the finest teachers available. This includes contacts to highly regarded graduate and education schools, teacher training programs, and experienced teachers.

TEACHER ORIENTATION, PROFESSIONAL DEVELOPMENT, AND EVALUATION

ARISE High School has developed five core competencies that it expects all teachers to develop. These are based on the Roots of the ARISE Educator, Marzano Teacher Evaluation Model, Envision Performance Review Rubric, and Principles of Culturally Relevant Teaching outlined by Zaretta Hammond. They are:

- Centering instruction on high expectations for student achievement rooted in a learning environment that demonstrates humanizing love
- Demonstrating effective teaching practices to ensure success for all students
- Developing and managing effective, relevant, and engaging curriculum
- Maintaining commitment to professionalism, collaboration, and development of professional teaching and learning community
- Providing clear and positive guidance and support as an Advisor

Teacher orientation, professional development, and evaluation are all centered on the development of these five core competencies.

Orientation

Teacher orientation is comprehensive, consisting of one to two weeks of professional development prior to the beginning of the school year to ensure a thorough understanding of ARISE High School's programs and effective teaching practices. Every teacher will be trained in standards based instruction, student assessment, and expeditionary/project-based learning pedagogical strategies.

Professional Development

Ongoing professional growth opportunities will be provided through teacher coaching and mentoring, group professional development workshops, collaborative grade level, vertical articulation meetings, orientation to new curriculum, formal training through the Reach Institute for School Leadership, and designated staff development opportunities.

Evaluation

Please see **Appendix 11** for the ARISE Teacher Evaluation Rubric and Goal Setting Form and the ARISE Principal Evaluation Rubric and Goal Setting Form.

SERVICES PROVIDED BY CONTRACT PROVIDERS

ARISE High School will receive additional services from employees of organizations with which ARISE High School contracts. ARISE High School will ensure that the qualifications of employees of contractors are consistent with the expectations for ARISE High School's employees. ARISE High School will ensure that contracts are awarded based on a fair evaluation of proposals.

Please see **Appendix 12** for the Employee Handbook which provides further detail on employment at ARISE High School.

ELEMENT F: HEALTH AND SAFETY

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, ARISE High School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers and risk management experts. These policies will be incorporated into The Charter School's student and employee handbooks and will be reviewed on an ongoing basis by the Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and The Charter School.

The following is a summary of the health and safety policies and procedures of ARISE High School:

1. Procedures for Background Checks

ARISE High School shall comply with all requirements of Education Code sections 44237 and 45125.1. ARISE High School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

ARISE High School shall maintain on file and available for inspection evidence that (1) ARISE High School has performed criminal background checks and cleared for employment all employees prior to employment; (2) ARISE High School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) ARISE High School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. ARISE High School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, ARISE High School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

ARISE High School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

The Principal of ARISE High School shall monitor compliance with this policy and report to the ARISE High School Board of Directors on a regular basis. The Board

President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

2. Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. ARISE High School shall provide all employees, and other persons working on behalf of ARISE High School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

3. Tuberculosis Testing

ARISE High School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. ARISE High School shall maintain TB clearance records and certifications on file.

4. Immunizations

All enrolled students and employees will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

5. Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. ARISE High School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by The Charter School.

As detailed in items 3, 4, and 5 above, ARISE High School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. ARISE High School shall maintain student immunization, health examination, and health screening records on file.

6. Medication in School

ARISE High School will adhere to Education Code Section 49423 regarding administration of medication in school.

7. Emergency Epinephrine Auto-Injectors

ARISE High School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school. ARISE High School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

8. Emergency Preparedness

ARISE High School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of ARISE High School each school year.

ARISE High School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for ARISE High School. Please see **Appendix 13** for the ARISE High School Emergency Management Plan

ARISE High School shall ensure that all staff members receive annual training on ARISE High School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting.

ARISE High School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

9. Blood Borne Pathogens

ARISE High School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures. Please see **Appendix 14** for the ARISE Health and Safety Plan, including the Blood borne Pathogen Exposure Plan.

10. Concussions

ARISE High School shall comply with the requirements of Education Code section

49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

11. Drug Free, Alcohol Free, Smoke Free Environment

ARISE High School shall function as a drug-, alcohol-, and smoke-free environment.

12. Facility Safety

ARISE High School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. ARISE High School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ARISE High School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

13. Comprehensive Discrimination and Harassment Policies and Procedures

ARISE High School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ARISE High School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the ARISE High School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with ARISE High School's discrimination and harassment policies.

14. Safe Place to Learn Act

ARISE High School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

15. Gun Free Schools Act

ARISE High School shall comply with the federal Gun-Free Schools Act.

16. Tobacco Prevention

ARISE High School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

17. Family Educational Rights and Privacy Act (FERPA)

ARISE High School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

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

ARISE High School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

OUTREACH PLAN

ARISE High School is located in the heart of the Fruitvale neighborhood in Oakland, accessible to our community partners and local feeder middle schools, and easily accessible by public transportation.

Many venues for outreach are used to inform the community of the mission, goals and objectives of ARISE High School. The diversity of the Oakland community is targeted by our recruitment efforts. Recruitment is focused on middle schools, with presentations or materials provided to the following middle schools:

Middle Schools

- Alliance Academy
- Ascend
- Bret Harte
- East Oakland Leadership Academy
- Edna Brewer
- Elmhurst Community Prep
- ERES Academy
- Frick Middle School
- James Madison
- Lazear Charter Academy
- Roosevelt
- Roots
- St Elizabeth Middle School
- St. Anthony Middle School

- St. Jarlath School
- St. Lawrence O'Toole Catholic School
- United for Success Academy
- Urban Promise Academy
- Winton Middle School
- Greenleaf
- Westlake

Other recruitment activities include:

- Developing and distributing marketing materials in multiple languages;
- Visiting and speaking at local community based organizations, such as some of those listed above, in targeted low-income neighborhoods;
- Building relationships with office staff and guidance counselors at middle schools;
- Participating in “High School Fairs” hosted by middle schools;
- Speaking at civic organizations, with a particular focus on local community populations;
- Inviting local television and print media reporters to report on the school;
- Encouraging teacher referrals from other campuses;
- Utilizing social media and the school website to announce enrollment window and provide recruiting information;
- Providing a lottery preference for students who would otherwise attend underperforming schools serving 70% or more students who are living in poverty.

Please see **Appendix 15** for an example of Recruitment Materials as part of the Enroll Oakland Charters initiative, in which ARISE High School is taking part.

ELEMENT H: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

ASSURANCES

ARISE High School makes the following assurances regarding admissions:

- ARISE High School will enroll all pupils who wish to attend to the extent that space allows.
- ARISE High School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- ARISE High School will comply with all laws establishing minimum and maximum age for public school attendance.
- ARISE High School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- As part of the Fall Information Update, ARISE High School will notify the District in writing of the application deadline and proposed lottery date. ARISE High School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.
- **Documentation of Admissions And Enrollment Processes**
 - ARISE High School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.
- **Homeless and Foster Youth**
 - ARISE High School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter

School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

- **Non-Discrimination**
 - ARISE High School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
 - ARISE High School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- **Parent Engagement**
 - ARISE High School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

ADMISSIONS PROCESS

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

Each year, ARISE High School sponsors a publicly advertised open enrollment period. It is ARISE High School’s intent to align this timeline with OUSD’s School Options. Should OUSD adopt a Common Enrollment platform under the Equity Pledge, ARISE High School would be willing to engage in a discussion on shifting its admissions process to participate in Common Enrollment.

Application Process

Application to attend ARISE High School is comprised of the following:

- Completion of a student application form, comprising of basic contact information and grade level
- Proof of Residence (if a student would like to use their residence for admissions preference)

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Proof of immunization
- Proof of withdrawal from previous school (if applicable)
- Proof of residence (if not provided in admissions process)
- Detailed demographic information
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Admission Process - Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year in alignment with the Enroll Oakland Charters initiative. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ARISE High School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

In the event of a public random drawing, admission to ARISE High School shall be granted in the following order of preference and according to the following rationale with the exception of existing students, who will be guaranteed admission in the following school year:

1. Siblings of enrolled and admitted students of ARISE High School
2. Children of ARISE High School Staff (not to exceed 10% of enrollment)
3. Students zoned to attend underperforming schools within OUSD⁵ in which 70% or more of students qualify for free and reduced lunch (a minimum of 60% of available spots)
4. Other prospective students residing within OUSD boundaries
5. All other applicants

Admission preferences three and four will utilize the following process, to provide applicants who meet the group criteria detailed below to participate with a weighted advantage in the lottery process.

- Preference Three - After completion of preferences one and two, remaining applicants zoned to attend underperforming OUSD schools in which 70% or more of the students qualify for free and reduced lunch shall be placed in a separate pool and drawn until a minimum of 60%⁶ of all available grade lottery spots have been filled, inclusive of those admitted through the first two preferences. Once the minimum of 60% of all available

⁵ An underperforming school is defined as a public school currently designated as a Program Improvement School under No Child Left Behind. OUSD underperforming schools are defined for the 2016-2021 charter term as schools that were “red” or “orange” according to the most recent OUSD Strategic Regional Analysis.

⁶ For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

lottery spots have been filled, all remaining applicants in this pool shall be combined with all other Oakland resident applicants for the remainder of the lottery draw. In the case that there are fewer applicants in this pool than 60% of all available lottery spots, the remainder of the available spots will return to the general lottery pool. Applicants must provide proof of residence during enrollment.

- Preference Five - Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn in a separate pool prior to non-Oakland residents.

Once admitted to ARISE High School, students will be granted admission in subsequent years. Students enrolled will be asked to submit a completed Intention to Return form each year.

Students who are not admitted through the lottery will be put on a rank ordered waiting list. If slots open in a grade level, students will be pulled from the waiting list in rank order. Students are asked to accept the spot within one week of notification. Students may remain on the waiting list until the following year's lottery, at which time the student may choose to resubmit his or her application for inclusion in the lottery. In no circumstance will a waiting list carry over to the following school year.

ENROLLMENT PROCESS

As part of the enrollment process, all parents/guardians and students are asked to attend a parent/guardian and student orientation meeting and to sign a letter indicating they understand and are committed to the outcomes, policies, philosophy and program of ARISE High School. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

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

Proof of Residence

At enrollment, three documents verifying the addresses of the child must be included with each enrollment packet to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation with their application. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant.

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's, parent's, guardian's or caregiver's name and address.

- Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles

OR two of the following:

1. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.
2. In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
3. Homeowner's/renter's insurance policy.
4. Rental agreement copy.
5. Property tax statement.
6. Official letter from a social services/governmental agency within 90 days.
7. A copy of any OUSD letters or documentation of OUSD resident status.
8. Transitional families only: Transitional families reside at a non-permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends. Transitional families who are unable to establish a permanent residence can go to the Transitional Students and Families Program in Portable 15 at 1025 2nd Avenue for residency verification and assistance.

ELEMENT I: AUDIT- FINANCIAL AND PROGRAMMATIC

***Governing Law:** The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

INDEPENDENT FISCAL AUDITS

In compliance with Education Code section 47605(b)(5)(I), ARISE High School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, review the school's internal controls, and check compliance with applicable laws governing California charter schools. The audit will follow generally accepted accounting principles (GAAP) and Governmental Accounting Standards Board (GASB) where applicable. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The independent auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. ARISE High School's Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, the State Controller, and the California Department of Education (CDE) by certified mail by the 15th of December of each year. The organization's finance committee will review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, school leaders will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in **Element N**.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of ARISE High School is public record and will be provided to the public upon request. Please see **Appendix 16** for the most recent ARISE High School Audit.

IMPACT ON THE CHARTER AUTHORIZER

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

ELEMENT J. SUSPENSION/EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

ARISE High School utilizes a proactive approach to student discipline, rooted in the concept of *adelante*. *Adelante* is a Spanish adverb that means movement and is commonly used to express two ideas: “salir adelante” and “sacar adelante”. These two sayings encourage the development of self and the overcoming of obstacles. They are often used to push a person’s development. At ARISE High School, we believe that the evolution of self and the overcoming of challenges is vital work for our community. As such, we have developed *Adelante Student Support Services*.

ADELANTE STUDENT SUPPORT SERVICES

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the educational experience highly personalized, attentive, and responsive, *Adelante Student Support Services* is both a structure and philosophy at ARISE to provide intensive support in helping students move forward. While there are systems and programs that exist within the *Adelante* canopy, *Adelante* itself cannot be reduced to a process or policy. As such, *Adelante* works within the whole school community to create the conditions, procedures, and resources to support struggling students academically & socio-emotionally using the following approaches:

- Personalization
- Response to Intervention (RTI)
- Restorative Praxis

The practices of Personalization and Response to Intervention have been detailed earlier in this petition and are intended to create the conditions necessary for students to meet our high expectations. Please see **Element A** for further detail on these key components. For a complete overview of *Adelante Student Support Services*, please see **Appendix 17**.

RESTORATIVE PRAXIS

ARISE High School utilizes a Restorative Praxis to discipline. Central to a practice of Discipline that Restores (DTR) is the understanding that an implicit social curriculum (Inlay, L., 2010) exists in schools - that teachers teach more than content, they teach who they are. ARISE High School acknowledges the existence of this curriculum and the preparation needed to create healthy, loving, rigorous, and challenging classrooms and schools. Through intentional preparation of teachers and production in our classrooms, ARISE High School fosters a culture which leads to increased community satisfaction, buy-in, and academic achievement. Grounded in the work of Keinfeld (1975), Ware (2006), Hollie (2011), Inlay (2010), and Claassen (2008), ARISE High School has developed a multilayered system that explicitly recognizes the work of educators as producers of culture. This culture is rooted in the ARISE Core Values of Respect, Persevere, Build, and Lead. Within the Core Value of Respect, ARISE High School has

developed the “Warrior Intellectual Codes of Respect: Respect Self, Respect Others, Respect Your Word, Respect Space.”

Classroom Environment

There are three major components necessary for our Restorative Praxis program to be successful. These include approaching our teaching in the following ways:

1. **Warm Demander** - Teachers develop their students as human beings first
 - Family & Culture - Teachers understand and honor the strengths of the community
 - Authenticity - Teachers model the vulnerability, humility and the Codes of Respect, they serve as allies
 - Clear Boundaries - Teachers show strength, listen and affirm, challenge and offer a choice
 - Growth Mindset - Teachers believe in the “impossible” and embrace failure
2. **Safe Classroom Community** - Teachers protect their students in a potentially dangerous world
 - Prevention - Teachers hold clear expectations, talk about values, and review the Restorative Praxis flow chart (see below)
 - Core Values - Teachers develop class norms based on these so that students are clear about when they are upholding them and when they are not. They ground discussions on culture and behavior in the Core Values.
 - Routines & Rituals - Teachers practice Mindfulness, Talking Circles, and Systems for Student Success (See Organization & Structure)
 - Intervention - Teachers assume positive intent, keep things in perspective, and deliberate escalation, when to stop the curriculum, and when/how to remove students
3. **Knowledge of Students** - Teachers start where their students are, not where they want/imagine them to be
 - Prior Knowledge - Teachers take time to become familiar with who is in their classroom. They pay attention to how they interact with the space, materials, and each other. They explore what students know, their experiences, and their misconceptions.
 - Student Voice - Teachers explore what students care about and think
 - Individual Needs - Teachers differentiate without tracking, adjusting instruction based on formative assessment
 - Choice - Teachers provide real choices for students about how and what they learn (this does not mean they let students study whatever they want, but rather that students are active in driving their own learning)

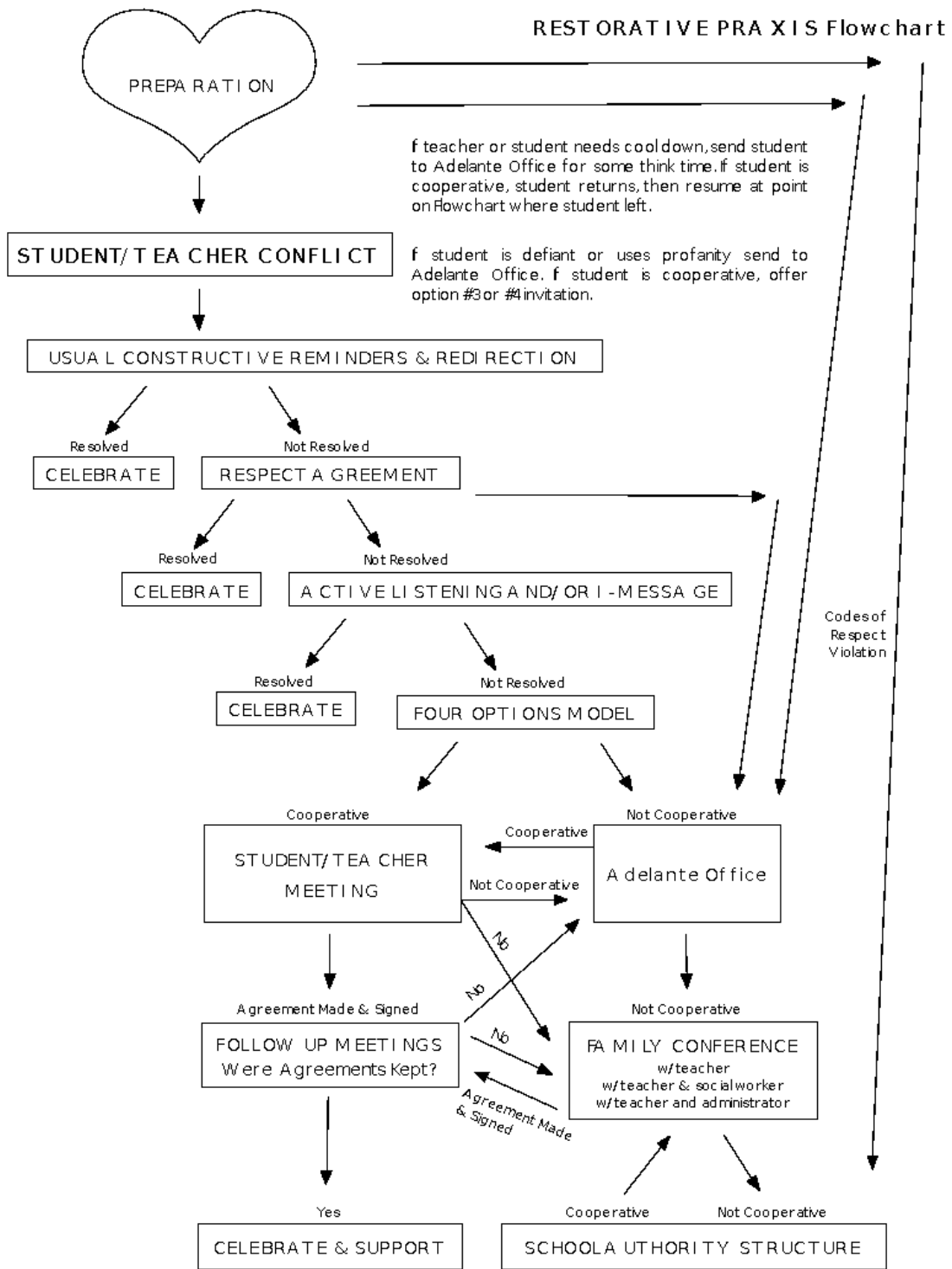
Approach to Discipline

A restorative approach to discipline shifts the paradigm of discipline from a focus on punishment to a focus “on responsibility, accountability, and a goal of restoration for all impacted by the offense” (Claassen, 2008, 6). School discipline is often reduced to a punitive system that has students pay consequences without the guidance to identify the root cause or develop a solution. Students will inevitably make mistakes and violate the Codes of Respect. ARISE High School staff take those moments as teaching & learning moments. In no way is a Restorative Praxis

intended to dehumanize students and provide punishments. That is why learning, respect, culture, and consistency are at the center.

ARISE High School staff must consistently reinforce and model for students that the Codes of Respect are valuable. If staff are inconsistent, students get confused. When students get confused, they do not necessarily know the boundaries. The Restorative Praxis Flow Chart, seen in **Figure J.1** below, provides a consistent structure for establishing clear school wide values and consistently upholding those values.

Figure J.1 Restorative Praxis Flow Chart



CULTURE REFERRALS

A Culture Referral at ARISE High School is not a punishment. It is a consequence based on the principle that when a violation of the central values (i.e. Warrior Intellectual Codes of Respect) occurs, that there must be an educational & restorative process by which the person(s) who did the violation must go through in order to reflect and gain insight as to how to restore value in and of the space we call ARISE. A Culture Referral usually occurs after a number of behavioral interventions have been attempted following the Restorative Praxis Flowchart. In essence, a Culture Referral means that a teacher needs assistance from a school leader to mediate a process (with a teacher and/or another student) where the student can make amends for his/her behavior in a way that allows him/her to safely and productively return back to class.

Examples of when a Culture Referral is used and when it is not, are provided in **Figure J.2**. A sample of how mediation may occur after a Culture Referral is made is provided in **Figure J.3**.

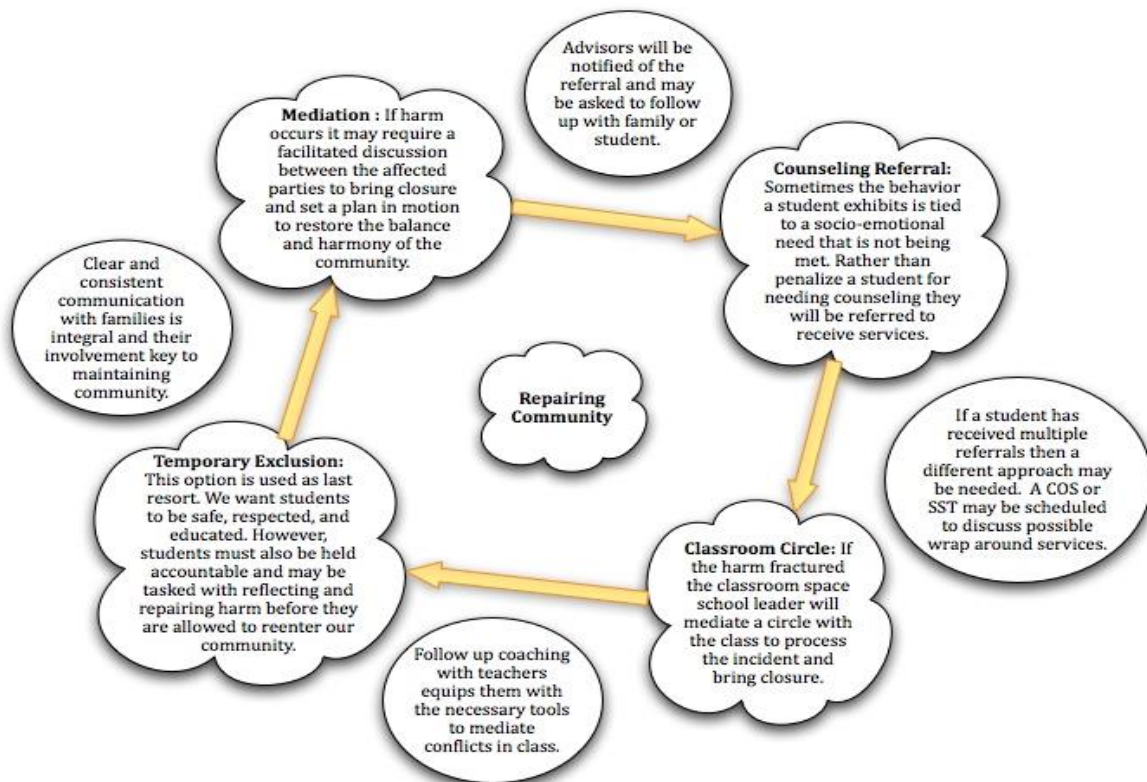
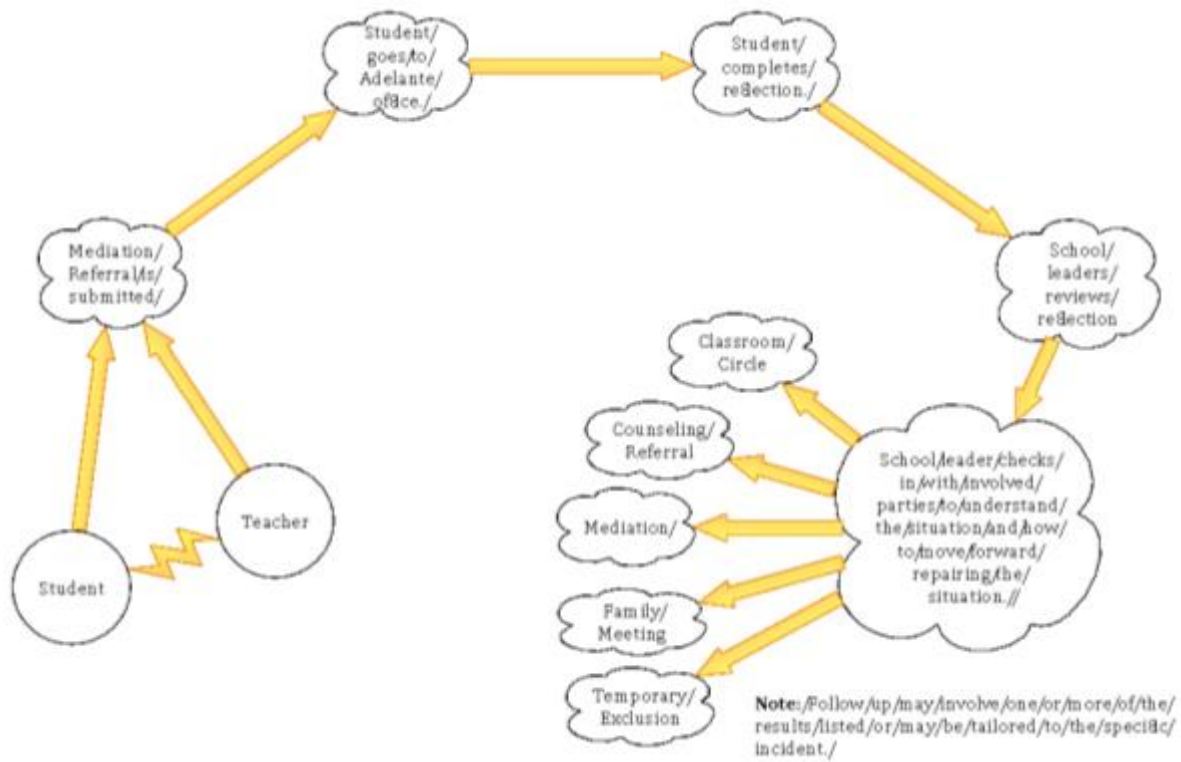
Figure J.2 Culture Referrals

Immediate Temporary Exclusions	Immediate Culture Referral	Not Appropriate for a Culture Referral*
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Physical Fight <input checked="" type="checkbox"/> Drug usage, possession, or sale 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Act of verbal (i.e. cursing at you or someone else, hateful/oppressive language) violence <input checked="" type="checkbox"/> Act of physical violence (i.e. throwing something maliciously or breaking something) <input checked="" type="checkbox"/> Sexual Harassment <input checked="" type="checkbox"/> Unresolvable and/or repeated defiance ** 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Incessant talking <input checked="" type="checkbox"/> Not doing work <input checked="" type="checkbox"/> Texting/Phone use

* These actions may still require that you seek help from a school leader, but you should get feedback first from Familia, the school counselor, and/or your academic department.

** AFTER FOLLOWING RP FLOWCHART (within 1 class period)

Figure J-3 Sample Mediation



STUDENT AND FAMILY HANDBOOK

Having a comprehensive and well accepted set of disciplinary policies is essential to ensure a safe and effective educational environment. Central to this work is the development and distribution of the ARISE Student and Family Handbook. ARISE High School will continue to update and adopt its student and family handbook detailing the school regulations and policies as well as the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. This handbook will be distributed to students, parents, and teachers annually and the school discipline policy will be reviewed with students and parents upon admission. The school discipline policy, including the lists of offenses for which students are subject to suspension or expulsion, shall be amended from time to time based on staff, parent, Board of Director, and student feedback. Please see **Appendix 18** for the ARISE High School Student and Family Handbook.

SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at ARISE High School. While legal guidelines require the school to have a suspension and expulsion policy, it is important to note that ARISE High School utilizes a Temporary Exclusion in lieu of a Suspension. Furthermore, it has not expelled a student in the course of its history.

In creating this policy, ARISE High School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. This policy shall serve as ARISE High School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. ARISE High School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Assurances

This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations. The ARISE High School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and procedures are available on request at the Principal's office.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

ARISE High School shall define any student dismissal under ARISE High School's disciplinary procedure, or termination of a student's right to attend ARISE High School under its disciplinary procedure, as an "expulsion" under the Education Code.

ARISE High School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves ARISE High School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. ARISE High School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

In the case of a special education student, or a student who receives 504 accommodations, ARISE High School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

A student identified as an individual with disabilities or for whom ARISE High School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. ARISE High School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom ARISE High School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspensions and Expulsions of Students

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

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Grounds for Mandatory Suspension

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Grounds for Discretionary Suspension

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Commission of this enumerated offense will not constitute grounds for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or

- students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

The above lists are not exhaustive and depending upon the offense, a student may be suspended for misconduct not specified above when such conduct warrants suspension.

PROCEDURES FOR SUSPENSION

1. Informal Conference

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

2. Notice to Parents/Guardians

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

3. Length of Suspension

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

4. Appeal of Suspension

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

Grounds for Mandatory Expulsion

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained

written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Grounds for Discretionary Expulsion

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of

- students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

The above lists are not exhaustive and depending upon the offense, a student may be expelled for misconduct not specified above when such conduct warrants expulsion.

EXPULSION PROCEDURES

1. Recommendations for Expulsion

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

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

2. Expulsion Hearing and Written Notice to Expel

A student recommended for expulsion is entitled to a hearing in order to determine whether he/she should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) days after the Principal determines that an act listed under "Grounds for Mandatory Expulsion," "Grounds for Discretionary Expulsion," or other expellable offense has occurred.

The expulsion hearing will be presided over by the Board of Directors or an Administrative Panel. The Administrative Panel will make the final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of ARISE High School's disciplinary rules, which relate to the alleged violation.
- Notification of the student's parent/guardian's obligation to provide information about the student's status at ARISE High School to any other district in which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole cost and expense of the parent/guardian of the student recommended for expulsion.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Board of Directors shall be in the form of a written statement setting forth the Board of Director's findings of fact. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The School Principal or designee following a decision by the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Director's findings of fact, to the student or parent/guardian. This notice shall include the following:

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

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

- The student's name
- The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the school district's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from ARISE High School as the Governing Board decision to expel shall be final.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

ARISE High School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

ARISE High School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, ARISE High School must present evidence that the witness' presence is both desired by the witness and will be helpful to ARISE High School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

Notification of District

ARISE High School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who ARISE High School or District would be deemed to have knowledge that the student had a disability

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ARISE High School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If ARISE High School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If ARISE High School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that ARISE High School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and ARISE High School agree to a change of placement as part of the modification of the behavioral intervention plan.

If ARISE High School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then ARISE High School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ARISE High School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ARISE High School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and ARISE High School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards

granted under this administrative regulation only if ARISE High School had knowledge that the student was disabled before the behavior occurred.

ARISE High School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.
- If ARISE High School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If ARISE High School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ARISE High School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ARISE High School pending the results of the evaluation.

ARISE High School shall not be deemed to have knowledge of that student having a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

***Governing Law:** The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

RETIREMENT BENEFITS

ARISE High School will be responsible for the retirement benefits of its employees. All certificated employees who are eligible have the option to participate in the California State Teachers Retirement System (CalSTRS). The Bookkeeper/business services provider will work with OUSD and/or the County Office of Education to ensure that appropriate arrangements for the allowable coverage have been made. All employees who are not members of CalSTRS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law.

ARISE High School will make the appropriate employee CalSTRS withholding from the employee's paycheck and will contribute the employer's portion. All withholdings from employees and the employer contribution from ARISE High School will be forwarded in a timely fashion to the CalSTRS funds as required.

ARISE High will provide the option to its employees of participating in a 401k plan. Employee contributions are voluntary and ARISE may elect each year to make a discretionary employer match.

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

HEALTH BENEFITS

In addition to Retirement Benefits, ARISE High School will provide at least 2 options of health insurance plans for its staff and provide at least 1 option of dental and vision insurance. ARISE High School will determine the amount of employer contribution toward monthly health premiums each budget year. In 2016-17, ARISE contributions are:

- If the employee elects the HMO plan, 100% of an employee's health premiums and 50% of dependent premiums are paid for by ARISE.
- If the employee elects the PPO plan, he or she will pay the difference of the cost of the PPO premiums above what the HMO premiums would have cost for that employee and his or her dependents.
- ARISE covers 100% of employee premiums and 50% of dependent premiums for dental and vision insurance.

ELEMENT L. ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend The Charter School. Education Code Section 47605(b)(5)(L).*

No student may be required to attend ARISE High School. Pupils who choose not to attend ARISE High School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the ARISE High School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

ELEMENT M: RETURN RIGHTS OF SCHOOL DISTRICT EMPLOYEES

***Governing Law:** A description of the rights of any employee of the school district upon leaving the employment of the school district to work in LCCPS, and of any rights of return to the school district after employment at LCCPS. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at ARISE High School. Employees of the District who choose to leave the employment of the District to work at ARISE High School shall have no automatic rights of return to the District after employment at ARISE High School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with ARISE High School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings. Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to ARISE High School. Employment by ARISE High School provides no rights of employment at any other entity, including any rights in the case of closure of ARISE High School.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: *The procedures to be followed by The Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

INTENT

The intent of the ARISE High School Dispute Resolution Process is to:

- Resolve disputes within ARISE pursuant to the ARISE policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

Should any section of this element pertaining to resolving disputes between the school and the district, be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

INTERNAL DISPUTES

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and the ARISE High School Board of Directors, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the ARISE High School Board of Directors and shall refer any complaints or reports regarding such disputes to the ARISE High School Board of Directors or Principal for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the ARISE High School Board of Directors has requested the district to intervene in the dispute.

DISPUTES BETWEEN THE SCHOOL AND DISTRICT

The staff and Governing Board members of ARISE High School agree to attempt to resolve all disputes between the District and ARISE High School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Not Leading to Revocation: Dispute Resolution

The staff and ARISE High School Board of Directors agree to attempt to resolve all disputes between the District and ARISE High School regarding this charter pursuant to the terms of this

section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and ARISE High School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Principal:
ARISE High School
3301 East 12th Street, Suite 205
Oakland, CA 94601

To Coordinator, Office of Charter Schools:
Oakland Unified School District
1000 Broadway Suite 639
Oakland, California 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation

proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that ARISE High School has engaged in an act that could lead to revocation of the Charter, the District and ARISE High School shall have a face-to-face meeting within 10 days of the OUSD designee’s determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and ARISE High School Principal. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to ARISE High School outlining the alleged violation and demanding the violation be cured. ARISE High School have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Oversight, Reporting, Revocation, and Renewal

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Principal prior to any observation or inspection.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the ARISE High School Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in **Element I**.

TITLE IX AND SECTION 504 PROTECTIONS

ARISE High School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. ARISE High School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The

complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

ARISE High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with ARISE High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ARISE High School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

ARISE High School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ARISE High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

ELEMENT O: SCHOOL CLOSURE PROCEDURES

Governing Law: *A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

REVOCATION OF THE CHARTER

The District may revoke the Charter if ARISE High School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of ARISE High School if the District finds, through a showing of substantial evidence, that ARISE High School did any of the following:

- ARISE High School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- ARISE High School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- ARISE High School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- ARISE High School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify ARISE High School in writing of the specific violation, and give ARISE High School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close ARISE High School, either by the governing board of ARISE High School or by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to ARISE High School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may

ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
3. Make final federal tax payments (employee taxes, etc.)

4. File its final withholding tax return (Treasury Form 165).
5. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

MISCELLANEOUS

CHARTER

Term

The term of this charter shall begin July 1, 2017 and expire five years thereafter on June 30, 2022.

Renewal

ARISE High School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Revocation

The District may revoke the charter of ARISE High School in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Amendments

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the ARISE High School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the ARISE High School Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

REQUIRED NOTIFICATION TO DISTRICT

ARISE High School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves ARISE High School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. ARISE High School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

ARISE High School shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the ARISE High School under its disciplinary procedure, as an "expulsion" under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, ARISE High School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation

Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by LCCPS shall specify where the school intends to locate.” Education Code Section 47605(g).

ARISE High School plans to continue operating in the Fruitvale Village at 3301 East 12th Street, Suite 205, Oakland, CA 94601.

District Owned Facilities

If ARISE High School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, ARISE High School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Charter School will occupy and use any District facilities, ARISE High School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. ARISE High School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between ARISE High School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of ARISE High School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. ARISE High School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If ARISE High School and

the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon ARISE High School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period ARISE High School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if ARISE High School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, ARISE High School shall vacate the District facilities on or before June 30th of said school year.

ARISE High School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If ARISE High School will share the use of District facilities with other District user groups, ARISE High School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document

issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If ARISE High School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If ARISE High School moves or expands to another facility during the term of this charter, ARISE High School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ARISE High School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or

the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

BUDGET AND FINANCIAL REPORTING

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

ARISE High School has significantly strengthened its financial standing over the course of the last several years, which it intends to carry into the next charter term. Toward this end, ARISE High School has developed a five year budget that will ensure continued fiscal solvency. The following documents are attached as **Appendix 19**:

- Three-Year Budget, including:
 - Budget assumptions
 - Financial projections
 - Cash-flow

These documents are based upon the best data available to ARISE High School at the time of submission and will be updated to reflect any changes in state and federal funding levels and/or local cost structures.

ARISE High School shall provide reports to OUSD as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by OUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of ARISE High School's annual, independent financial audit report for the preceding fiscal year shall be delivered to OUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to OUSD shall include an annual statement of all ARISE High School's receipts and expenditures for the preceding fiscal year.

Federal Funds Compliance

To the extent that ARISE High School is a recipient of federal funds, including federal Title I, Part A funds, ARISE High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act and other applicable federal grant programs. ARISE High School agrees that it will keep and make available to the

District any documentation necessary to demonstrate compliance with the requirements of the Elementary and Secondary Education Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESEA include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

ARISE High School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

Insurance

ARISE High School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

Cash Reserves

ARISE High School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

ARISE High School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, ARISE High School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that ARISE High School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from ARISE High School, ARISE High School authorizes the District to deduct any and all of the in lieu property taxes that ARISE High School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. ARISE High School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to ARISE High School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

IMPACT ON CHARTER AUTHORIZER

In accordance with Education Code 47604.3, ARISE High School will promptly respond to all reasonable inquiries of the chartering agency. ARISE High School recognizes the right of the chartering agency to inspect or observe any part of ARISE High School at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

ARISE High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ARISE High School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of ARISE High School.
- The District is authorized to revoke this charter for, among other reasons, the failure of ARISE High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit ARISE High School’s books, records, data, processes and procedures

through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

ARISE High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to ARISE High School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to ARISE High School's operations is received by the District, ARISE High School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ARISE High School bylaws or charter provisions.

DISTRICT FEE FOR OVERSIGHT

Pursuant to Education Code Section 47604.32, OUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, ARISE High School shall pay OUSD an oversight fee in accordance with Education Code Section 47613.

The District may charge for the actual costs of supervisorial oversight of ARISE High School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if ARISE High School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

ARISE High School will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

EERA

ARISE High School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ATTENDANCE ACCOUNTING

ARISE High School will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law.

REPORTING

ARISE High School will provide reporting to OUSD as required by law including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

TRANSPORTATION

ARISE High School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

ARISE High School agrees to permit the district to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, ARISE High School shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act.

ARISE High School agrees to and submits to the right of OUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

ARISE High School shall be operated by ARISE High School, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to ARISE High School operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of ARISE High School or for claims arising from the performance of acts, errors or omissions by ARISE High School if the authority has complied with all oversight responsibilities required by law. ARISE High School shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure SFUSD shall not be liable for the operation of ARISE High School.

The corporate bylaws of ARISE High School shall provide for indemnification of ARISE High School's Board, officers, agents, and employees, and ARISE High School will purchase general liability insurance, Board Members' and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of OUSD and ARISE High School's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of ARISE High School.

The ARISE High School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

COMMUNICATIONS

All official communications between ARISE High School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

ARISE High School
3301 East 12th Street, Suite 205
Oakland, CA 94601

Oakland Unified School District
Office of Charter Schools
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

CONCLUSION

By approving the renewal of this charter for ARISE High School, OUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education

and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter high school can and should be. To this end, ARISE High School pledges to work cooperatively with the District to answer any questions or concerns regarding this renewal petition. The term of the charter renewal shall be July 1, 2017 through June 30, 2022.

ARISE Charter Renewal Performance Report

OUSD Guidelines

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an "X" in the appropriate box (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A ***draft*** of this report needs to be submitted to the Office of Charter Schools via e-mail to silke.bradford@ousd.org and leslie.jimenez@ousd.org in Word format ***at least 2 weeks in advance*** of the Renewal School Site Visit. The ***final draft*** of this Performance Report needs to be submitted as an ***Appendix in the Renewal Charter Petition.***

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Introduction



ARISE HIGH SCHOOL
Authenticity Rigor Inspiration Success Empowerment

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

ARISE High School has been honored to serve the Oakland community for nearly 10 years and looks forward to continuing this service during our next charter term. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

ARISE High School currently serves approximately 280 students in grades 9-12, and prepares students from low-income families to be the first to attend college. Currently 96% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 86% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2- and 4- year colleges and universities. In addition, we believe our alumni will be the future change-makers of Oakland. As more and more of them graduate from college we look forward to welcoming back into our community.

As is intended by the Charter School Law of 1998, ARISE High School provides a valuable high school educational opportunity to the students of Oakland in most need of one. In addition, it is meeting the expectations put forth by charter schools for continued operation and renewal under Education Code § 47607 (b), in that:

“the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

The Renewal Charter Petition will provide documentation on the strength of our program, while this Performance Report will set forth data to demonstrate that the academic performance of students at ARISE High School is at least equal to that of the high schools within OUSD.

OUSD Performance Report Table

1. What is distinctive about your school?

Introduction

When you enter ARISE you can immediately tell that you've found a special place. On your way up the stairs a student may have made eye contact and said hello, they might have asked if you needed help, or they may have just held the door open for you as you entered. You wonder how a school can exist in such a unique space, how it's possible that a school is in a major transit hub. You're greeted by the latest student art, a mural painted 5 years earlier by a postsession class and banners that display the Authenticity, Rigor, Inspiration, Success, and Empowerment at the core of our name.

We believe education does not start or end in the classroom. True learning occurs at all times, when you succeed, when you fail, when you make mistakes, and when you accomplish your goals. We believe that as a school we are teaching all the time. Every hallway interaction, smile, check-in, home visit, and family meeting communicates who we are, what we value, and why we are here.

ARISE is a special place. We've carved out a small piece of East Oakland and made it our home. We've offered to this community a sanctuary where we attempt to disrupt toxic schooling practices, the trauma of poverty, and institutionalized oppression. By examining our living conditions, growing our skills in reading, writing, numeracy, and critical thinking, and applying what we've learned to our personal and community transformation we as a community can and will ARISE.

Core Features

ARISE High School is distinct in its core features: it provides a Relevant and Rigorous Curriculum within a Collaborative School Culture.

- **Relevant and Rigorous Curriculum** - Utilizing two main methodologies, Understanding By Design and the Workshop Model, ARISE students are supported in practicing and applying academic skills and knowledge in a manner that:
 - Is aligned to state, national, and college and career readiness standards, utilizing standards-based grading
 - Allows for equitable, flexible, and individualized support for and engagement of all learners
 - Challenges each learner to think critically and creatively
 - Offers multiple opportunities to revise, reflect, and incorporate feedback in order to continuously improve their work
 - Constructs visible, active, and performance-based demonstrations of growth, learning, and understanding
 - Provides explicit modeling to support skill and academic development

- **Collaborative School Culture** - The ARISE community fosters a collaborative school culture, to support students in their development through the following:
 - Students are explicitly taught and consistently challenged to work in a variety of constructs - from individual tasks and pairs to group projects and challenges - in order to grow, learn, and support one another to excel as scholars and a caring community of learners

- Staff work in a highly collaborative and accountable manner to support our students, build/improve the curriculum, and identify areas of focus and growth for both adults and youth
- Families consistently partner with ARISE to ensure and provide effective support, resources, and input that support continuous growth and improvement

Restorative Praxis

The social-curriculum at ARISE is centered on our Core Values: Respect, Persevere, Build, and Lead. We recognize that teachers teach more than just content, they teach who they are. With this in mind we understand that intentional preparation and culture production in our classrooms leads to increased community satisfaction, buy-in, and academic achievement.

However, acknowledging the existence of this curriculum and the preparation needed to create healthy, loving, rigorous, and challenging classrooms and schools are two vastly different things. As such, over the years ARISE has been evolving its philosophy, systems, and structures to more clearly communicate what it means to Respect, Persevere, Build, and Lead. Grounded in the work of Keinfeld (1975), Ware (2006), Hollie (2011), Inlay (2010), and Claassen (2008), we've developed a multilayered system that explicitly recognizes our work as educators and culture producers.

There are three major components necessary for our Restorative Praxis program to be successful. These include approaching our teaching in the following ways:

- 1) Warm Demander: develop your students as human beings first
 - Family & Culture: understand & honor the strengths of the community
 - Authenticity: model the vulnerability, humility and the Codes of Respect, be an ally
 - Clear Boundaries: show strength, listen & affirm, challenge & offer a choice
 - Growth Mindset: believe in the “impossible”, embrace failure
- 2) Safe Classroom Community: protect your students in a potentially dangerous world
 - Prevention: clear expectations, talk about values, review flow chart
 - Core Values: Develop class norms based on these so students are clear about when they are upholding them and when they are not. Ground your discussions on culture and behavior in the Core Values.
 - Routines & Rituals: Mindfulness, Talking Circles, Systems for Student Success (See Organization & Structure)
 - Intervention: assume positive intent, keep it in perspective, deliberate escalation, when to stop the curriculum and when/how to remove students
- 3) Knowledge of Students: start where your students are, not where you want/imagine them to be
 - Prior Knowledge: Take time to become familiar with who is in their classroom. Pay attention to how they interact with the space, materials, and each other. What do students know? What are their experiences? Misconceptions?
 - Student Voice: What do students care about? What do they think?
 - Individual Needs: differentiation without tracking, adjusting instruction based on formative assessment
 - Choice: students should have real choices about how and what they learn (this does not mean we let students study whatever they want, but rather that students should be active in driving their own learning)

ARISE's vision to improve our own material and social conditions is the foundation for a Restorative Praxis

(RP) program that trains our community to develop the agency and power to bring about change.

2. How effective is your school overall?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High School is meeting the criteria for renewal under Education Code § 47607 (b), in that:

“the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

Students are achieving at a higher rate than the district in English Language Arts, as measured by the Smarter Balanced Assessment Consortium (SBAC), have a higher A-G Completion and college matriculation rate, and have a lower rate of chronic truancy as detailed below.

How do you know?

ARISE High School holds a focus on reflection and inquiry, for its students and for its staff. Over the past several years, it has utilized opportunities such as the requirement of a Local Control and Accountability Plan (LCAP), the Equity Pledge (including the adoption of Collective Measurable Pupil Outcomes), shifts in the California Assessment of Student Proficiency and Progress (CAASPP), and the Measure N Application process to engage its stakeholders in analysis of key indicators to guide continued improvement. These indicators are detailed throughout the Performance Report below.

What are its notable strengths?

ARISE High School’s notable strengths fall under four categories: rigorous academics, graduate outcomes, postsecondary readiness, and our climate and culture. The following is a summary of these strengths, with guidance on where to locate a full explanation within this performance report.

- Rigorous Academics - ARISE realized significant gains in ELA proficiency in 2015-16. Please see **Question 4** for a detailed analysis.
- Graduate Outcomes - ARISE has a strong A-G completion rate for students. Please see **Question 4** for a detailed analysis.
- Postsecondary Readiness - ARISE has a relatively strong percent of students achieving a 3.5 GPA or higher, which is a key indicator for post-secondary success. Please see **Question 4** for a detailed analysis.
- Climate and Culture - ARISE has a strong student culture and climate, with attendance rates that are higher than the district average, and chronic truancy rates and suspension rates that are lower. Student survey results indicate a level of culture that is correlated with increased academic outcomes for students. Please see **Question 3** for a detailed analysis of these indicators.

What are the main priorities for improvement?

ARISE High School's main priorities for improvement fall under these four categories as well: rigorous academics, graduate outcomes, postsecondary readiness, and our climate and culture. The following is a summary of these strengths, with guidance on where to locate a full explanation within this performance report.

- Rigorous Academics - ARISE realized minimal gains in mathematics proficiency in 2015-16 and maintains a low level of proficiency. Please see **Question 4** for a detailed analysis and action plan.
- Graduate Outcomes - While ARISE has a strong A-G completion rate for students, it continues to work to increase these percentages for students with special needs and English Language Learners. In addition, it is continuing to take steps to increase student retention and reduce mobility. Please see **Question 4** for a detailed analysis and action plan.
- Postsecondary Readiness - While ARISE has a relatively strong percent of students achieving a 3.5 GPA or higher, this can continue to be elevated. In addition, opportunities for concurrent enrollment can be increased. Please see **Question 4** for a detailed analysis and action plan.
- Climate and Culture - ARISE can continue to improve its chronic absenteeism rate, working to develop increased persistence with students and developing "wins" that keep them motivated and engaged. With baseline SCAI data in hand, areas of relative weakness to be addressed will be student voice and a welcoming school facility. Please see **Question 3** for a detailed analysis of these indicators.

Strategic Plan

We believe that "historically looted" communities of color lack schools that authentically engage students in their education and personal development. By honing in on the conditions of schooling, the quality of instruction and instructional materials, the support that teachers receive, and the utilization of standards-based grading and performance assessment, we can impact the face of education today. This theory of change is what guides our work as we dive into data analysis and hone in on areas of improvement and growth.

ARISE High School has developed a Strategic Plan that guides its improvement efforts. To ensure that the goals, actions, and measures within it are kept in the forefront, we have aligned our Renewal Petition, Local Control and Accountability Plan (LCAP), and this Performance Report to this plan. The main priorities for improvement and actions being undertaken are as follows:

1. ARISE students will be immersed in common-core aligned curriculum and instruction which prepares them for college while emphasizing knowledge of self, humanizing love, and performance assessment.
 - 1a. Ensure all students have access to and meet A-G coursework.
 - 1b. Ensure continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards.
 - 1c. Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards, providing teachers with ongoing professional development to support implementation.
 - 1d. Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.
 - 1e. Expand data driven instruction to drive school wide instructional practices and student specific intervention.
 - 1f. Expand and refine Response to Intervention (RTI) program to identify and serve all students

with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy.

- 1g. Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the new ELD standards and designed to support them in achieving English proficiency.
 - 1h. Provide ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and off-site professional development.
 - 1i. Utilize the Marzano Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.
 - 1j. Increase teacher salaries to recruit and retain experienced quality teachers
2. The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.
- 2a. Utilize a variety of structures including Advisory, RISE Up Assemblies, and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE's core values.
 - 2b. Codify a school-wide discipline praxis that supports students in expressing ARISE core values.
 - 2c. Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team.
 - 2d. Hold weekly informal "Informative Monday" parent meetings and monthly formal Parent Meetings to engage parents in their students' academic and personal development.
 - 2e. Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees.
3. Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college or a career.
- 3a. Engage students in a three-week enrichment course that enables students to explore and discover passions, paths, and purpose.
 - 3b. Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, and/or youth development programs.
 - 3c. Implement a career pathway option for students and provide opportunities for workplace learning through partnership with local employers and in alignment with agents of change pathway.
 - 3d. Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities.
 - 3e. Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students.
 - 3f. Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.
 - 3g. Track and engage ARISE Alumni to drive college readiness practices.

3. How well is the school regarded by students and parents?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High School is well regarded by many students, with areas in which we can grow further. We need to conduct further surveys to formally evaluate family perspective of ARISE.

How do you know?

ARISE regularly evaluates measures of engagement, including attendance rate, chronic truancy rate, and referral and suspension rates. In addition, ARISE has partnered with the Seneca Family of Agencies for 2016-17 and completed a baseline assessment of school culture in Spring 2016 utilizing the School Culture Assessment Inventory (SCAI). This baseline data is being used to guide our implementation plan and will be collected on an annual basis to inform program design, as well as reporting measures for the Charter and LCAP.

The SCAI measures dimensions of school culture on a scale of 1 through 5. A score of 3.5 or higher is correlated with increased outcomes for students. The average student score on the SCAI was 3.68, indicating that school culture and student satisfaction are at the level that they are positively impacting student outcomes. Unfortunately, the SCAI was not administered to families in 2015-16 so we do not have baseline data in that area. However, we intend to administer the SCAI two times in 2016-17 to students, families, and staff.

What do (a) students and (b) parents most like about the school?

One of our sources of pride is that our overall climate and culture is positive and welcoming for students. When you ask a student what makes ARISE unique, they often say it feels like home, that they feel supported, and that we are invested in their academic success. This feeling manifests itself in a variety of indicators, discussed below.

Attendance, Chronic Truancy, Retention, and Cohort Graduation Rates

One key indicator of this is in our attendance rate, which has been consistent and higher than the district average. In 2014-15, we established an attendance monitoring committee, the Student Engagement Committee, and that led to the decrease in chronic absenteeism. The decrease in our chronic absence rate also shows that SPED students in particular are more engaged at ARISE and consistently present. Historically this had been an issue at ARISE and we want to continue to be proactive in facing this challenge head on.

A second key indicator of this is the reduction in our chronic absence rate, which has decreased by 2.5% and is 3% less than the district average. This is where we are leveraging a Student Engagement Committee to reach out to families, establish attendance contracts, and determine if families need additional supports. While these efforts have made an impact on student attendance overall, they have not lowered our chronic absence rate enough. We need to continue our efforts in reaching out to families to ensure more students are able to attend regularly and receive necessary supports. As a result, increasing attendance for these students continues to be a priority and is discussed as an area for growth as well, further below.

A final key indicator of this is our steady increase in retention of students and our cohort graduation rate. This hasn't always been the case, so we are proud of this accomplishment. In the first six years of the charter, student retention and cohort graduation rates more closely mirrored the district rates. Through strengthening our intervention system and building a robust wraparound services program, we've been able to increase the percent of students who are able to complete our educational program, graduate, and matriculate into college.

Suspension Rate

Another point of attention is that between 2013-14 and 2014-15 our suspension rate increased. While still under the district average, it points to a shift in our school culture and climate. While it could be indicative of an increase of punitive consequences, it's also an indicator of increased accountability and responsibility. At ARISE, we use a discipline process grounded in restorative theory. Rather than just simply suspend students, they receive what we call a temporary exclusion. This one day exclusion from the community comes after a discussion and/or mediation is held with the parties involved in the incident. While excluded from the community, students are required to work on a reflection that asks them to think about how their actions devalued our Core Values of Respect, Persevere, Build, Lead. This approach to discipline will show a fluctuation over time that may not decrease permanently. Families and students appreciate this approach because we work with students and families to address what the root cause of conflicts are, identify how culture plays a part in the conflict, and then support the development of key conflict resolution, communications, and advocacy skills.

Community Service

Another strong indicator of our culture and climate is the hours of community service that our students complete with a partner organization buildOn. While we engage in two school-wide service events, students also chose to participate in afterschool and weekend community service hours. In 2014-15 our students completed 2,835 hours of community service and in 2015-16 that number nearly doubled to 5,638. We are extremely proud that our students are excited to engage in community service. In addition to completing community service hours, between 2014 and 2016 eight of our students participated in treks through buildOn, to Nicaragua, Haiti, and Malawi to build schools in rural communities. We believe that through regular community engagement and opportunities for international travel, our students will be able to engage in their education in more authentic and long-term ways. We know that motivation (and lack thereof) plays a crucial role in students completing high school, especially at ARISE where our requirements go above and beyond those of other high schools. Community service allows students to explore their interests, establish successful work habits, persevere through challenging situations, and see the immediate impact of their work. Currently, we have expanded our partnership with buildOn to integrate programming into our advisory and align it to our Agents of Change Pathway. We expect to continue this work into the next charter term and are establishing a work-based learning program in partnership with buildOn.

SCAI Student Survey

Through its partnership with the Seneca Family of Agencies, ARISE began administering the School Climate Assessment Index (SCAI) in 2016. The SCAI looks at multiple indicators of school culture and evaluates these on a scale of one through five. A score of 3.5 or higher is correlated with positive results in student achievement.

In terms of the SCAI student survey, areas of relative strength as viewed by students are Learning & Assessment (3.77) and Community Relations (3.73). With our focus on delivering rigorous and relevant academics within a supportive culture and community, this student data was affirming. While we did not

formally survey families, the themes that are most present when meeting with individual families and our family leadership group is the ability of ARISE to provide a safe & personalized learning environment and prepare their children for college.

What do they feel needs improvement, and what action is being taken?

Chronic Absence

While our chronic absence rate decreased by 2.5% and is 3% less than the district average, it still means that 24 students have been absent at least 10% of the school year. Analysis of our student data shows that missing that much class significantly increases the chance of students not passing their classes. As a result many of the students on this list often have to repeat courses and elect to transfer (stating it's too hard to earn credit) or drop out.

Students who have had attendance issues are referred to our Student Engagement Committee (SEC). We meet with parents and students regularly to troubleshoot why their child is missing so much school. It is during these family meetings that we gather the most insight as to why a child is absent so much. In 2014-15 we identified several students who were chronically absent due to circumstances outside of their control. One student was diagnosed with stage 3 lupus. Another student was hospitalized after attempting suicide. Another student is suffering from anxiety and depression. Two students were homeless and had no parental support. Others were dealing with a lack of resources and parents could not provide consistent transportation to school and some had parents who were battling health issues like cancer or other ailments.

However, that is fewer than 10 students. We still have 14 students who are missing too much class time and it's resulting in poor academic performance. A real challenge for us is elevating our concern for student absences to the appropriate authorities. While we have contacted CPS in some cases, we currently do not have a partnership with OPD or the DA's office to involve them in follow up with families. For our new charter term we have revised our attendance policy to align with Education Code 48260, which reflects a more streamlined and clear approach to dealing with truancy and chronic absenteeism.

Retention and Cohort Graduation

An additional area for growth is in our work with students who have no pressing physical or socio-emotional barrier, but simply lack motivation. Traditionally, this lack of motivation has been found amongst our sophomores and juniors who struggle with transitioning into our senior institute and meeting the expectations of increased rigor and expectations. Historically, this pattern was most evident amongst our Latino male students and often included challenging circumstances outside of school. However, in 2015-16 we saw an increase in young women who elected not to complete the ARISE program. The reasoning for these students is often that it would be easier to graduate from a more traditional school that had fewer requirements. While this is true, it also points to a larger issue. First, there are students at ARISE who are unsure of how completing the ARISE program will help them reach their college or career goals. Second, there are students who feel they are not receiving the academic support necessary to meet our expectations. Finally, there are students who by this critical juncture have not yet developed the persistence necessary to see themselves through these middle years. These underlying issues can only be addressed through intentional development of culture and academic identity. Our work in developing the Agents of Change Pathway is designed to address these issues.

The Agents of Change Pathway codifies the interventions used at ARISE, which include multiple approaches of intervention that build up our students academic identity, teach them perseverance, and support them in identifying quicker "wins" and using these as a form of motivation. Examples include:

- Our Advisory Program, with intentional preparation and support systems for advisors, helps identify and provide early interventions to students who need them.
- Our partnership with Seneca and their robust RTI model ensures we are providing targeted interventions for different groups of students.
- Our Research Methods in Social Justice is intended to close the gap in computer literacy and help students develop their academic identities as change makers and researchers.
- Our 10th grade partnership with buildOn exposes students to multiple community service opportunities and encourages them to explore future career opportunities. We believe that by encouraging students to invest their time and energy into effecting change in our community they will be more willing to challenge themselves to stick through a rigorous academic program.
- Our engagement of alumni as mentors to struggling students allows students to have real life models. By sharing their experience and accomplishments, mentors encourage students to begin to imagine what their own successes will be once they graduate from ARISE.

Student Survey Data

SCAI data revealed that there were two clear dimensions for growth, Attitude & Culture and Physical Appearance. Within the dimension of Attitude & Culture, students identified that their sense of collective goals and student voice are our largest areas of growth. This is especially true as we move forward with developing our Agents of Change Pathway at ARISE. While we engaged smaller focus groups we did not collect enough quantitative data to know for sure if the pathway we are developing is aligned with their interests. To address this we are engaging our current summer school cohort that that is representative of rising sophomores, juniors, and seniors to get a sense of their interest in pursuing a career grounded in social justice and equity. This engagement will provide an opportunity to students to share their thoughts, ideas, and interested while at the same time helping us shape our future goals and programming.

In terms of physical appearance students were most critical of whether we were welcoming to outsiders. We scored an overall 2.37 in this area, so this is definitely an area of growth for us and understanding what about our space is not welcoming to outsiders. This said, it may also be an area in which we have little control. Our school is located in a unique mixed commercial and residential zone, so students and visitors must enter and exit the facility via the staircase and/or elevator of the commercial building.

Family Survey Data

Another challenge is that we lack consistent, quantifiable data from parents about their satisfaction with our academic programming and school culture. Without this data our ability to authentically analyze data and make the appropriate adjustments is limited. In order to better understand parent perspective we plan to administer the SCAI survey twice during the 2016-17 at our Student Led Conferences (SLC's). This will lead to a better understanding of their experience and perspective on our school climate.

4. How well do students achieve?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
		X		

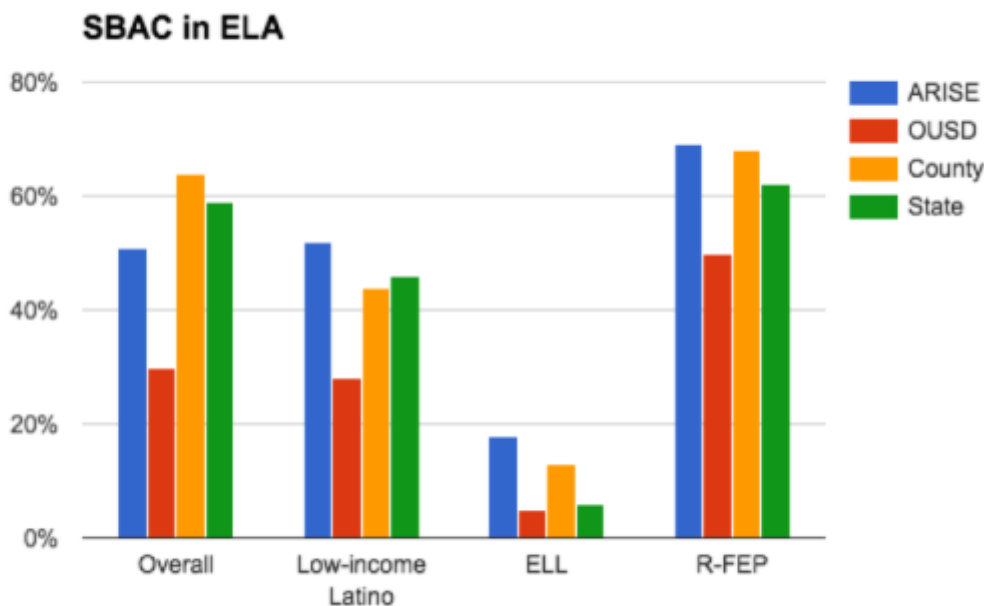
ARISE looks at multiple measures that go beyond just the CAASPP to evaluate how well students achieve, with a focus on Rigorous Academics, Graduate Outcomes, and Post-secondary Readiness. While some of these measures are excellent - such as our A-G completion rate and the increase in our ELA proficiency - others will require continued, focused work, including our mathematics proficiency rate and ensuring our programming fully serves all student populations.

In which subjects and grades do students do best, and why?

Rigorous Academics

In our first year of SBAC in 2014-15 we were disappointed with our results. Only 21% of our students were proficient in the ELA portion and 6% in math. We have made significant strides in this work during 2015-16 in ELA - increasing our percentage from 21% to 51%, placing us among the top high schools in Oakland serving similar students. We intend to continue this improvement in ELA and expand it to mathematics in 2016-17.

In looking at proficiency in English Language Arts (ELA) in 2016-17, ARISE students are achieving at rates that significantly exceed that of the district overall (+21%), as well as in all of the ARISE subgroups (which make up the majority of the population) - students who are from low-income families and are Latino (+24%), are English Language Learners (+13%), or who are reclassified English Proficient (+19%). In addition, these subgroups achieve at a rate higher than that of the county and state.



This achievement is reflective of the targeted work ARISE engaged in during the 2015-16 school year, fully aligning curriculum and instruction across subjects to the Common Core State Standards (CCSS) in ELA. We believed the numbers from 2014-15 and took them as a crucial gauge for how well we were preparing students to compete in high stakes assessments. The learning and self-reflection that it probed us to undergo is what will transform our story from one of underperformance to one of accomplishment. As a staff, we've had to engage in critical discussion around what it means to be a school with a social justice focus. We've explored the complexity of how these tests are gatekeepers and can sometimes have long-term effects on students' ability to access post-secondary opportunities both in college and career. It has pushed us to name how we must continue to support students in building the concrete skills for the world beyond high school. If we truly want our community to have the agency and self-determination to transform their social and material conditions then we must take into consideration how assessments like the SBAC reflect on their learning while with us.

The focused professional development and data-driven practices work that we engaged in during the year are discussed at further length under **Question 11**.

Post-Secondary Readiness

ARISE was founded with the intent of being a school to college pipeline for first-generation college goers. We wanted to afford students an alternative to what other high schools in Oakland were able to offer and access to the cultural capital that middle class college educated families afford their children. We believe that both the cultural and academic experiences at ARISE are necessary, in order to prepare our students to be both motivated and competitive in post-secondary institutions.

As a result, our work towards preparing students for college has been intentional since our inception, Students are provided with opportunities that not only make them competitive academically, but that build their

professional experiences through internships, youth programs, and cultural immersion opportunities. When it comes to access to college, we are proud that our students achieve at far higher levels than their peers at the district, county, and state levels in terms of college readiness. This is seen in completion of A-G Requirements, college acceptance rates, cohort graduation rate, and bridge and proficiency defenses as detailed below. It is also seen in our GPA and concurrent enrollment numbers: 69% percent of our seniors in 2014-15 had a Grade Point Average (GPA) of 3.5 or higher and our percentage of students with concurrent enrollment grew from 12.2% to 18.1% between the 2013-14 and 2014-15 school years.

A-G Requirements

Over the last 9 years ARISE has had consistently exceeded the state average of students completing A-G requirements. This is due to our commitment to give every student the opportunity to take A-G courses. We’ve also continued to increase our course options submitting and revising A-G courses so that all classes including academic electives are A-G approved. In 2015-16 we submitted 3 new courses, all of which were approved, that further diversify our course offerings. In 2015-16, 89% of our students completed A-G courses with a “C” or better.

91.7% of the school’s graduates completed their A-G requirements in 2014-15 (the most recent publicly reported data), significantly higher than the rate at the district, county, and state. When looking at the ARISE subgroups, this comparison shines an even brighter light on the true level to which the target population is achieving at a higher level through the ARISE program - 90.9% of students from low-income families who are Latino completed their A-G requirements, one-and-a-half times that of the district, twice that of the county, and nearly three times that of the state. For Latino English Learners, of whom 78.6% completed their A-G requirements, the rate stays at one-and-a-half times that of the district, but jumps to three times that of the county, and ten times that of the state.

2014-15 A-G Completion Rate				
	ARISE	OUSD	ACOE	CA
A-G Completion Overall	91.7%	56.5%	54.5%	43.4%
Low-income Latino Students	90.9%	60.7%	43%	32.5%
Latino English Language Learners	78.6%	48.3%	24.4%	7.2%

Source: <http://dq.cde.ca.gov/dataquest/>

College Acceptance Rates

The high level of A-G completion realized at ARISE supports students in gaining acceptance to college. Of the 2015-16 graduating class:

- 84.9% of students were accepted to a four-year college
- 84.9% matriculated into a two- or four-year college or university, with roughly three-quarters attending four-year and one-quarter attending two-year
- 90% of students are first generation to go to college

Cohort Graduation Rates

One of our biggest celebrations is the steady increase in our graduation rates. Between 2013-14 and 2014-15 we had an 11% increase in our cohort graduation rate. We expect that number to continue to increase while we continue to strengthen our wrap around services. The 12th grade graduation rate for 2015-16 was 98.1%, with 1.9% of students returning in 2016-17 for a fifth year to ensure they are truly college-ready. In addition, the cohort graduation rates in 2014-15 (the most recent publicly reported data) show that the cohort graduation rate at ARISE is higher than OUSD overall and significantly higher for all significant subgroups. In addition, the rate is higher than the county and state for students who are from low-income families and who are English Language Learners and within one percent for students who are Latino.

2014-15 Cohort Graduation Rate				
	ARISE	OUSD	ACOE	CA
Overall	78.3%	63.4%	85.0%	82.3%
Latino Students	77.8%	55.9%	78.4%	78.5%
Low-Income Students	80%	62.1%	77.4%	77.7%
English Language Learners	80%	50.9%	71.3%	69.4%

Source: <http://dq.cde.ca.gov/dataquest/>

Bridge and Proficiency Defenses

Another important element of our preparation of students for college and career are our Bridge and Proficiency Defenses. Bridge presentations are a celebration of work and a demonstration of learning done by all 10th Graders who wish to move into 11th grade. The student puts together a portfolio of work and presentation that they share in addition to a reflection on what they have learned over the course of 2 years. This presentation can be cumbersome for some students, so while all 10th graders are expected to complete a Bridge some attempt it in the summer. In 2014-15, 47 of 65 (72%) sophomores attempted Bridge and 67 of 75 (89) Sophomores completed Bridge in 2015-16. We will continue to increase the number of students who feel prepared to prepare Bridges their sophomore year by strengthening our advisory curriculum and supports.

Proficiency Defenses are aligned to rigorous CCSS and NGSS-aligned performance assessments. Modeled after Master’s Thesis defenses, proficiency defenses challenge students to present and defend their academic knowledge before a panel of experts and peers. The purpose of Proficiency Defenses are to show mastery of key subject matter and to demonstrate the kind of thinking that is necessary to become a scholar in the academic area. A written assessment is evaluated by a core content teacher. Students then have to present before a panel in a defense format that is designed to measure the depth of student understanding in response to questioning. Out of a cohort of 53 seniors in 2015-16, all 53 completed Proficiency Defenses over their junior and senior years. We’re particularly proud of our ability to support our special needs and 504 students to complete modified proficiencies. Our focus right now is supporting students to tackle proficiency defenses in their junior year instead of opting for waiting until senior year. In 2014-15 we only had 7 juniors out of 54 attempt proficiencies. However this year, through intentional culture building and scaffolded support, 34 of 54 Juniors attempted at

least 2 Proficiencies by May 19, 2016.

How We Got There

Our Adelante Student Services program has strategically and intentionally targeted and supported students in developing plans, setting goals, and monitoring their own academic progress. Advisors play a major role in this in addition to our Palante Circle, also known as our Coordination of Services Team (COST). This is evident with the strides we see in the A-G completion rate for students with special needs and English Language Learners. Between 12-13 and 13-14 there was a 50% increase in SPED students completing A-G requirements and a 9% increase in EL's completing those requirements.

Additionally, we began offering summer credit recovery options for classes students most frequently don't earn credit in. In Summer 2015 we offered Algebra 1 credit recovery and English 1/2 credit recovery. This supported many students to stay on track to graduate and meet the 4 year requirement of both classes. Again, in the Summer of 2016, we offered English and Math. The need in these two academic areas has also prompted us to look more closely at how to best serve all of our students, especially if we are seeing a pattern of struggle. Therefore, our foci for 2015-16 was increasing schoolwide literacy and for 2016-17 is to continue this work while expanding to mathematics.

We believe that it is due to the combination of these shifts in practices and supports that we've been able to reduce the number of students who leave ARISE by 4%. However, this is not enough. We strive towards becoming the type of school where 75 freshmen enroll and 75 graduate in 4 years. Our community deserves a school that can meet the needs of our students. What this data also misses is the lens on students who may have not always done well academically and opt for a 5th year. We don't push students out. We work proactively with families to set academic and behavioral plans that will increase their ability to succeed academically at ARISE and complete our academic program. We're excited about our partnership with Seneca Family of Agencies and how that will support the academic and social development of even more youth.

Our goal is to see these metrics continue to rise.

In which subjects and grades is improvement needed, and what action is being taken?

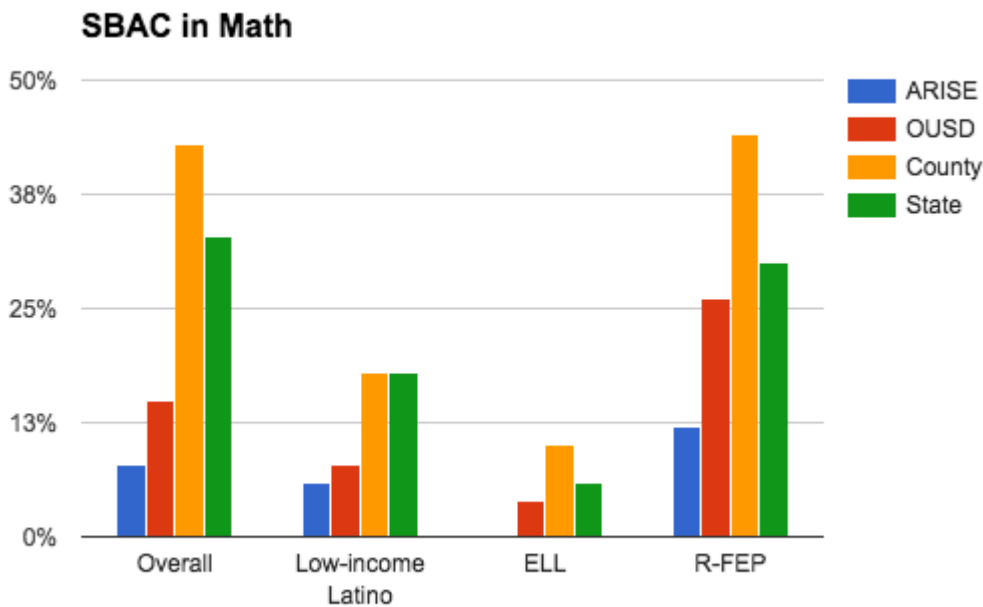
Rigorous Academics

Math (and English)

As mentioned above, we are proud of our rigorous CCSS and NGSS-aligned performance assessment-based graduation requirement, which challenges students to present and defend their academic knowledge before a panel of experts and peers. This said, the rigor of this metric is not currently translating into our SBAC results in Math and EL Reclassification rates. Our SBAC data reveals real gaps in bridging our academic program and students performance on the SBAC test. As a school we did not intentionally prepare our students in 2014-15 to take the SBAC. In fact, we had to significantly shift our adult and student mindset around testing. This is evident in the low number of students that scored proficient or above in math and English. While we made a significant shift in building up the culture and growth mindset around SBAC for the 2016-17, our results showed a significant jump from 21% to 51% in ELA and an underwhelming 2% increase from 6% to 8% proficient or above in math.

In looking at proficiency in Mathematics, we see ARISE students performing at levels slightly less than that of the district, though the difference is far less significant than that of their stronger performance in ELA. In Mathematics, we see ARISE students performing at levels under the district overall (-7%) as well as in the same three significant subgroups - students who are Latino and from low-income families (-2%), who are English

Language Learners (-4%), and who are reclassified English Proficient (-14%).



These achievement levels are reflective of the stage at which ARISE curriculum and instruction was aligned to the CCSS in Math in 2015-16. While curriculum and instruction was highly aligned to the CST and CAHSEE in the past, it had not fully transitioned in alignment to the CCSS. In addition, we have also struggled with supporting our students when they enter as 9th graders without the foundational skills necessary to succeed in a high school math class. This is the targeted work of ARISE in 2016-17 and as was realized with ELA, we expect to see a similar increase in achievement levels in Mathematics as a result of this focused work.

Our challenge now is to align our mathematics program to the common core so that our students experiences in mathematics more closely mirrors what they will encounter in the SBAC. We have invested a significant amount of resources into hiring a math content specialist as our Dean of Instruction in STEM to support our math team in building comprehensive, rigorous, and appropriately sequenced curriculum. Our STEM Dean was a high school instructor for 7 years and taught at the college level for two, helped engineer the remedial coursework at Cal State East Bay and brings both the university's and his personal resources to ARISE to make a significant impact in our students' college math readiness. In addition, we purchased textbooks for all math courses and a chromebook cart specific to our math department to use for blended learning opportunities. This curriculum, being piloted this year, uses blended learning to support students skill development. Finally, we are pursuing PD opportunities for our math team to support their development in teaching the mathematical thinking and reasoning skills needed to understanding SBAC.

We are also interested in exploring how to use our pathway theme of Agents of Change to compliment our math instruction as a theoretical/ideological framework. An example of this could be using current statistics of inequity, access to resources, college going and persistence rates, and incarceration rates to explore the impact of numbers in our lives. Or using word problems that contextualize our pathway within a greater narrative. For instance, challenging students to solve a real problem our community is facing today such as understanding the

cost of living and wages and how that's leading to gentrification. Similarly, science can infuse their curriculum with pertinent and urgent current events such as exploring police violence as a public health issue and using the lens of science and medicine to address the root causes of this.

English Language Development

We are also actively investigating approaches to ELD that will better serve our English Learners. While our approach has always been to support the language development of all our students, the turn over in school leadership has led to inconsistent planning and implementation of any long-term initiatives. Understanding the need for thorough planning and consistency, we've hired an outside consultant to support the development and implementation of a comprehensive EL program and adoption of the Constructing Meaning framework from EL Achieve. This includes development of a three-year sequence to adopt and implement EL Achieve's Constructing Meaning Framework for Integrated ELD. The EL Achieve coach will collaborate with our lead team and teachers to help us develop an implementation plan that will gradually increase our integration of Constructing Meaning across all content areas. In addition, we will be attending EL Achieve's Leadership training and overview to support the adoption and implementation of the Constructing Meaning Framework. We expect that this increase in resources into scaffolded language development will also translate into our students average RIT score on the NWEA MAP increasing over the next three years.

With this shift in leadership, we also encountered a drop in students that were reclassified between 2013-14 and 2014-15, as the reclassification criteria and process were not clearly outlined and passed on to another staff member.. Since then we've developed a criteria that multiple staff are aware of and can support the reclassification of students. We've asked our College and Career Coordinator to hold CELDT and reclassification as part of her workload, because we believe that her understanding of students linguistic trajectory will lead to a more personalized approach to supporting the development of post-secondary plans.

Special Education

We are leveraging our shift to the El Dorado County Charter SELPA and the partnership with the Seneca Family of Agencies and the Unconditional Education (UE) Model to increase services to students and provide consistency in our Response to Intervention program. We have committed to this implementation and partnership for the long-term, recognizing it as a critical component in our service to students.

Graduate Outcomes

A-G Completion

While we've been making strides in supporting more of our students to graduate, we've also struggled with supporting some of our most vulnerable learners.

The biggest challenge we are facing is ensuring that more and more of our students have the opportunity to graduate in a four-year time frame. While there was an overall increase in the number of students who graduated, there was also an increase in our dropout rates. Two significant subgroups, ELs and SPED students, saw a 7% and 16.7% increase in dropouts between 2013-14 and 2014-15. This highlights that schoolwide we need to make a significant shift in the supports we are offering our most vulnerable populations in supporting their academic attainment.

Our A-G completion rate dropped 8% between 2013-14 and 2014-15, though rose again in 2015-16 to 89%. The drop was due primarily to the number of students who have IEPs that were given the option of graduating meeting the California minimum requirements. While as a subgroup we saw an increase in students with IEP's being able to complete A-G requirements we continue to strive for improvement in this area. We need to

increase the opportunities for our students with IEPs to successfully complete A-G courses.

One of the key ways we seek to do so is by providing more consistent, leveled support for students. Our SPED and RtI program were falling short of addressing the real everyday needs of students and teachers. This is evident in the number of students with IEPs and 504's that graduate only meeting A-G requirements, California Minimum Requirements, and Certificates of Completion. While our ability to maintain our enrollment and persistence has leveled off and become more predictable, we have a real need to support student at the Tier 1, 2, and 3 levels. We need to have consistency in programming across classes to support all learning, increase our early intervention programming, and streamline the qualification and assessment process for students. In recognition of this need, ARISE has partnered with the Seneca Family of Agencies to implement the Unconditional Education (UE) Model starting in 2016-17.

Dropout and Transfer Rate

Another challenge we are facing is continuing to decrease the number of students who are leaving ARISE. While there was a small decrease we are still 4.5% above the district average. The largest number of students leave ARISE in 9th and 10th grades. Of the 30 students who left the school in 2014-15, 21 of them were 9th or 10th graders.

While overall the rate of students is 14.8%, most students leave ARISE in 9th and 10th grade because we are not supporting them to take on the high academic rigor they experience in our classes. We've also lacked a consistent way to help students develop their academic identities and embodying the Core Value of perseverance. In part, this is taught through consistent organization towards academic success - completing HW and projects on time, using organizers to stay on top of work, etc. Without this essential foundation as students get older they realize they will not be successful in meeting all of our academic requirements so they opt out of ARISE for another space with less requirements to graduate.

In order to address these challenges we understand that we have to strengthen how students enter and learn to be ARISERS in the 9th grade. We are shifting our 9th grade course sequence to tackle some of the gaps in skills and knowledge that students arrive with. This includes piloting an Applied Research for Social Justice Course. The purpose of the Applied Research for Social Justice course is for 9th graders to thoroughly analyze the characteristics and actions of socially active leaders in many settings and situations, and apply those characteristics and actions in a research project where students analyze a need in their community and the possible ways to address that need. In particular, students will examine how socially active leaders handle ethical situations and are accountable to their various stakeholders. They will also gain foundational skills in technology to support their ability to navigate multiple content areas and the technical skills needed to be successful in them.

In addition, we are exploring an extended day program for struggling 9th graders where they will receive intentional math support. Finally, we are using grade level leads to support our revised RtI model and provide differentiated support for 9th and 10th grade. Project Engage can play a vital role as an alternative engagement option. We are also interested in visiting Oakland Tech who has been successful at developing students academic identities in 9th grade.

Post-Secondary Readiness

Academic Preparation

ARISE does not offer AP courses, due to our alternate emphasis on concurrent enrollment. Therefore we don't have comparable data to the district around AP completion and AP Exam Pass Rate. While 69% of our seniors

have a 3.5 GPA or higher, we still have 31% of them not reaching this particular academic indicator that makes them competitive for both universities and scholarships.

ARISE sees our performance challenge as continuing to strengthen our academic program so that our students are fully prepared for the demands of a college-level curriculum without needed remediation.

College Persistence

We have high acceptance and enrollment rates for students to four-year colleges, however we do not have significant enough data to show that they are staying enrolled in universities and graduating.

We need to strengthen both the promotion and transition to two-year colleges. We saw a 15% decrease in students enrolling in two-year colleges. Community Colleges are an affordable and viable option that our students can benefit from as they continue their education past 12th grade. However, this significant drop doesn't necessarily translate into alumni electing to go into four-year colleges. We need to conduct further research into why students are opting out of college all together.

In order to better understand the effectiveness of our programming we plan on utilizing our college and career coordinator to begin outreach to alumni and survey them around their experience at ARISE and how we did or didn't 1) prepare them for college, 2) prepare them for careers, and 3) instill in them a commitment to better our community. Additionally, we will need to create a medium to communicate with alumni and survey them around their college persistence rates and preparedness. Finally, we are pursuing the ability to set up a National Student Clearinghouse Account to support us in tracking our students college completion.

Concurrent Enrollment

As a small school, we should be able to support more students taking and successfully completing college courses through concurrent or dual enrollment. Concurrent enrollment has happened inconsistently to date, driving ARISE to further investigate successful models. We are excited to visit LPS Oakland and Lionel Wilson Prep. Both schools have dual enrollment programs that are integrated into the school day. They've incorporated college courses into their master schedule and supported student success through staff proctors. We plan to visit their sites in the fall to support our College and Career Coordinator as she builds out our concurrent/dual enrollment offerings.

Advisors have often been the lead in ensuring their advisees enroll in college classes. What we've learned is that's not enough to support equitable access to these courses. Another concern is how to support students transition to these much more independent spaces. We've lacked consistent documentation to capture what classes our students are most successful in and why. We also haven't leveraged the experiences of upperclassmen to mentor or tutor younger students when they begin to explore community college classes.

Toward this end, we are piloting dual enrollment at ARISE in the 2016-17 school year during postsession with the intent of having a multi-elective master schedule beginning in the 2017-18 school year. In order to achieve this we are exploring collaborating with Leslie Hsu, OUSD's Manager of Strategic Partnerships, to streamline how we negotiate course offerings with the Peralta Colleges.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

As discussed above, there has been differential attainment of A-G completion for our students with special needs and our English Language Learners. Please see the above text for explanation on actions taken.

In terms of evaluating subgroup student performance as measured by the SBAC, this can be difficult given the sample size. In 2015-16, 53 students were enrolled in the 11th Grade class. As a result, many of the subgroups were under 30 students and may not be numerically significant for conducting subgroup analysis. For example, there has been a difference of between 5 and 10% by gender in both years - however males outperformed females in 2015-16, while females outperformed males in 2014-15. In terms of ethnicity and income level, as the school is dominantly Latino and students who qualify for free and reduced lunch, there is not an alternate set with which to compare their achievement.

While not publicly reported subgroups, ARISE actively monitors the performance of its students with special needs and English Language Learners on these assessments, as it does with A-G completion and other measures. As detailed above, ARISE is engaged in significant work to improve services to both of these populations. This included a partnership with the Seneca Family of Agencies to implement the Unconditional Education (UE) Model in 2016-17 and the Year Zero work with EL Achieve to develop a three-year implementation plan for improved services and supports, utilizing the Constructing Meaning framework.

5. How effective is the quality of instruction, including teaching, learning, and curriculum?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
		X		

How do you know?

As discussed in Question 1 and repeated here, ARISE High School holds a focus on reflection and inquiry, for its students and for its staff. Over the past several years, it has utilized opportunities such as the requirement of a Local Control and Accountability Plan (LCAP), the Equity Pledge (including the adoption of Collective Measurable Pupil Outcomes), shifts in the California Assessment of Student Proficiency and Progress (CAASPP), and the Measure N Application process to engage its stakeholder in analysis of key indicators to guide continued improvement.

While we have rated ourselves as a “3” overall in terms of quality of instruction, this is more accurately a split between “4” for our ELA and college and career readiness and a 2 in terms of math.

Which are the strongest features of teaching and learning, and why?

Teaching

As a foundation all of our teachers believe that our students are capable of greatness. This belief along with their unwavering commitment to providing quality instruction is what drives teaching at ARISE. We have a staff that is committed to ongoing professional development, coaching, and collaboration. Our commitment to Culturally Responsive Teaching and building relationships with students is a lever teachers utilize to push students to achieve better than they believe they can. Advisory teachers loop with their advisories for four years. As such, it is not surprising that another strength in the ARISE teaching practice is knowing students well.

A strength of teaching at ARISE is that the school moved to standards-based grading nearly four years ago. This set us up to be able to align our school-wide learning target system to the CCSS and NGSS standards, particularly in ELA where we have seen our strongest initial results. Our focus this year is to further this work intentionally in math and science. Department teams work together through the year - in 17 days of professional development and weekly early release - to develop and revise curriculum maps that align learning targets, assessment, and proficiencies to the CCSS and NGSS. For 2016-17, we have put into place a STEM and a Humanities Dean of Instruction to further support this work.

Our Teacher Evaluation Framework is also crucial to this work and we’ve identified 5 domains that we believe a great ARISE teacher must embody:

- Center instruction on high expectations for student achievement rooted in a learning environment that

demonstrates humanizing love.

- Demonstrate effective teaching practices, including differentiation to ensure success for all students.
- Develop and manage effective, relevant, and engaging curriculum.
- Maintain a commitment to professionalism, collaboration, and the development of a professional teaching and learning community.
- Provide clear and positive guidance and support as an Advisor throughout the academic career of their students.

Over the last charter term we've focused on the workshop model as a the foundation for effective teaching and learning, Understanding by Design as a planning framework, and formative and summative assessments as indicators of student learning. Through this intentional technical training we've normed how students experience teaching at ARISE and codified for teachers what effective instruction looks like. As we entered the 2016-17 school year one of our major initiatives is a school-wide literacy focus where all teachers see themselves as literacy instructors. This effort is establishing the foundation for our EL program moving into the next charter term. Our dedicated investment into resources, professional development, and personnel will ensure that our students continue to receive quality programming.

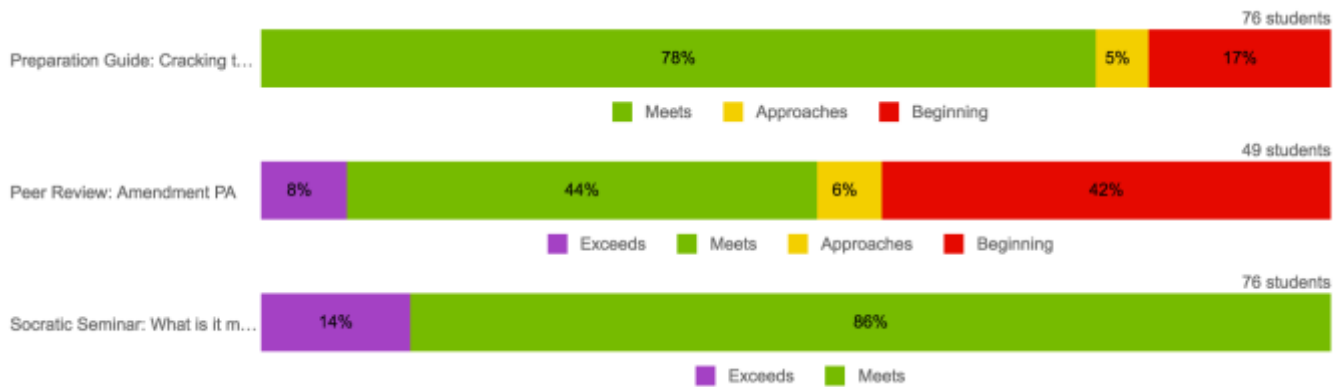
ARISE has also consistently used multiple data streams to inform and guide our professional development and teacher practice. We have developed observation tools, regularly survey staff, and leverage coaching to support the development of teachers. Under the new Deans of Instruction model, every teacher receives weekly or bi-weekly coaching support. Many of our teachers are also engaged in outside professional development opportunities such as Literacy Leaders Institute, Stanford Center for Assessment Learning and Equity, GLOBE, ACOE offerings, Culturally Responsive Teaching and the Brain, and Facing History.

Future work in this area will be establishing the systems and structures to translate this into coordinated services for students, utilizing our UE Model and the Response to Intervention process. This is in addition to work around utilizing data to inform teaching.

Learning

As discussed in Question 1, college preparation as measured by A-G completion rate and four-year acceptance rate is a strength at ARISE. While we have continued work in these areas, especially for our students with special needs and ELLs, they are comparatively strong within the local and state landscape. ARISE also has realized a significant gain in literacy over the past year, with 51% of its students meeting or exceeding state standards as measured by the SBAC.

ARISE has also been at the forefront of urban high schools transitioning to a standards-based grading assessment system. Our teachers and students have embraced an alternative grading system that emphasizes the development of skills and content over letter grades and GPA's. While we still translate grades for college applications our framework emphasizes the process of learning that in addition to the outcomes. This system also allows teachers to narrow in on what they are teaching, why they are teaching, and how to gauge students understanding on an ongoing basis. Through our online grading tool, MasteryConnect teachers have the ability to analyze students trends and data for entire classes. Please see the figure below for an example.



Access to this level of data supports teachers ability to reteach and differentiate based on students needs.

MasteryConnect also provides administrators a bird's eye view of the progress as a school. See Figure Below:

Economics/Government Progress

Mastery Levels

Percentage of Standards Assessed



- 8 Exceeds Mast (0.7%)
- 365 Mastery (29.8%)
- 69 Near Mastery (5.6%)
- 41 Remediation (3.3%)
- 742 Not Assessed (60.6%)

Mastery of Standards Assessed



- 8 Exceeds Mast (1.7%)
- 365 Mastery (75.6%)
- 69 Near Mastery (14.3%)
- 41 Remediation (8.5%)

This data gives us data as coaches to engage with teachers around school wide trends and examining learning outcomes for students.

While our transition to standards-based grading has been challenging we are excited about using this as a model for what we believe better supports students learning. Over the last charter term we've researched and implemented what we believe to be a more thorough assessment system that will result in a more accurate representation of students ability, our ability to monitor that progress, and as a result provide more intentional differentiation, intervention, and extension curriculum.

What aspects of teaching and learning most need improvement, and what action is being taken?

Teaching

To ensure consistency in expectations of practice and to support a growth orientation, ARISE is piloting a new Teacher Rubric in 2016-17. Teachers will be formally evaluated utilizing the rubric, will engage in goal setting, and will have growth tracked. Data on teacher practice will inform whole school professional development priorities, as well as individual coaching and development plans. This data in aggregate will also be utilized as one of our LCAP measures.

Another area of growth for teaching is engaging in more regular analysis of multiple forms of data. While we collect survey data, observation data, and data on academic progress to identify needs, we haven't streamlined how other sources can be used on regular basis. For instance, how do we reconcile data from progress reports, MAP data, and SBAC results? Why don't they more closely mirror each other? How can we better serve our

highest needs students? How do we encourage teachers to utilize these data streams more frequently to inform decisions around instruction?

Learning

As discussed in Question 1, mathematics is our area of focus in 2016-17. Due to the unacceptably low math proficiency rate, we are investing a significant amount of resources into hiring a math content specialist as our Dean of Instruction in STEM to support our math team in building comprehensive, rigorous, and appropriately sequenced curriculum. In addition, our STEM Dean helped engineer the remedial coursework at Cal State East Bay and brings both the university's and his/her personal resources to ARISE to make a significant impact in our students' college math readiness.

Through ongoing data and root cause analysis ARISE believes that the adoption of remediation courses for students to take alongside our A-G coursework will help support more of our students to complete our academic program. It will also move more of our students into the proficiency so that they are able to keep up with the expectation for rigor in both our in house grading and state testing. During our current charter term we've only been able to offer credit recovery and hope to expand our summer and school year programming to include summer bridge preparation courses and remediation courses into our master schedule. We believe the additional support through this additional programming will have the most impact on students experiences and their ability to perform to the best of their ability.

Additional foci, also discussed in **Question 4**, include increasing student persistence through 9th and 10th grade programming, increasing early intervention for struggling students through the Seneca UE Model, and implementing a consistent framework for supporting ELD via EL Achieve's Constructing Meaning.

Another initiative we are piloting to address academic achievement and student learning is a 9th/10th intervention program this year, Project Engage, that will provide mentoring, tutoring, and community building for students who are struggling to achieve academically. Into our next charter term we want to expand this type of programming by investing resources into qualified tutors and support staff for our struggling students.

6. How effective are professional development opportunities provided to teachers?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High school is dedicated to reflection, inquiry and collaboration, and uses these lens to guide professional development practices. This allows the school to be responsive, using data to drive its professional development practices. And it requires the staff working as a team in the service of student outcomes.

How do you know?

One of the strongest singular indicators in the effectiveness of our data-driven professional development is in the increase in our students proficiency in ELA. After receiving disappointing results in 2014-15, with a mere 21% of our students meeting or exceeding the standards as measured by the SBAC, we took a whole school on literacy in 2015-16. The proficiency rates increased by 30%, rising to 51% making ARISE one of the highest performing high schools in the district serving similar students.

Which are the strongest features of professional development, and why?

One of the strongest features of professional development at ARISE are the collaborative team structures in place, which staff work within to improve and refine their practice. These include:

- Familia - We currently have two Familia strands that focus on different components Our grade level teams, called Familia, review student quarter grades, semester grades, and graduations progress to develop intervention and enrichment options at the classroom level.
- Departments - Subject area teams meet together to review and calibrate learning targets, assessments, and performance tasks to the CCSS, NGSS, CSS, and college and career readiness standards. NWEA and SBAC results are used to inform this process.
- Coordination of Services Team (COST) - Led by the Director of Adelante Student Services, reviews academic and graduation data, referral rates, academic and behavior interventions, and School Climate Assessment Instrument (SCAI) data. We meet weekly to support providing wrap around services to our students in need.
- Lead Teams- As part of our Leadership reorganization we moved away from one larger leadership team to two smaller committees. Each committee helps move forward different strands of the school's programming. Currently, Team hooks, made up of grade level leads, our Dean of Adelante, Academic Intervention Specialist, principal and Parent Organizer convenes every other week to discuss culture and climate. Team Freire, comprised of our academic deans, CIG lead, principal and a TSA meets on alternating weeks to plan professional development and school wide academic initiatives. We also meet together a couple times each quarter to align our work and vote on initiatives and policy affecting the entire school In both teams we review school-wide data from both internal and external measures, then make recommendations based on this data for shifts in the school program and priorities for professional development.

Additional structures to support professional development include:

- Extensive, ongoing professional development designed by school staff and aligned with the school's mission and goals, while building an effective, thoughtful, adult learning community at the school.
- Dedicated time, including 17 release days before, during, and after the school year and weekly early release.
- A teacher-led inquiry and action research practice, connected to classroom practice and student achievement goals.
- A data-drive instructional practice, where teachers and instructional leaders collect, review, and analyze data on their effectiveness as well as student achievement. Data is also disaggregated by different subgroups within the school, e.g. race, ethnicity, gender, class, etc. to address issues of predictability and inequitable distributions of student achievement.
- An annual School Self-Review process at our End of Year Retreat, with stakeholders sharing and analyzing data and collaboratively setting goals for the future.

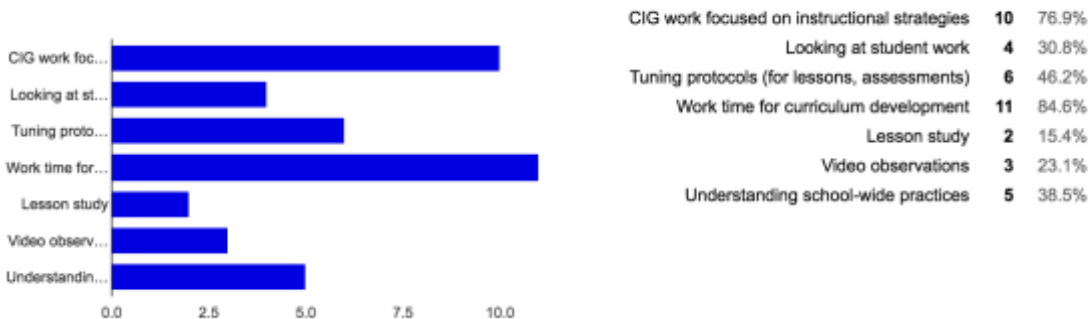
How are professional development activities selected and evaluated?

The school faculty, in collaboration with the greater school community and key stakeholders, conducts ongoing cycles of inquiry, using multiple measures of data (as detailed in **Question 10** below), disaggregated by different categories of the school's population, as well as in-depth analysis and discussions of student work, to assess how the school is progressing and what adjustments need to be made to the school's program and individual instructional practice. Examples of data-driven professional development include the literacy focus in 2015-16, math focus and UE Model implementation focus in 2016-17, and the planned ELL focus in 2017-18 (with Year Zero work taking place in 2016-17).

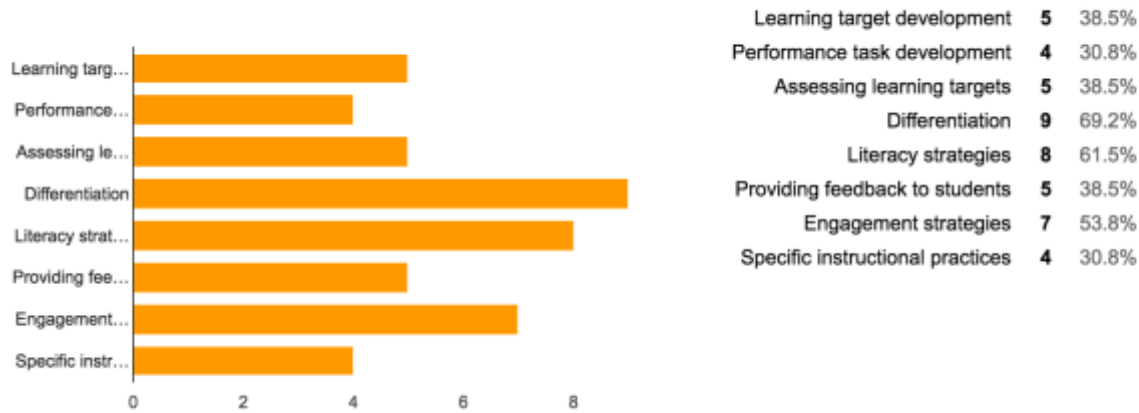
In addition, we collect staff feedback every PD session through a plus delta protocol and exit ticket. Another source of data that we collect are quarterly staff surveys that Team Freire then reviews to inform future PD choices. See figure below for examples of teacher feedback through surveys.

Survey results from Fall 2013

What would you like to do more of in PD?

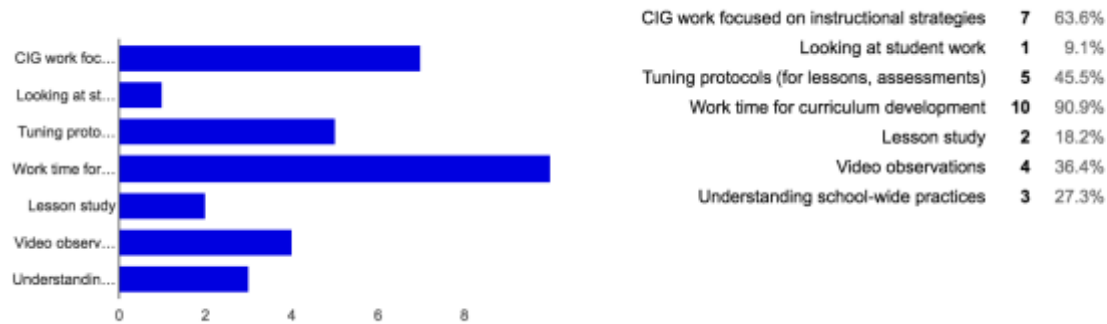


What topics do you need further development in?

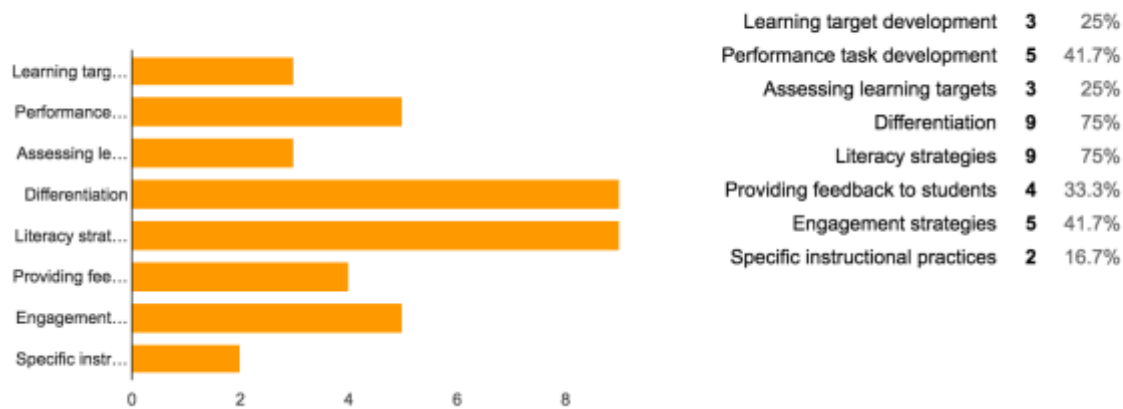


Spring 2014

What would you like to do more of in PD?

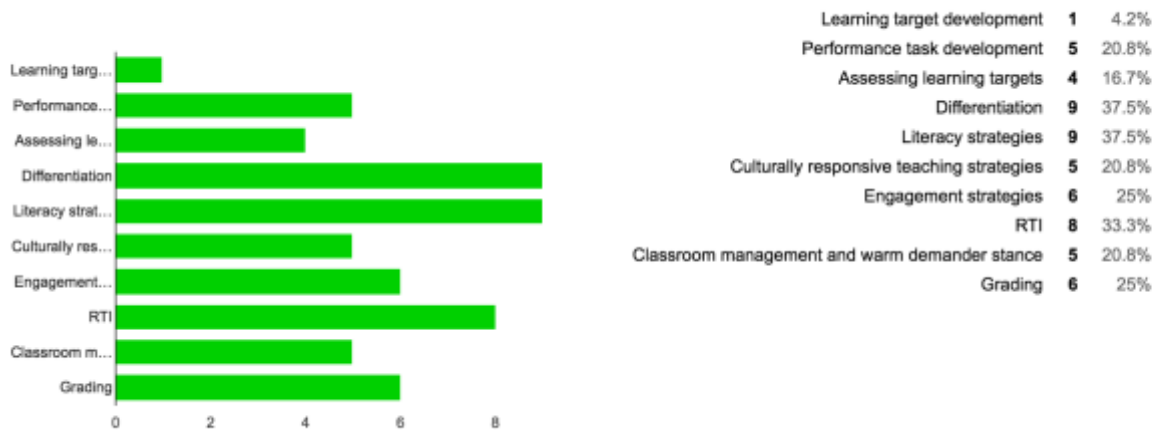


What topics do you need further development in?

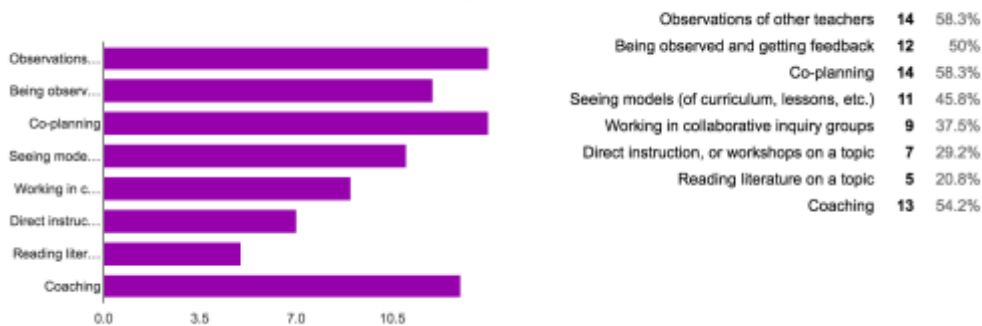


Fall 2016 Survey

What PD topics do you feel like you need the most development in?



What process do you think is most likely to improve your practice?



What aspects of teaching and learning most need improvement, and what action is being taken?

As discussed in **Question 4** and **5**, mathematics is our area of focus in 2016-17. Due to the unacceptably low math proficiency rate, we are investing a significant amount of resources into hiring a math content specialist as our Dean of Instruction in STEM to support our math team in building comprehensive, rigorous, and appropriately sequenced curriculum. In addition, our STEM Dean helped engineer the remedial coursework at Cal State East Bay and brings both the university's and his/her personal resources to ARISE to make a significant impact in our students' college math readiness.

Additional foci, also discussed in **Question 4** and **5**, are as follows:

- Increasing student persistence through 9th and 10th grade programming, with coaching and professional development led by the Dean of Adelante Student Services.
- Increasing early intervention for struggling students through the Seneca UE Model, with the Director of Adelante Services overseeing the program and acting as a UE Coach to work with the whole staff and individual teachers directly on implementation.
- Implementing a consistent framework for supporting ELD via EL Achieve's Constructing Meaning, with an EL Achieve Coach completing Year Zero work in 2016-17 and a three-implementation plan beginning in 2017-18.
- Peer observation, with teachers observing of one another and giving each other feedback on practice.

- Ongoing data analysis of classroom and student trends that informs shifts in teaching.

7. How effective is the assessment of student learning?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High School utilizes Multiple Measures of student assessment. Together, these measures provide insight on student development academically and socio-emotionally.

How do you know?

ARISE has developed a robust data practice, that includes both internal and external measures across both academics and socio-emotional development. This includes the following:

- Formative and summative assessment rooted in the classroom, to provide an ongoing record of student work that meets mastery across academic and non-academic domains. These assessments are designed by department teams, with careful alignment to learning targets and the CCSS and NGSS standards.
- Standardized formative and summative assessments, including the NWEA MAP in all grades, the SBAC in 11th Grade, and the PSAT and SAT or ACT, to provide incoming and benchmark data on student mastery and growth and to support college readiness,
- Portfolios, Proficiencies, and Exhibitions, including Student Led Conferences to reflect on student progress and set goals, Expositions of Student Work to showcase student learning for families and the community, and Bridge Presentations and Proficiencies to engage students in presenting and defending their mastery with an authentic audience.
- School culture indicators, including attendance rate, chronic truancy rate, and dropout and transfer rates. The SCAI will provide an additional indicator across stakeholder groups beginning in 2016-17, including students, families, and staff (baseline data from students was collected in 2015-16).
- College readiness indicators, including A-G completion rates, concurrent enrollment, GPA, and college application, acceptance, matriculation, and persistence rates.

What are the strongest features of assessment?

There are two areas of assessment in which ARISE demonstrates strength: in the student assessments themselves, and in the data-driven practice that ensure these assessments are used to drive practice.

In the realm of assessments themselves, ARISE has a strength in its alignment of learning targets, assessments, and proficiencies within each subject area. Working in department teams, curriculum maps are developed, reviewed, and revised to ensure ongoing quality and alignment. Within this, each assignment has a rubric that makes that alignment transparent to the student. A second strength is in our Proficiencies practice. At the end of Sophomore year, students are expected to demonstrate their readiness to move into the “Senior Institute.” They do so through presentation of portfolio documents that demonstrate mastery of core learning targets and core values reflection.

During Junior and Senior year, students are expected to complete Proficiencies in the following areas: Historical

Research, Literary Analysis, Scientific Inquiry, and Mathematical Thinking. The academic Proficiencies involve the completion of an original piece of work accompanied by a presentation and defense in front of a panel of teachers and students.

In terms of the data-driven practice, as detailed in **Question 6** ARISE has strength in the structures it has put in place to ensure that the data from these assessments drives instruction and program. This includes the Familia (grade level teams), Departments, Palante Circle (COST), and Leader's Circle. These structures operate within an overall staff culture that is collaborative, reflective, and inquisitive. The norms that are held for students in supporting them to become Agents of Change are held and modelled within our adult community as well. This culture lays the groundwork for data-based decision-making.

What aspects need improvement, and what action is being taken?

The execution of data-based instruction in all content areas with a focus on mathematics needs to be improved, as discussed in **Question 4** and **5**. A STEM Dean of Instruction with extensive experience has been hired to support the analysis, evaluation, and revision of both assessments and how assessment data is used within the mathematics curriculum.

In addition, disaggregated data for students with special needs and English Language Learners needs to continue to be elevated, with services offered to students based on this data in a coordinated and comprehensive manner. The adoption of the UE Model and coordination of services by the Director of Adelante Student Services is intended to support both populations, with additional support for ELLs coming through the implementation of EL Achieve's Constructing Meaning framework in 2017-18 (and Year Zero work being completed in 2016-17).

Finally, regular data on attitudes toward school culture and academics needs to be gathered from families and teachers. The SCAI will be implemented twice during 2016-17 to begin producing that data stream.

8. How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High school was founded to serve the traditionally underserved - and therefore often underperforming - students of Oakland, most of whom will be first in family to attend college. Recruitment efforts are focused on this target population, which includes students with disabilities, English Language Learners, and homeless students.

How do you know?

ARISE High School regularly reviews data on its student demographics, including indicators on income level, gender, ethnicity, language fluency, and special needs. While not representative of the Oakland community as a whole, the student body is representative of the neighborhood within which ARISE is located.

What are the strongest aspects of efforts to a diverse student population?

ARISE High School has been able to achieve a high college-going rate for its graduates while holding off gentrification of its student body. In the class of 2016, 89% of students graduated with the requisite A-G requirements to apply to 4-year college or university, 98% of these students were accepted to 4-year college or university, and 76% have matriculated to one. The other 24% matriculated to a 2-year college.

This type of success rate could draw students to our school who do not face the challenges that our target population faces, but it has not. We have been able to stay squarely focused on traditionally underserved students. As of 2014-15, ARISE has an unduplicated pupil count of 95.6%. Within this, 90.3% of students qualify for free or reduced lunch, 91.1% speak English as a second language, and at least 65% are Latino (32.6% did not report their ethnicity, but the majority of students at ARISE are Latino).

What aspects need improvement, and what action is being taken?

ARISE High school serves a higher percentage of students who are English Language Learners, who are Latino, and who qualify for free and reduced lunch than that of the district at large. It serves a comparable percentage of students with special needs. However, it serves a lower percentage of African-American students than the district average. This is largely the result of the school's location, in Fruitvale Station at the heart of Oakland's Latino community.

ARISE High School has shifted its recruitment practice from Community Based Organizations in the neighborhood, which are largely Latino, to middle schools across East Oakland and deep East Oakland, including ones with higher percentages of African American students. By focusing on feeder schools with higher percentages of African-American students, we hope to recruit small groups of African-American students

who are willing to come to ARISE together - much like the Posse program - then provide the supports necessary to have them stay and graduate from our program. In addition, we've established a Rainbow Committee, that attends recruitment fairs and does outreach to families. As members of the Enroll Oakland Charters common enrollment system, we hope to also diversify our student body as the streamlined process makes our applications more accessible to more families in Oakland.

9. How effective is the leadership and management of the school?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

Three major shifts have taken place in 2016-17, to strengthen leadership and management of the school and of academic performance. The first was a shift away from the co-Principal model, to support focus and vision (previously two individuals shared the responsibility, while also teaching). The second is the addition of the STEM and the Humanities Deans of Instruction, to support curricular alignment to CCSS and NGSS. The third is the addition of a Seneca employee in the role of Director of Adelante Student Services, to coordinate implementation of the Response to Intervention program.

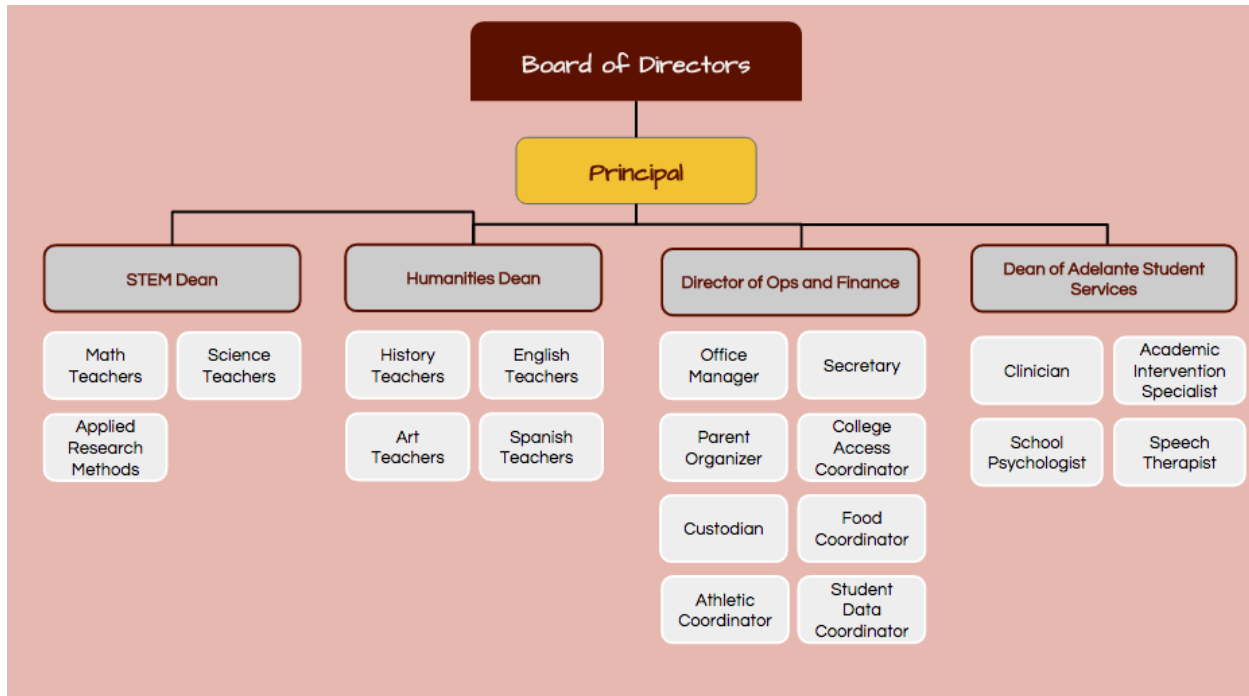
How do you know?

The primary instrument for evaluating the effectiveness of leadership and management of the school is in student measures, as detailed in **Question 4 and 5** and teacher development and retention as detailed in **Question 7**.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

ARISE utilizes a distributed leadership model to monitor teacher and staff implementation of the school's curriculum, including alignment to the CCSS and NGSS. Under this model, the Principal oversees the work of three instructional leaders (and one business and operations leader), who in turn oversee the work of their respective teams, as seen in the **Figure** below.

Figure - Administrative Team

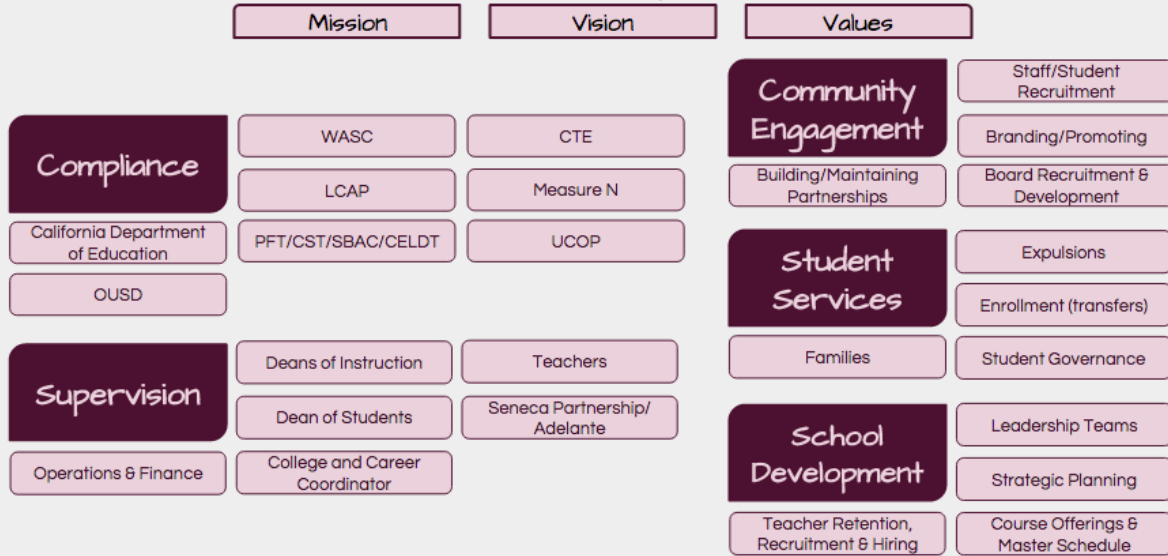


Principal

Within this model, The Principal manages the day-to-day administration of the school such as program planning and implementation, including curriculum, instruction, assessment, and staffing. The Principal manages the other school leaders and ensures that the school remains on track academically. Please see the **Figure** below for a visual representation of the core roles and responsibilities of the Principal.

Figure - Principal Roles and Responsibilities

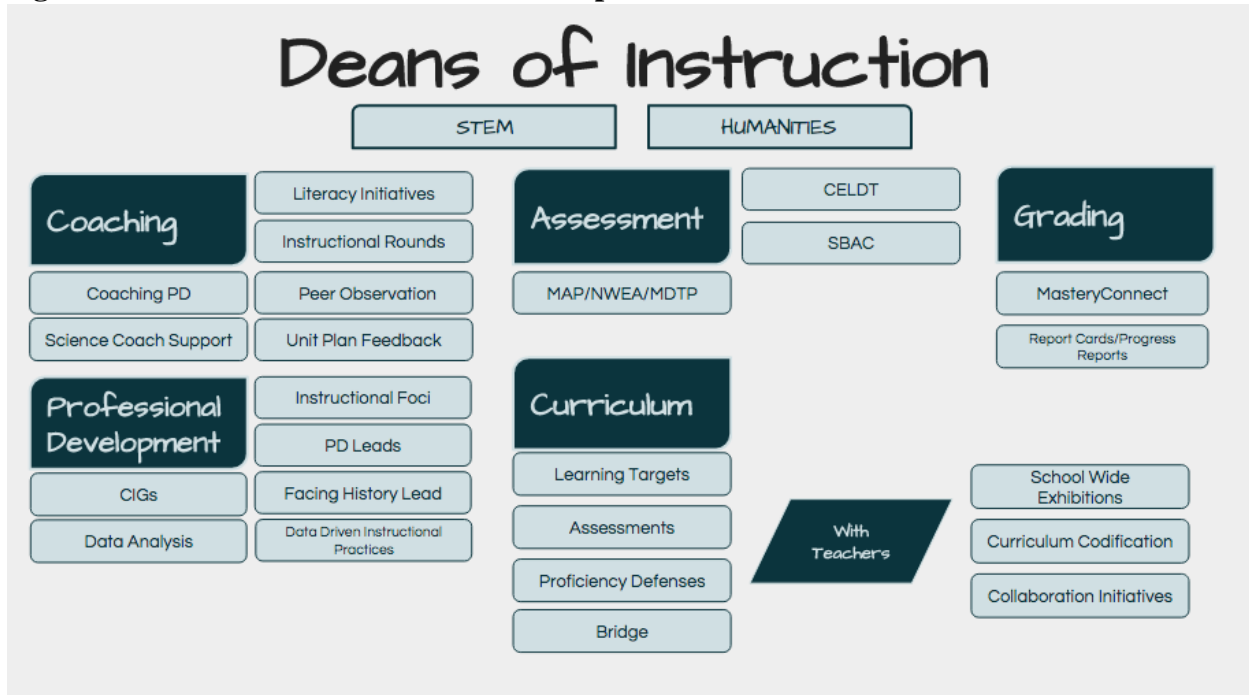
Principal



Deans of Instruction

The Dean of Instruction position at ARISE is an instructional leader position in STEM or Humanities responsible fundamentally for ensuring that rigorous, relevant, and engaged learning is happening in all classrooms. The Dean of Instruction coaches teachers to improve their teaching practice. The Dean of Instruction may teach or co-teach a class, in order to use his or her classroom as a model classroom or co-teach with a new teacher. The Dean is responsible for development of the department's four-year scope & sequence and Performance Assessments. Please see the **Figure** below for a visual representation of the core roles and responsibilities of the Dean of Instruction.

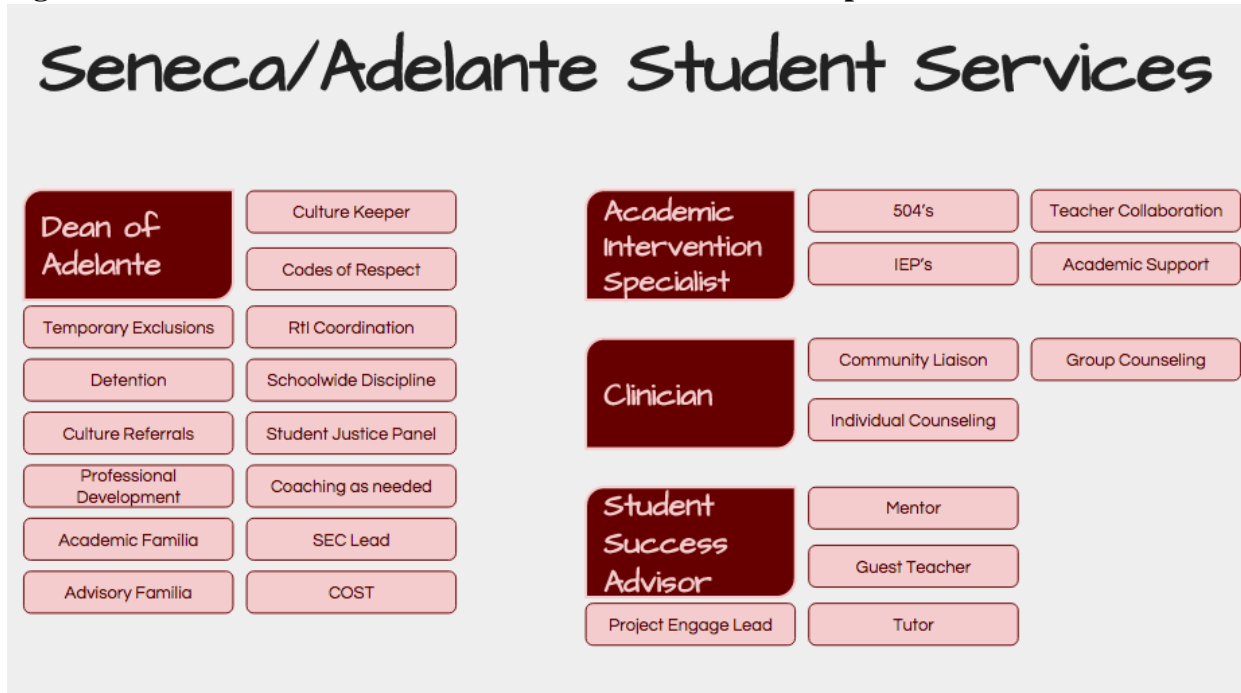
Figure - Dean of Instruction Roles and Responsibilities



Director of Adelante Student Services

The Director of Adelante Student Services is responsible for coordination of Adelante Services, including coordination of the Response to Intervention Program and Restorative Praxis. The Director of Adelante Student Services reports to the Principal, and is currently contracted through the Seneca Family of Agencies and also holds the position of Unconditional Education Coach. Please see the **Figure** below for a visual representation of the core roles and responsibilities of the Director of Adelante Student Services.

Figure - Director of Adelante Student Services Roles and Responsibilities



What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

All teachers are regularly observed, coached, and evaluated. A new Teacher Evaluation Rubric is being implemented in 2016-17 and is included as **Appendix E-2** of our Renewal Charter Petition. All teachers engage in goal setting as part of this process, with concrete goals, actions and measures developed. Together, the performance against the rubric and the growth against goals are used to evaluate performance. If a teacher is not effectively implementing the curriculum, he or she will meet with his or her supervisor to further break down and flesh out goals, actions and measures including a timeline for interim checkpoints. Additional coaching and professional development are provided to support desired shifts in practice, usually by the STEM or Humanities Dean of Instruction. Teachers who do not make improvement will be notified of this and the impact it will have on their continued employment. As teachers work on an “at will” basis, contracts may be terminated if teachers are not able to make the progress necessary to effectively implement the curriculum.

Which aspects of leading and managing the academic performance of the school work best, and why?

The revised distributed leadership model will support the leading and managing of academic performance by minimizing the number of direct reports for each member of the administrative team, allowing for more regular and personalized observation, coaching, and evaluation.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

As discussed above, there have been three major organizational shifts made in 2016-17 to strengthen leadership and management of academic performance. In addition, and as discussed in **Question 5**, ARISE is piloting a new Teacher Rubric in 2016-17. Teachers will be formally evaluated utilizing the rubric, will engage in goal

setting, and will have growth tracked. Data on teacher practice will inform whole school professional development priorities, as well as individual coaching and development plans. This data in aggregate will also be utilized as one of our LCAP measures.

10. How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High School works in partnership with families, to support their child's academic and socio-emotional development.

How do you know?

ARISE works closely with students and families and gathers its data on effectiveness in this area from observation and experience. We recognize that we need objective data as well, and will begin implementation of the SCAI with families in 2016-17 twice per year to gather family perspective on the quality of our program, both academically and socio-emotionally.

Which are the strongest features, and why?

Parent Engagement and Partnerships are essential to the life and culture of ARISE. We invest a significant amount of school resources into having an .8 FTE as our parent organizer and liaison and reaching out to community organizations to provide workshops to our families. In addition, we hold a monthly parent leadership committee where we examine school-wide initiatives, data and ask for parent input. Informative Mondays, is the space where we have Workshops of different Topics and/or Schoolwide Information for all our families and sounding board.

ARISE High school utilizes a multi-pronged approach to engage families in their child's education. First and foremost, the approach seeks to build transparency around student data and agency within students and families. Toward that end, we have developed the following key structures:

- **Online Grade Book** - Through the use of an online gradebook, student mastery of learning targets and progress toward course completion, promotion, and ultimately graduation is readily available to students and their families.
- **Student-Led Conferences** - Twice per year, students and their families meet with the child's advisor for a student-led conference. In these conferences, the team reviews student work and measures progress toward mastery of learning targets, and ultimately, graduation and then collaboratively develops and revisits academic and personal goals. The process is designed to develop ownership of learning and goal-setting for both the student and family, as well as the presentation skills s/he will need during proficiencies.
- **Exhibitions of Student Work** - Three per year, exhibitions of student work are held to share student mastery of key projects and products from the semester. This practice is designed to make classroom learning public within the school, with families, and with the broader community.
- **Bridge Presentation and Proficiencies** - At the end of 10th grade students complete a Bridge Presentation, then in 11th and/or 12th Grade they complete Proficiencies in four subject areas. These

Presentations and Proficiencies allow students to demonstrate mastery of grade level standards in the form of authentic projects, products, and performance tasks to an authentic audience that includes their families.

In addition, ARISE holds weekly informal “Informative Monday” parent meetings and monthly formal Parent Meetings to engage parents in their students’ academic and personal development.

Finally, ARISE has a Parent Leadership Committee (PLC) consisting of and led by parents of currently enrolled students at the school. The PLC is instrumental in the following:

- Conducting outreach to parents and families of potential incoming students (at middle schools and local community organizations)
- Working to ensure balanced and inclusive participation from all families
- Working with staff to organize school open houses for new potential students and families
- Fundraising for the school
- Establishing effective methods of communicating input from parents to school administration, teaching staff and Board of Directors; and identifying other ways for effective parent involvement with the school

In addition, the PLC makes the nomination for the Parent Representative on the Board of Directors.

Informative Monday Dates:

- August 22 / 29
- September 12 / 19 / 26
- October 3 / 10 (coffee w/principal) / 17 / 24 / 31
- November 7 / 14 (coffee w/principal) / 28
- December 5 / 12
- January 9 (coffee w/principal) / 23 / 30
- February 6 / 13 (coffee w/principal) / 27
- March 6 / 13 (coffee w/principal) / 20 / 27
- April 17 (coffee w/principal) / 24
- May 1 / 8 / 15 / 22
- June 5

Parent Leadership Committee Meeting Dates 2016-17:

- Oct 10 State of the School, MasteryConnect, and City-wide Engagement and Advocacy
- Nov 14 Examining our EL Program Development, College Readiness and Charter Renewal
- Dec 8 LCAP Engagement /Exhibition Night
- Jan 9 Update on Special Education & RtI / Preparing for Charter Renewal
- Feb 13 Reviewing LCAP Goals/ Update on EL Program Development
- March 13 State of the School - Mid Year Data Review
- April 17 Capstones at ARISE and LCAP presentation
- May 11 End of Year Exhibition Night
- June 7 Postsession Expo

What most needs improvement, and what action is being taken?

As discussed in “How Do You Know” above, we require more systematic data on family satisfaction and perception of the ARISE program and culture. The implementation of SCAI will address this gap.

In addition, we can work to broaden attendance at our “Informative Monday” family meetings. While we have a core of consistent members, this group could be increased and diversified.

Finally, we can continue to develop and leverage the PLC’s ability to hold the school accountable for meeting our multiple measures by continuing our practice of transparency with data and supporting families in analyzing and evaluating that data, in order to make informed recommendations to the school site leadership and Board of Directors.

11. How effectively does the school community analyze and use schoolwide data for continuous improvement?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High School has developed strength in analyzing and using schoolwide data for continuous improvement over the past charter term. We utilize multiple measures of assessment to monitor the academic and socio-emotional development of our students, as detailed in **Question 7** under Assessment above. Data from these assessments is shared across stakeholder groups - staff, students, family, our Board, and the community.

How do you know?

As discussed in **Question 6** under Professional Development, one of the biggest singular indicators of the effectiveness of our data practice is seen in our students' performance on the SBAC in ELA. In 2014-15, 21% of our students met the standards in ELA and 6% in math. These were slightly lower than similar high students schools throughout OUSD, but even more importantly, were not what our students need to be college and career ready. With the belief that literacy serves as the foundation of all learning, we chose to address literacy first. Over the 2015-16 school year, professional development focused examining multiple measures on student literacy and using it to inform instruction across the content areas. The result was a gain of 30% - we went from 21% to 51% of our students meeting the standards in ELA, placing us among the top high schools in Oakland in terms of student proficiency in ELA. The focus for 2016-17 is in mathematics, where we hope to see a similar result from our data practice.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction? To what extent are parents and students informed of student performance data individually and schoolwide?

As discussed in **Question 6** under Professional Development and **Question 7** under Assessment, **at ARISE High School we have several** school teams in place that actively engage and support staff in evaluating our ongoing data stream. This includes the Familia (grade level teams), Departments, Palante Circle (COST), and Leader's Circle. These structures operate within an overall staff culture that is collaborative, reflective, and inquisitive. The norms that are held for students in supporting them to become Agents of Change are held and modelled within our adult community as well. This culture lays the groundwork for data-based improvement.

ARISE High School is committed to continuous improvement, utilizing these teams as well as additional structures. As discussed in **Question 6** under Professional Development and repeated here, these include, but are not limited to, the following:

- Extensive, ongoing professional development designed by school staff and aligned with the school's mission and goals, while building an effective, thoughtful, adult learning community at the school.
- Dedicated time, including 17 release days before, during, and after the school year and weekly early

release.

- A teacher-led inquiry and action research practice, connected to classroom practice and student achievement goals.
- Peer observation, with teachers observing of one another and giving each other feedback on practice.
- A data-drive instructional practice, where teachers and instructional leaders collect, review, and analyze data on their effectiveness as well as student achievement. Data is also disaggregated by different subgroups within the school, e.g. race, ethnicity, gender, class, etc. to address issues of predictability and inequitable distributions of student achievement.
- An annual School Self-Review process, with stakeholders sharing and analyzing data and collaboratively setting goals for the future.

The school faculty, in collaboration with the greater school community and key stakeholders, conducts ongoing cycles of inquiry, using the data described in **Question 7** under Assessment, disaggregated by different categories of the school's population, as well as in-depth analysis and discussions of student work, to assess how the school is progressing and what adjustments need to be made to the school's program.

As student and family involvement are critical to the school's success as well, we gather data from students and families as well as share data back out with them. A core component of our data gathering moving forward is the SCAI, which evaluates our school climate across stakeholder groups - students, families, and staff. This data - and any discrepancies in data across stakeholder groups - informs our school improvement efforts. SCAI data, along with our multiple assessment measures, is shared with families through our "Informative Monday" family meetings and also through our ongoing work toward our Local Control and Accountability Plan (LCAP).

Describe how the school is training administrators and teachers to understand and use assessment data.

At ARISE High School, we believe that all members of our community can be Agents of Change, which explicitly includes our staff in addition to our students. We have a robust professional development practice to support our staff in becoming those agents of change, including 17 days of professional development before, during, and after the school year and weekly early release.

The STEM and the Humanities Deans of Instruction are responsible for working with their department teams to understand and use assessment data to inform instruction in their content areas. Grade level teams, under the support and coaching of the Director of Adelante Services, are responsible for looking at data on struggling students and determining appropriate early interventions to support learning. The College and Career Counselor, in collaboration with the EL Achieve consultant, currently supports staff in understanding data on English language fluency and using that data to inform instruction. This last area is also an area of focus for improvement, as detailed below.

What most needs improvement, and what action is being taken?

With the transition from the CELDT to the ELPAC and with the adoption of the new California ELD framework, ARISE High School's next area of focus in its data practice will be on English Language Development. We have contracted with a consultant from EL Achieve to work with us during 2016-17, helping to analyze needs and developing a multi-year plan for supporting staff in understanding how to assess the language needs of our students and use this data to inform their instructional practice in both integrated and designated ELD. Additional data on services for ELLs is provided in **Question 12** below.

12. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE High school was founded to serve the traditionally underserved - and therefore often underperforming - students of Oakland, most of whom will be first in family to attend college. Adelante Student Services at ARISE High School is designed to meet the needs of these students through Personalization, Response to Intervention (RTI), and a Restorative Praxis. Services for both students with special needs and English Language Learners fall under the Adelante umbrella, which in turn supports the integration of these services across the mainstream curriculum.

ARISE High School has partnered with the Seneca Family of Agencies to implement the Unconditional Education (UE) Model, ensuring that all students receive a high-quality education by meeting the academic and socio-emotional needs of each individual. In addition to serving students with special needs, this model ultimately designed around the idea of early intervention via Response to Intervention in order to decrease the percentage of students who develop long-term identified special needs. The Director of Adelante Student Services is a Seneca employee, with a dual reporting structure to Seneca and the ARISE High School Principal. This individual coaches the full school staff on implementation of the UE Model.

In addition, ARISE High School is in “Year Zero” of a partnership with EL Achieve, in which a consultant is working with us to develop an implementation plan for rolling out new integrated and targeted ELD for our English Language Learners in alignment with the new California ELD Standards and the ELPAC. We have also asked our College and Career Coordinator to hold CELDT and reclassification as part of her workload, because we believe that her understanding of students linguistic trajectory will lead to a more personalized approach to supporting the development of post-secondary plans.

How do you know?

As detailed in **Question 4** on how well students achieve, ARISE looks to the A-G completion rate as a key indicator of how these two populations are achieving. In addition, reclassification rates are analyzed when evaluating services to ELLs. In addition, data from additional measures such as grades, drop out/transfer rates, NWEA MAP assessments, and the SBAC are disaggregated to identify and remediate gaps in performance between these students and the population at large.

Which are the strongest features, and why?

The strongest features of our program in serving students with special needs and English Language Learners are students are as follows.

Serving Students with Special Needs

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, Adelante Student Support Services is both structure and philosophy at ARISE to provide more intensive support. While there are systems and programs that exist within the Adelante canopy, Adelante itself cannot be reduced to a process or policy. Adelante Student Support Services creates the conditions, procedures, and resources to support struggling students academically and socio-emotionally using the following approaches: Personalization, Response to Intervention (RTI), and Restorative Praxis. Additional details on Personalization are provided above in **Element A** of our Renewal Charter Petition under “How Learning Best Occurs” and additional information on the Restorative Praxis is provided in **Element J** of our Renewal Charter Petition. The following section provides details on the Response To Intervention program, and the Universal Education Model within which it operates. This model is squarely focused on integrated services throughout the school program and day.

Unconditional Education

ARISE High School serves a diverse student population with a range of academic and socio-emotional needs. This includes students who are performing below grade level, students who are performing above grade level, students who qualify for special education services, and students who are learning English as a secondary language. Serving all these students well is a core design element of the ARISE High School program.

ARISE High School has partnered with the Seneca Family of Agencies in the implementation of a Multi-Tiered Model for proactive support and intervention across the domains of academics, behavior, social, and emotional well-being.

The Unconditional Education (UE) Model aligns academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated, responsive interventions that are attuned to the child and family’s specific needs. This model establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The Response to Intervention (RtI) tiered services are described in more detail below.

Seneca utilizes a “Coordination Of Services Team” (COST) made up of school leaders, service providers, general education teachers, and support staff that is responsible for the coordination of intervention services. At ARISE High School, the Director of Adelante Student Services oversees this team and is an employee on Seneca. The team regularly reviews school-wide data including academic, behavioral and/or social emotional health reports and progress assessments to inform decisions around intervention service. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach, such as school transitions, anger management, relationship violence, and alcohol and drug issues.

Response to Intervention

Under the UE Model, ARISE High School will utilize a robust Response to Intervention (RTI) program with all students. The RTI framework will be used to monitor student development academically, socio-emotionally, and behaviorally and provide interventions as needed to ensure all students grow at their optimal pace. The **Figure** below provides an illustration of this model.

Figure - Seneca Unconditional Education Model

All-In! Multi-Tiered Model for Intervention



TIER 3 • INTENSIVE:

The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

5%

DATA-BASED COORDINATION OF SERVICES

Seneca's team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

TIER 2 • TARGETED:

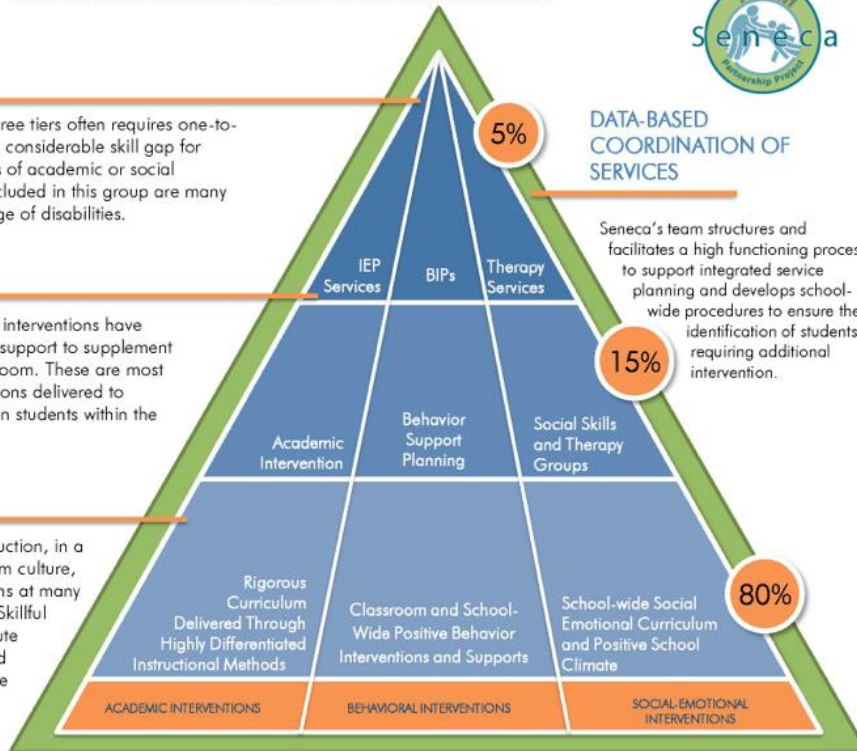
Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

15%

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

80%



	ACADEMIC	BEHAVIORAL	SOCIAL-EMOTIONAL
Tier 3	Special Education and Related Services	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention	Behavior Support Planning (BSP) and Case Management	Social Skills and Therapy Groups
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and Positive School Climate

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to

documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

As illustrated in the **Figure** above, this system includes three levels of prevention with three levels of intensity, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- Primary (Tier 1) prevention: high quality core instruction that meets the needs of most students
- Secondary (Tier 2) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary (Tier 3) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary

Serving English Language Learners

ARISE High School is committed to supporting English Language Learners (ELL), who make up approximately 40% of the student population. ARISE High School holds the same rigorous expectations for all students, regardless of primary language, and will support them in meeting the same expectation we hold for all students. Both integrated and targeted English Language Development (ELD) will be designed in alignment with the California ELD Standards with the intent to align instructional support for ELLs in both settings with the knowledge, concepts, and skills they will need to master the Common Core State Standards, Next Generation Science Standards, California State Standards, and be college and career ready. Action Steps for the improvement of these services are detailed below.

What most needs improvement, and what action is being taken?

As discussed in previous sections, the core areas for improvement in this area are implementing a coordinated approach to RTI under the UE Model to support all students, including students with special needs and ELLs. In addition, for ELLs specifically a comprehensive program for integrated and targeted ELD needs to be implemented in alignment with the California ELD Standards.

In this second area, a three-year implementation plan is being developed to support the school in the adoption of the EL Achieve Constructing Meaning framework. Within this framework, teachers develop and understanding of the standards and the continuum of proficiency. They then design all lessons with the language needs of their learners in mind, providing differentiated scaffolds and supports in both vocabulary and the forms and functions of language that will allow these learners to both access content and express understanding.

13. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

As detailed in **Question 13**, ARISE utilizes a “Coordination Of Services Team” (COST) made up of school leaders, service providers, general education teachers, and support staff that is responsible for the coordination of intervention services. At ARISE High School, the Director of Adelante Student Services oversees this team and is an employee on Seneca. The team regularly reviews school-wide data including academic, behavioral and/or social emotional health reports and progress assessments to identify students in need of support and inform decisions around intervention service. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach, such as school transitions, anger management, relationship violence, and alcohol and drug issues. The RTI approach is used to diagnose and address needs of all students, including English Language Learners, students with disabilities, gifted students, and students in need of remediation.

How do you know?

As detailed in **Question 4** on how well students achieve, ARISE looks to the A-G completion rate as a key indicator of how students with disabilities, ELLs, and other subgroups are achieving. In addition, reclassification rates are analyzed when evaluating services to ELLs. Finally, data from additional measures such as grades, drop out/transfer rates, NWEA MAP assessments, and the SBAC are disaggregated to identify and remediate gaps in performance between these students and the population at large.

Implementation of RTI under the COST will continue to strengthen this practice, allowing for regular analysis of data streams to identify students in need of supports or extensions, including English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Which are the strongest features, and why?

The strongest feature of our program is our Adelante Student Support Services. As detailed in Question 12, Adelante Student Support Services is both structure and philosophy at ARISE to provide more intensive support to students who require it. While there are systems and programs that exist within the Adelante canopy, Adelante itself cannot be reduced to a process or policy. Adelante Student Support Services creates the conditions, procedures, and resources to support struggling students academically and socio-emotionally using the following approaches: Personalization, Response to Intervention (RTI), and Restorative Praxis. Additional details on Personalization are provided above in **Element A** of our Renewal Charter Petition under “How Learning Best Occurs” and additional information on the Restorative Praxis is provided in **Element J** of our Renewal Charter Petition. Additional details on the Response To Intervention program, and the Universal Education Model within which it operates, can be found in **Question 12**.

What most needs improvement, and what action is being taken?

While Adelante Student Support Services is a strength feature of our program, it is also one that could use improvement - particularly in the deployment of services to meet student need early and across academics, behavior, and socio-emotional well-being. The movement to the EDCOE SELPA and partnership with Seneca to implement the UE Model are steps to continue to strengthen this program in support of our students.

14. How effective is the governing board of the school?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Selection Process

Board election, appointment, vacancy, and turnover specifics are detailed in the ARISE bylaws, included as **Appendix D-3** of our Renewal Charter Petition. The relevant section on the selection process is as follows:

Any person may serve as an officer of this corporation. Officers shall be elected by the board of directors, at any time, and each officer shall hold office until he or she resigns, is removed, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Board of Directors

ARISE is operated by the ARISE Board of Directors composed of community members who have experience in at least one of the following areas of expertise:

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

Members may also have the following expertise:

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

A current list of the Board of Directors, including Board Position and Term Expiration, are provided below.

Name and Title	Board Position(s)	Term Expiration
Romeo Garcia Interim Dean of Grants and Special Projects, Merritt College	President	January, 2017

ARISE co-Founder		
Hollis Pierce, Ed.D. President, St Martin de Porres School		April, 2018
Elena Sanina Blended Learning Manager Aspire Public Schools		May, 2017
Kristin Alvarez Principal Leadership Institute, UC Berkeley	Secretary	August, 2019
Javier Martinez Student CSU East Bay and ARISE Alumni		December, 2017
Rachel Kreps-Falk Pediatrician, Children's Hospital Oakland and Santa Rosa Community Health Centers		May, 2018
Frederick Mesa Program Director, Brothers on the Rise		October, 2018

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The Board of Director's primary roles and responsibilities include:

- Adopting and overseeing the budget and fiscal affairs of the school;
- Approving policies and procedures regarding employment, including but not limited to, appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- Incurring temporary debts in anticipation of the receipt of funds;
- Overseeing the performance and ensuring accountability of any outsourced service providers;
- Establishing the annual academic calendar;
- Designating depositories of school funds;
- Establishing admissions policies and procedures;
- Hiring, evaluating, and dismissing the Executive Director;
- Approving contracts above \$10,000;
- Contracting with an external auditor to produce an annual financial audit according to Generally Accepted Accounting Principles;
- Appointing and removing members of the Board of Directors pursuant to the bylaws;
- Prescribing the duties of the Board of Directors;

- Reviewing discipline procedures and hearing discipline appeals;
- Developing and maintaining relationships with community, neighborhood organizations, and other agencies;
- Organizing fundraising campaigns for ARISE High School;
- Having and exercising all of the powers and means appropriate to effect the purpose or purposes for which the school is chartered.

An example of a recent policy that the Board worked on was our application for Measure N. The Board was actively engaged in to root cause analysis, then provided their expertise in key functional areas to develop an action plan. Iterations of the plan were shared at Board Meetings, with individual Board Members providing additional targeted feedback.

What are the notable features of the governing board in the school?

The ARISE Board of Directors holds a demonstrated commitment to the ARISE Mission and Vision and represents the community we serve. Additionally notable features are as follows:

- The Board of Directors has a strength of experience in administration, curriculum and instruction, and social justice. As these are the core of a school’s program, this expertise is invaluable.
- The Board of Directors has exercised extreme discipline over the past three years to secure a strong financial standing for the school, as detailed more fully in **Question 16** and **17** below.
- The Board of Directors is able to address the present needs of the school, while maintaining a long-term, five-year vision. For example, in addressing how to reinstate salaries after a cut during the recession, they set forth an incremental plan that balanced maximum competitiveness with long term sustainability.

How effectively does the governing board work with the school leader/s?

Having two direct reports via the co-Principal model created some difficulties in allowing the Board to effectively work with the school leader. While roles and responsibilities were delineated between the two positions, a single report is simply more common and it is hoped that this new structure will support efficiency and effectiveness.

The current Principal, Elizabeth Solis, brings a strong understanding of school finance and the fiscal soundness of the school. This supports the work between Board and school leader in maintaining and continuing to improve the school’s financial standing.

15. How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

ARISE is effective in involving parents, teachers, and community members in the governance of the school.

How do you know?

The ARISE mission is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

Key to this empowerment are the opportunities and structures to promote agency. To better gather quantitative data from multiple stakeholders - students, staff, and families - the school is implementing the SCAI twice during 2016-17. This instrument measures a variety of indicators on school culture, which in turn will help to identify areas of strength and relative weakness in how we are empowering each of these groups.

Which are the strongest features, and why?

Because we are such a small school, one of our strongest features is the way we actively involve our families, teachers, and students in governance of the school.

Families

As detailed in **Question 10**, ARISE has a Parent Leadership Committee (PLC) consisting of and led by parents of currently enrolled students at the school. The PLC is instrumental in the following:

- Conducting outreach to parents and families of potential incoming students (at middle schools and local community organizations)
- Working to ensure balanced and inclusive participation from all families
- Working with staff to organize school open houses for new potential students and families
- Fundraising for the school
- Establishing effective methods of communicating input from parents to school administration, teaching staff and Board of Directors; and identifying other ways for effective parent involvement with the school

In addition, the PLC makes the nomination for the Parent Representative on the Board of Directors. The Parent Representative is a full Member of the Board and has voting rights.

Finally, “Informative Monday” family meetings are held to share data, gather input, and collaboratively approach challenges of practice in the operation and governance of the school.

Teachers

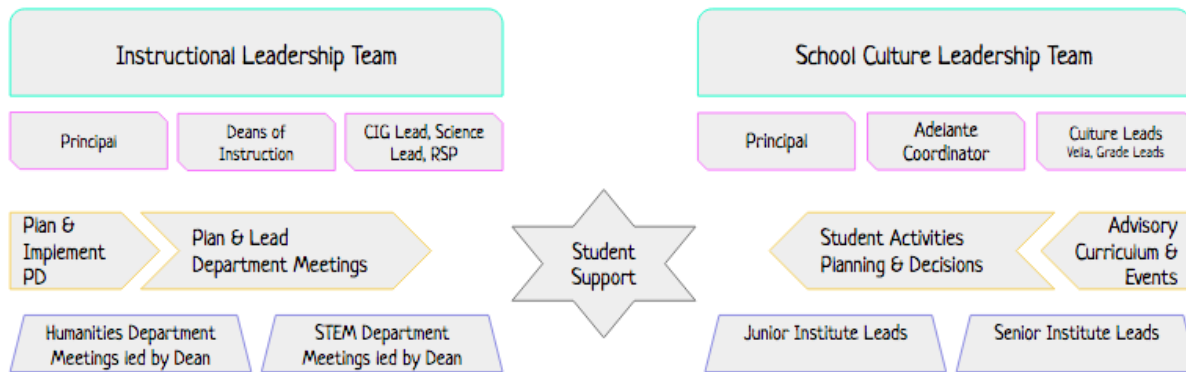
All of the teaching staff participates in decision making and leadership, with one representative elected by the faculty to serve as a teacher representative and attend Board Meetings. serve on the school’s Board of

Directors. This representative will bring the faculty perspective to school decisions, but is not a Member of the Board and has no voting rights.

In addition, ARISE High School has two formal Teacher Leadership Teams: The Instructional Leadership Team and the School Culture Leadership Team. The Instructional Leadership Team plans and implements Teacher Professional Development and facilitates Academic Team Meetings, while the School Culture Leadership Team plans and implements Student Activities and Events and leads the Advisory Program. Please see the **Figure** below for a visual representation of the core roles and responsibilities of the Teacher Leadership Teams.

Figure - Teacher Leadership

TEACHER LEADERSHIP STRUCTURE



Students

The student body elects representatives to serve on student leadership. The student leaders will in turn elect one of its members to serve as a student representative and attend Board Meetings. The representative brings the student perspective to school decisions, but is not a Member of the Board and has no voting rights. This said, a former student does sit on the Board as a full member and with voting rights.

What most needs improvement, and what action is being taken?

In the technical sphere, in order to remove any potential Conflict of Interest and based on legal counsel, the Teacher Representative has been moved from a full Member of the Board of Directors with voting rights, to a Teacher Representative that attends meetings and reports to the Board but is not a member and does not have voting rights. This change has been put in place for 2016-17.

In the adaptive sphere, and as detailed in **Question 10**, we can continue to strengthen family voice through increased transparency with data and training in interpretation. As detailed in **Question 3**, we there is work to be done to increase student voice. Finally, the implementation of the SCAI in 2016-17 will help us to gather quantitative data across our students, staff, and families that will help us improve our structures for empowerment and involvement in the governance of the school.

16. How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X			

The ARISE High School Board of Directors ensures that the school is fiscally sound and operated in compliance with state and federal law, as well as education code.

How do you know?

The single strongest indicator of the Board’s ability to ensure fiscal soundness is the improvement of our financial standing over the past three years, as detailed in **Question 17**.

Which are the strongest features, and why?

Fiscal Accountability

While ARISE High School struggled financially during much of the first and second charter term, over the past three years it has developed into a fiscally sound institution. As discussed in **Question 14**, this required extreme discipline from the Board of Directors who were required to both address the present needs of the school, while maintaining a long-term, five-year vision. Please see the **Question 17** for further detail on the financial plan that was put in place in 2013-14 and has led to our strong financial standing.

Legal Compliance

ARISE high school has consistently assembled a strong and diverse set of community members to serve on its Board of Directors. Of these members, many bring experience and expertise in school administration and legal compliance under applicable state and federal law and education codes. In addition, the Board of Directors and School Administration regularly contract with service providers to ensure that the program and operations are aligned to these laws and regulations, as they change over time.

What most needs improvement, and what action is being taken?

ARISE High School has taken multiple significant steps in terms of governance prior to and in anticipation of the submission of this petition. This includes steps within both fiscal accountability and legal compliance.

Legal Compliance

- Refinement of the Administrative structure to support focus and priority, moving from a co-Principal model to a Principal model in 2016-17.
- Establishment of a Governance page on the school website, where agenda and minutes are posted, as well as key accountability documents such as the SARC and LCAP.
- Shifting the Teacher Representative seat on the Board of Directors to a Teacher Representative who reports to the Board of Directors, to support voluntary compliance with Government Code Section 1090.
- Removing the preference for children of design Team members from the lottery, as this should be sunsetted. Revising the preference for “first in family” students to one for students who are zoned to attend an underperforming school at which 70% or more of the students qualify for free or reduced lunch, in keeping with state and federal law.

Additional work to be undertaken in the next charter term includes ongoing Board training in the Brown Act, Conflict of Interest Code, and other state and federal laws as they apply to charter schools. This will be done on at least a yearly basis, and will apply to both whole board and committee work.

17. How effectively is the school managed fiscally?

Evaluation:

5 Excellent	4	3	2	1 Unsatisfactory
	X	X		

ARISE High School has significantly strengthened its fiscal soundness over the last charter term. The school struggled for many years financially, due to the small student population (revenue), high cost of facility (expense), and deferred payment schedule from the CDE. This required the school to take short term loans and/or sell receivables for five years. However, the financial standing of the school has greatly improved over the past two years, due to the combination of a more fully enrolled student body and the increase in funding for schools serving high populations of unduplicated pupils under the Local Control Funding Formula (LCFF). We set a three year plan starting in 2013-14 to return to a positive Ending Fund Balance. We had originally expected it to take three years to pay back the debt that we had accumulated during California's budgetary challenges. However, we exceeded our target and were able to return to a positive ending fund balance in only 2 years!

How do you know?

At the end of 2014-15, we had a Ending Fund Balance of +\$328,368 which also exceeded our goal of having a 3% financial reserve, as illustrated in the **Figure** below.

Figure - ARISE Fund Balance 2012 - 2016

Year	Ending Fund Balance
2012-2013 (Actuals)	(\$286,196)
2013-2014 (Actuals)	(\$173,083)
2014-2015 (Actuals)	+\$328,368
2015-2016 (Unaudited Actual)	+\$489,400
2016-2017 (Projections)	+\$648,900

In 2016-17 and ongoing, we will continue following the principles of the financial plan that we established in

2013-14 in order to maintain our fiscal solvency and continue to build our financial reserves. Our goal is to have a sizable rainy day fund to prepare us for another state budget crisis.

Which aspects of the school’s fiscal operations work best?

The principles of our Financial Plan, which has developed our financial soundness and strength, are as follows:

1. Strengthening financial capacity by building financial expertise and capacity inside and outside of ARISE.
2. Performing detailed and conservative financial planning using accurate and timely current data.
3. Continuing to monitor salary costs to keep them growing in an incremental, sustainable manner.

Strengthening Financial Capacity

ARISE has expanded external financial capacity by spending considerable time and resources to test out several back office providers. In 2013-14 ARISE transitioned to the local-based Vogel and Associates to provide back office services and fiscal consulting. ARISE has collaborated very effectively with Vogel and Associates and intends to remain with Vogel and Associates through 2016-17 to build on the relationships and financials systems that Vogel and ARISE have built together.

Conservative Financial Planning

ARISE High School continues to see high enrollment in 2016-17. Looking forward, ARISE expects ADA to remain at the school’s capacity of approximately 250 (250-300 students). Because of the need for very conservative financial planning, ARISE has based revenue projections on the assumption that ADA would shrink slightly last year, despite incremental growth in enrollment in the previous three years as seen in the Figure below.

Figure - ARISE ADA 2012 - 2017

Year	ADA
2012-2013 (Actuals)	216.15
2013-2014 (Actuals)	229.88
2014-2015 (Actuals)	247.63
2015-2016 (Unaudited Actuals)	243.00
2016-2017 (Projections)	243.00

Controlling Salary Costs

ARISE High School had cut salary costs in 2014-15 far below what ARISE spent in previous years. This was a major part of creating a budget surplus that will allow ARISE to return to a positive ending fund balance. In 2015-16, ARISE returned to staff costs similar to 2013-14 levels. In future years, we will allow Salary expenses to grow to match growths in LCFF funding. Staff costs will stabilize after full implementation of the LCFF with annual COLA increases.

Figure - Salary Costs 2012 - 2017

Year	Salary Costs	Change from Prior Year
2012-2013 (Actuals)	\$1,528,484	-
2013-2014 (Actuals)	\$1,460,740	(\$67,744)
2014-2015 (Actuals)	\$1,233,929	(\$226,811)
2015-2016 (Unaudited Actuals)	\$1,441,000	\$207,071
2016-17 (Projections)	\$1,609,000	\$168,000

Through following these principles, we have high confidence that we can maintain our financial solvency and build our financial reserves.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

There are three core areas for continued work and development, that ARISE is now positioned to embark upon with a financial reserve in place. These include:

- **Facilities** - While the currently facility serves the school well, the ultimate goal is to secure a long-term facility that can house ARISE at its intended student capacity and at a reasonable lease. Toward this end, continued building of a reserve to support this effort is a priority.
- **Special Education** - We are in our first year operating as a member of EDCOE in providing special education services to our students. While we have ensured that our budget has a reserve available to provide increased services to students with low-incident disabilities, should they enroll, this should continue to be a priority.
- **Prioritization** - Having a reserve puts our school in a new position. While our Board exercised extreme discipline over the past charter term to realize a positive fund balance, we do not have a system in place for prioritizing future increases or additions to program utilizing expanded revenue. This will be an area for exploration in the next charter term.

18. What are the most significant aids and/or barriers to student achievement?

As discussed throughout the Performance Report, the most significant aids to student achievement are as follows:

- A standards-based, rigorous, and relevant curriculum in which learning targets, assessments, and proficiencies are aligned to the CCSS, NGSS, and college and career readiness indicators.
- A caring and collaborative school culture, that develops the ability of all members to become Agents of Change and develops the Core Values of Respect, Persevere, Build, and Lead.
- A strong data-driven assessment and improvement practices, with teams in place that are charged with using data to inform instruction and program.

As discussed throughout the Performance Report, the most significant barriers to student achievement are as follows:

- Early intervention to meet academic and socio-emotional needs through a coordinated and comprehensive program. The adoption of the UE Model in partnership with Seneca is designed to address this need.
- Ongoing English language development, fluency, and reclassification. The work with EL Achieve is designed to address this need.
- Persistence through to graduation, rather than transferring to a less demanding school. The work on 9th and 10th grade programming is designed to address this need.
- Post-secondary preparation, to support matriculation to and graduation from college. The work on concurrent enrollment, increasing the percentage of students with a 3.5 GPA, and increasing A-G completion rates across subgroups is designed to address this need.

Charter Renewal Data Document

Name of school: ARISE High School			Name of School Leader: Elizabeth Solis			
Financial Information			Year	3rd year of renewal		
Total Operational Budget	\$3,800,900	Per Student Revenue		\$15,642		
Total Expenditure	\$3,677,600	Expenditure Per Student		\$15,134		
Balance brought forward from previous year	\$1,017,400	Projected balance carried forward to next year		\$123,300		
Special Populations						
	2012-13	2013-14	2014-15	2015-16	2016-17	
Percentage of students receiving <i>free/reduced lunch</i>	93.3%	94.3%	90.3%	90.4%	TBD	
Percentage of ELL students	62.4%	43.3%	38.0%	TBD	TBD	
Percentage of students with IEPS	8.86%	10.13%	8.73%	6.06%	TBD	
Percentage of students with 504 plans	TBD	TBD	TBD	TBD	TBD	
Pupil mobility in the school in prior year				Number of students		
Students who joined the school other than at the usual time of first admission				TBD		
Students who left the school other than at the usual time of leaving (excluding expulsions)				TBD		
Attendance for current and prior year P- 2 ADA	2012-13	2013-14	2014-15	2015-16	2016-17	Attendance Rate to Date
School data	216.15/94%	229.88/93%	247.63/96%	243.00/96%	TBD	
Background of students 4th year of renewal	Number of students /Percent of Students	Discipline - prior school year		Suspension # of incidents	Expulsion # of incidents	
African- American	6 / 2.3%	African- American		0	0	
Asian/Pacific Islander	7 / 2.7%	Asian/Pacific Islander		0	0	
Hispanic	242 / 94.2%	Hispanic		12	0	
White	1 / 0.4%	White		0	0	
Mixed/ No Response	12 / 4.6%	Mixed/ No Response		0	0	
Gender (male/female)	45% / 55%	ELL		Unknown	0	
Homeless Students	TBD / TBD	SPED		Unknown	0	
		Gender (male/female)		8 / 4	0	
		Homeless Students		Unknown	0	

Lottery/Waitlist Information

	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
2012-13 1 st year of renewal	Unknown	9th Grade	Unknown	Unknown	Unknown
		10th Grade	Unknown	Unknown	Unknown
		11th Grade	Unknown	Unknown	Unknown
		12th Grade	Unknown	Unknown	Unknown
2013-14 2 nd year of renewal	Unknown	9th Grade	Unknown	Unknown	Unknown
		10th Grade	Unknown	Unknown	Unknown
		11th Grade	Unknown	Unknown	Unknown
		12th Grade	Unknown	Unknown	Unknown
2014-15 3 rd year of renewal	Unknown	9th Grade	Unknown (107 Total)	Unknown (75 Accepted)	Unknown (32 Total)
		10th Grade	Unknown (107 Total)	Unknown (75 Accepted)	Unknown (32 Total)
		11th Grade	Unknown (107 Total)	Unknown (75 Accepted)	Unknown (32 Total)
		12th Grade	Unknown (107 Total)	Unknown (75 Accepted)	Unknown (32 Total)
2015-16 4 th year of renewal	Unknown	9th Grade	Unknown (90 Total)	Unknown (85 Accepted)	Unknown (5 Total)
		10th Grade	Unknown (90 Total)	Unknown (85 Accepted)	Unknown (5 Total)
		11th Grade	Unknown (90 Total)	Unknown (85 Accepted)	Unknown (5 Total)
		12th Grade	Unknown (90 Total)	Unknown (85 Accepted)	Unknown (5 Total)
Graduation Information	2012-13	2013-14	2014-15	2015-16	2016-17
HS only Graduation Rate – 12 th Grade	TBD	TBD	TBD	TBD	TBD
Retention Rate (% of 12 th grade enrolled since grade 9)	54.2%	66.7%	78.3%	TBD	TBD
Post- Graduation Plans – HS Only					
% attending 4- year college	61.76%	70.97%	68.57%	TBD	TBD
% attending 2- year college	17.65%	19.35%	17.14%	TBD	TBD
% attending vocational/ technical training	Unknown	Unknown	Unknown	TBD	TBD
% joined military	Unknown	Unknown	Unknown	TBD	TBD
% working exclusively	Unknown	Unknown	Unknown	TBD	TBD
Teacher Recruitment/Retention					
Total # of Teachers	17.0	14.25	14.00	14.8	14.8
#/% New Hires	10.0	5.25	6.0	2.8	6
#/% Retained from Prior Year	7.0	9.00	8.0	12.0	8.8
Total number of vacant teaching posts currently (FTE)					15

AYP	2012-13	2013-14	2014-15	2015-16	2016-17
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AYP Met?	TBD	n/a	No	TBD	TBD
% AMOS Met	TBD	n/a	18.4% ELA / 1.9% math	51% ELA / 8% math	TBD
% Proficient-AMOS: African-American	13% ELA / 3% Math	n/a	n/a	n/a	n/a
% Proficient-AMOS: Asian/PI	TBD	n/a	n/a	n/a	n/a
% Proficient-AMOS: Hispanic	TBD	n/a	8% ELA / 0% math	51% ELA / 6% math	n/a
% Proficient-AMOS: Mixed/No response	TBD	n/a	n/a	n/a	n/a
% Proficient-AMOS: White	TBD	n/a	n/a	n/a	n/a
% Proficient-AMOS: Socioeconomically Disadvantaged	TBD	n/a	21% ELA / 4% Math	51% ELA / 8% math	TBD
ELL	TBD	n/a	6% ELA / 0% Math	18% ELA / 0% math	TBD
Students with disabilities	TBD	n/a	n/a	n/a	n/a
API	2012-13	2013-14	2014-15	2015-16	2016-17
API	533	n/a	n/a	n/a	n/a
Statewide rank	1	n/a	n/a	n/a	n/a
Similar schools rank	1	n/a	n/a	n/a	n/a
CST	2012-13	2013-14	2014-15	2015-16	2016-17
ELA					
Proficient/Advanced	13%	n/a	n/a	n/a	n/a
Basic/Proficient/Advanced	TBD	n/a	n/a	n/a	n/a
Below Basic/Far Below Basic	TBD	n/a	n/a	n/a	n/a
MATH					
Proficient/Advanced	3%	n/a	n/a	n/a	n/a
Basic/Proficient/Advanced	TBD	n/a	n/a	n/a	n/a
Below Basic/Far Below Basic	TBD	n/a	n/a	n/a	n/a
CAHSEE	2012-13	2013-14	2014-15	2015-16	2016-17
10th grade pass rate	22% ELA / 35% Math	26% ELA / 38% Math	40% ELA / 41% Math	n/a	n/a

Measurable Pupil Outcomes and LCAP Goals

Measurable Pupil Outcomes (MPOs)

Insert MPOs for the charter term under review, including data from the 2015- 2016 school-year*. Indicate whether the goals were “met” or “not met” and include valid data as evidence.

Original Charter MPOs

Measurable Pupil Outcome	2012-13	2013-14	2014-15	2015-16	2016-17
60% of each cohort of 9 th graders enrolled 4 years prior either remain enrolled or graduate having met A-G requirements	85%	94%	87.5%	n/a	n/a
90% of our students will make progress, as measured against themselves, on value-added measures including NWEA and the SAT writing test, within each school year.	NWEA ELA 42%	NWEA ELA Unkno wn	NWEA ELA 63%	n/a	n/a
	MATH 51%	MATH Unkno wn	MATH 43%		
	SAT 60%	SAT 25%	SAT 41%		
All graduates will pass the CAHSEE.	44% ELA	72% ELA	73% ELA	n/a	n/a
	74% Math	83% Math	78% Math		
All ARISE High School graduates will meet UC eligibility requirements as well as additional course requirements.	81%	90%	82%	n/a	n/a
Every student will take at least two college level courses by the time he or she graduates.	100%	100%	100%	n/a	n/a
The school will maintain a minimum of a 90% attendance rate.	96%	92%	96%	n/a	n/a
All graduates will have taken either the SAT or ACT.	100%	100%	100%	n/a	n/a
All graduates will have completed applications to at least three colleges or universities.	100%	100%	100%	n/a	n/a

All ARISE High School graduates will participate in at least two educational programs outside of the classroom	100%	85%	100%	n/a	n/a
All graduates will successfully complete, present, and defend four academic Proficiencies that demonstrate mastery of key skill and content areas aligned with the California state standards. These proficiencies are in: <ul style="list-style-type: none"> • Scientific inquiry • Mathematical thinking • Literary analysis • Historical research and understanding 	98%	100%	100%	n/a	n/a
A minimum of 85% of our students and families will express satisfaction with their experience at ARISE High School, as measured by survey data.	90% F 95% S	94% F 91% S	n/a	n/a	n/a
It is our goal to have a minimum of a 90% four-year college admission rate	90%	94%	89%	n/a	n/a
It is our goal to have a minimum of 80% of graduates matriculate to a two- or four-year college	81%	90%	86%	n/a	n/a

Material Revision MPOs in Alignment with Collective MPOs

Measurable Pupil Outcome	2012-13	2013-14	2014-15	2015-16	2016-17
1. By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5% or achieve a level of 26%.	n/a	n/a	n/a	+30% 51%	TBD
2. By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5% or achieve a level of 26%. <ul style="list-style-type: none"> a. Low Income Students b. English Learner c. Hispanic/Latino 	n/a	n/a	n/a	a. +30/51% b. +12/18% c. +43/51%	TBD
3. By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5% percent or achieve a level of 11% percent.	n/a	n/a	n/a	+2% 8%	TBD
4. By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the math portion of the SBAC	n/a	n/a	n/a	a. +2 /8% b. +0/0%	TBD

by at least 5% or achieve a level of 26%. a. Low Income Students b. English Learner c. Hispanic/Latino				c. +6/6%	
5. Each year, 80% percent of students will increase 10 RIT points on the MAP/NWEA or achieve proficiency.	n/a	n/a	n/a	18.2%	TBD
6. Each year, for each [statistically significant student group],* 80% percent of students will increase 10 RIT points on the ELA/reading assessment or achieve proficiency. a. Hispanic/Latino b. English Learner c. Low Income Students	n/a	n/a	n/a	a. 18.9% b. 18.4% c. 19.8%	TBD
7. Each year, 50%of ELs will improve one overall proficiency level on CELDT.	n/a	n/a	n/a	31.4%	TBD
8. Each year, have less than 10% percent of students absent more than 10% of the school days (chronic absence).	n/a	n/a	n/a (27%)	19.8%	TBD
9. Each year, for each [statistically significant student group],* have less than 10% of students absent more than 10% of the school days (chronic absence). a. Hispanic/Latino b. English Learner c. Low Income Students	n/a	n/a	n/a	a. 17.9% b. 16% c. 19.2%	TBD
10. Each year, achieve a High School cohort graduation rate of at least 75%.	n/a	n/a	78.3%	TBD	TBD
11. Each year, for each [statistically significant student group],* achieve a High School cohort graduation rate of at least 75%. a. Hispanic/Latino b. English Learner c. Low Income Students	n/a	n/a	a. 77% b. 80% c. 80%	TBD	TBD
12. Each year, at least 80% percent of students and families positively rate school safety.	n/a	n/a	n/a	92%	TBD
13. Each year, at least 80% percent of students and families positively rate academic instruction.	n/a	n/a	n/a	87%	TBD
14. Each year, at least 80% percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	n/a	n/a	n/a	64%	TBD

LCAP Goals Update

In regard to the LCAP goals you have had in place for the past two years, please address the following:

A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

* If your school adopted the Collective MPOs, you will include your progress on these goals for the 2015-16 school year

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON- OUSD FACILITIES (CURRENT OR PLANNED)	
Is the facility meeting the needs of your staff and students?	Y/N
Will the facility continue to accommodate your growth needs?	Y/ N
If applicable is your current lease still valid?	Y/ N
Does your lease extend through the end of your requested charter term?	Y/ N
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> · A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or · A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision- making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	
<p>Describe the condition of your current facility.</p> <p style="text-align: center;"><i>ARISE is located on the second floor of a commercial building in the Fruitvale Station near BART. The facility is in good repair.</i></p>	
<p>What procedures are in place for handling facility repairs?</p> <p style="text-align: center;"><i>The building is maintained, up to codes, and inspected annually. The landlord, Fruitvale Development Corporation, is responsible for the maintenance and inspection of the building. All records are available for review in the FDC property manager's office on site.</i></p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p> <p style="text-align: center;"><i>See above.</i></p>	

**FUTURE
PLANS**

<p><i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.</p>	Y/N
<p><i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> · Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc. · In order to have the material revision to your charter approved, your school needs to: <ul style="list-style-type: none"> o State the revision(s) the school’s governing board wishes to make to the charter. o Describe the reasons for the request(s). o Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years. <p>23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.</p> <p>- If appropriate, describe how student achievement may be impacted by the proposed revision(s).</p>	Y/N

CITY OF OAKLAND



CITY HALL • ONE CITY HALL PLAZA • OAKLAND, CALIFORNIA 94612

Office of the Mayor
Honorable Libby Schaaf

(510) 238-3141
FAX (510) 238-4731
TDD (510) 238-3254

October 10, 2016

Oakland Unified School District
Board of Education
Office of Charter Schools

It is my sincere pleasure, as Mayor of the city of Oakland, to provide this letter in support of the charter renewal application being submitted by ARISE High School.

The opportunity for Oakland families to have quality choices regarding their children's education is important and ARISE High School has provided an excellent option since their doors opened in 2007. As a member of the Oakland City Council, I spoke in support of ARISE at its first charter renewal hearing. I was moved then by the love and personal care that the staff demonstrated in supporting the success of Oakland students. The school has continued to prepare students for admission to and success at 2 and 4-year colleges around the country. The teachers and staff at ARISE have created and sustained an engaging academic environment and nurtured the social/emotional health of students, encouraging them to be positive contributors in our community. If "education is the practice of freedom" (Bell Hooks), then ARISE High School has been a leader in this freedom movement.

ARISE High School has demonstrated how effective leadership, high expectations, and intentional family and community involvement help students to determine their purpose for school and thrive. I continue to support ARISE High School in their commitment to educating children in Oakland and urge you to approve their request for charter renewal.

Sincerely,

A handwritten signature in black ink, appearing to read "Libby Schaaf", written in a cursive style.

Libby Schaaf, Mayor
City of Oakland



Susan Stutzman
Board President

October 12, 2016

Julie Palley
Vice President

Oakland Unified School District
Board of Education

Barb Fremder
Secretary

Office of Charter Schools

David Staley
Treasurer

It is my sincere pleasure to provide this letter in support of the charter renewal application being submitted by ARISE High School.

BOARD MEMBERS

Chris Caren

ARISE High School has demonstrated its commitment to preparing students to successfully pursue higher education as demonstrated by a 90% four-year college admission rate since its first students graduated in 2010. Success like this needs to be supported by stakeholders in our community. The East Bay College Fund aspires to involve the whole school community in providing college access services, scholarships, mentoring and support networks. ARISE students have participated in East Bay College Fund scholarship and mentoring programs and continue to benefit from the services we provide.

Yusef Freeman

Andy Fremder

Tom Gold

Seth Hamalian

Leslie Kawamoto Hsu

Gavin Kwong

Sam Miller

Erik Moore

Susie Poncellet

Jim Saavedra

Andrea Walker

The Pauret family is one example of how ARISE and the East Bay College Fund have worked together to support student and family success. After graduating from ARISE in 2011, Fernando Pauret attended Wesleyan University in Connecticut, majored in Sociology and is now teaching at UP Academy Dorchester in Boston, MA. Rosa Pauret graduated from ARISE in 2013 and is in her senior year at Chico State University. Fernando and Rosa each received scholarships and mentors through the East Bay College Fund. We are proud to be a part of their success.

EXECUTIVE DIRECTOR

Diane Dodge

The East Bay College Fund will continue to partner with ARISE High School to support their students through higher education and request your approval of their renewal application.

Sincerely,

Diane Dodge
Executive Director
East Bay College Fund



Schools built 1000
Hours served: 1.7 Million

To Whom It May Concern,

This letter is to provide unequivocal support for the charter renewal of Arise High School. For the past three years, buildOn has served as a community partner at Arise and has witnessed firsthand the positive impact that teachers and administration have made on their students. Arise provides students with the ability to think critically about the world that they live in and challenges them to be the positive change that they wish to see. They encourage students to strive for greatness in academics but also place a high priority on experiential education and service learning. As a community partner, we have worked closely with many Arise students, connecting them to a variety of service projects throughout Oakland. What makes this partnership so meaningful is that Arise fully supports the idea that their students learn through the action of doing and as a result they become more connected to their community and the issues that affect it. Arise is not only a place to receive high quality education, but also provides their students and families with a safe and supporting environment that helps build a sense of strong community.

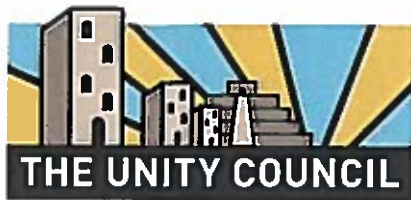
Arise High School is truly passionate about serving the Fruitvale community and is constantly seeking to connect students to volunteer projects by mentoring younger children, spending time with senior citizens, distributing food to those in need, and taking charge in cleaning up their community through environmental restoration and beautification projects. Arise High School emphasizes the importance of quality work and ensures that every student who receives their high school diploma has gone above and beyond the typical requirements placed on students to graduate. I personally had the privilege of working at Arise and I was fortunate to be able to support teachers in the classroom, connect with students through service projects, and even lead Arise students on an international trip to Nicaragua to build a primary school. I feel fortunate to have had this opportunity to be welcomed into such a caring and nurturing environment.

I fully support Arise High School's charter renewal. I can hope that buildOn's relationship with Arise will continue to grow and develop and that we will be able to continue supporting Arise's efforts to empower students with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in their community.

In community,

A handwritten signature in black ink that reads "Danny Maxwell". The signature is fluid and cursive, with a large, sweeping "D" and "M".

Danny Maxwell
Program Director, Bay Area



October 11, 2016

Oakland Unified School District
Board of Education
Office of Charter Schools

It is my sincere pleasure to provide this letter in support of the charter renewal application being submitted by ARISE High School.

ARISE High School has been a valuable part of the Fruitvale Village community since its doors opened in 2007. The school has supported the mission of The Unity Council to help families and individuals build wealth and assets through comprehensive programs of sustainable economic, social and neighborhood development. The rigorous and engaging educational program has changed the outcome and life trajectory of many of the students who attend the school and reside in East Oakland. The positive school culture has been critical to building relationships and supporting the economic stability of other businesses in the Fruitvale Village. Cross-generational activities in the Senior Center have helped ARISE students learn from elders and provided the seniors an opportunity to share their life experience. Because of their success, there is demand for enrollment and ARISE has grown to occupy one of the largest footprints in the Fruitvale Village. In 2007, ARISE occupied 13,000 square feet of mixed-use space. Since then, the school has expanded to operate in four locations within the Fruitvale Village, occupying 19,700 square feet.

ARISE students have participated in different programs organized and operated by The Unity Council (AmeriCorp, Dia de Los Muertos, and OYE!) and one of the founding members of the school, Romeo Garcia, has served on The Unity Council Board of Directors since 2009. Together, ARISE High School and The Unity Council's partnership has improved the quality of life for residents in the Fruitvale District. I hope that you will support our continued success by approving the charter school renewal application.

Sincerely,

Chris Iglesias, CEO



The Unity Council
Executive Office
1900 Fruitvale Ave, Suite 2A, Oakland, CA 94601
Tel: 510-535-6900 • Fax: 510-534-7771 • www.unitycouncil.org



HARVARD GRADUATE SCHOOL OF EDUCATION

SECONDARY SCHOOLS PROGRAM

October 12, 2016

OUSD Board of Directors

RE: Charter Renewal, Arise High School

Many blessings, my name is Dr. César A. Cruz. I write this letter of highest support for the charter renewal of Arise High School. I was privileged enough to serve as an educator at Arise and that, in and of itself, was a high honor. Arise High School is a very special place, and has grown so much in its first decade of existence. I left Arise as its Dean of Students only to attend a doctoral program at Harvard University. As an educator of 22+ years I have seen very few schools in the country that nurture students, challenge and support them, the way Arise High School does. It is well on its way to become a model school.

Three of its founders, Romeo Garcia, Dr. Laura Flaxman and Emma Paulino are Oakland educational leaders and they planted strong seeds in the Fruitvale area, along with the kids, families and founding educators. Much like bamboo takes 7-8 years to nurture its roots and then sprout, so too does Arise. In the early years, the school was deeply nurturing its roots, and now, under the leadership of Principal Elizabeth Solis and the entire staff at Arise, the school is blossoming and positioning itself to thrive in its next 5 years. If we were to judge a flower, we must also judge the soil were it comes from, and Arise sits on rich soil in the Fruitvale in Oakland. Yes, there is poverty, gentrification and lack of resources (at times), but there is also aspirational hope, community cultural wealth and a legacy of resistance that feeds the success of schools that build off of the assets of the neighborhood.

My own children are ages 5, 7 and 9 and they are everything to me. The school they attend matters most deeply to me. They all attend Roses in Concrete, but when they are old enough I truly hope that they will attend Arise High. Our kids were in schools in Cambridge, MA. where the average per pupil spending is \$25k per year. However, what educators pour into students, and what the families of Arise pour back into the school is priceless. I believe that educators can say whatever about a school, especially in a letter of support; however, I judge them by where they send their kids to. That speaks volumes. Arise is a school worth championing, where you'd proudly send your kids to.

I look forward to hearing that not only has the charter been renewed, but that the Board of Directors will continue to find ways to nurture this jewel in our community. If you should have any questions, please feel free to reach out at your earliest convenience.

Sincerely,

Dr. César A. Cruz

Assistant Dean Secondary Schools Program, Harvard University

Cesar_Cruz@mail.harvard.edu

510.776.3740



Merritt College

12500 Campus Drive · Oakland, California 94619 · (510) 531-4911 · FAX (510) 436-2514

October 10, 2016

Oakland Unified School District
Board of Education
Office of Charter Schools

Members of the Board of Education:

This letter is in support of ARISE High School's application for charter renewal.

Merritt College and ARISE High School have been in partnership since the school opened in 2007. Merritt College instructors have taught at ARISE and students have enrolled in courses on the Merritt College campus. Graduates of ARISE have earned Associate of Arts degrees at Merritt and transferred to four-year colleges and universities. ARISE graduates have also completed certificate programs that have assisted them in entering the local workforce. In May 2016, ARISE students presented their spring semester culminating projects at Exhibition Night, in the Huey Newton/Bobby Seale Student Lounge on the Merritt College campus. Exhibition Night is an example of resource sharing, intentional programming and celebrating student success that has been a hallmark of our partnership. Merritt College commits to continuing this successful collaboration with ARISE High School and relies on the participation of its students and families to successfully engage the mission of the Peralta Colleges.

ARISE High School has done an excellent job in preparing its graduates to enroll in higher education, prepare for work and become leaders in the Oakland community. ARISE High School is an example of how successful charter schools provide options to students to succeed in education and improve the quality of life for themselves and their families. I urge your continued support of ARISE High School by approving their charter school renewal application.

Sincerely,

Dr. Marie-Elaine Burns
Interim President

Name:

Crew:

Date:

STUDENT LEADERSHIP (STC): *Mind, Body, & Soul*



Course Syllabus | Teacher: Mr. Jr | (209) 518-0240 | jr@arisehighschool.org | kik: mr.jr.is.on.kik | Room 213 | 2015-2016

Course Description: The **mission** of the ARISE Student Leadership: Step To College Program is to help empower young scholars to cultivate their inner leader while working in solidarity with one another to positively build and strengthen all facets of our ARISE community.

Course Details: Students will work in collaboration with San Francisco State University's College of Ethnic Studies, ARISE Advisory Program, and staff to uphold the Vision, Mission, and Core Values of our campus community as well as lead in the facilitation of three main elements: **1)** Sophomore-Senior Class Meetings/Culture **2)** Rise Up Town Hall Assemblies and **3)** the creation of the Yearbook.

In addition, students will utilize the Youth Participatory Action Research (YPAR) framework to identify and analyze problems in our own school, local, national, and/or global communities. With this knowledge, students will take action and work toward creating, implementing, and reflecting on healthier and more socially just solutions.

ARISE's Core Values: At ARISE we strongly believe that in order to build healthy and strong communities, we must continually discipline ourselves to:

- RESPECT (Self, Others, Space, & Words)
- PERSEVERE (through Uncertainty, Challenge, & Struggle)
- BUILD (Discipline, Knowledge, Agency, Self-Esteem, & Community)
- LEAD (with Integrity, Courage, & Through Action).

Evaluation & Grading: A variety of assessments will be used to evaluate students on their demonstrated level of critical socio-historical thinking, comprehension, and application of content, as outlined through each unit's (E)xceeding of, (M)eeting, (A)pproaching, (B)eginning to Approach, or (D)id Not Providing Evidence of Learning Targets.

Learning targets for the course are outlined through the Student Leadership Praxis elements of: Knowledge (of Self & Community), Action (Barrios, and Reflection (Community Building, Writing). Juniors and Seniors also are able to earn 6 college units through our partnership with SFSU if proficiency is met the entire year

Homework & Assignment Policy: A range of different homework assignments will be given daily to help deepen our understanding of the course content and what it means to be a Student Leader at ARISE.

- Assignment Logs will help to keep you organized and on track. Failure to submit assignments on time will result in a phone call home that day.
- Any outstanding missing assignments or assessments from the week means you must visit my Office Hours (Thursdays after school) to catch up on your learning.
- Because your learning is extremely important to your wellbeing, three or more missing assignments will require a Family Meeting.

RESPECT | PERSEVERE | BUILD | LEAD

STUDENT LEADERSHIP (STC): *Mind, Body, & Soul*



7 Habits of Mind, Body & Soul:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Hope For The Year:

Required Course Materials: For this course only!

- Pencils & Pens
- Binder Paper
- One, 1-inch Binder or 5-tab Portfolio
- One Pack, 5 Tab Dividers (if not using portfolio)
- Homework Folder (Can be used with other classes)

Yearlong Key Concepts:

Unit 0 Rising Up: Introduction To Course, August Rise Up

Unit 1 Mind: 7 Habits of Mind, Body, Soul, Rise Up, Yearbook, Class Meetings

Unit 2 Body: 7 Habits of Mind, Body, Soul, Rise Up, Yearbook, Class Meetings

Unit 3 YPAR: Youth Participatory Action Research

Unit 4 Soul: Youth Participatory Action Research

Unit 1 Mind:

Yearbook Practice Page
Class Meeting & Spirit Week
Rise Up August, September, October
Habits of Mind Reflections

Unit 3 YPAR:

Yearbook Deadline #2
Class Event #2 & Spirit Week
Rise Up January-April
Introduction To YPAR

Unit 2 Body:

Yearbook Deadline #1
Class Event #1
Rise Up November & December
Habits of Body Reflections

UNITS
and
MAJOR
ASSESSMENTS

Unit 4 Soul:

Class Event #3
Rise Up May & June
YPAR Action & Presentation
7 Habits of Mind, Body, & Soul Reflections

Summer 2016 Department Curriculum Planning

Department _____ Teachers attending _____

Meeting days/times _____

The purpose of department summer planning time is to support teachers in reflecting on, clarifying, and revising the curriculum for the subject/s they teach in order to set teachers up to have complete, backwards-planned units throughout the school year.

You will begin the session by self-assessing your department using the rubric below. As departments are in different places in terms of curriculum development, the expectation is not that every department fully completes all of the deliverables; rather that departments prioritize and make progress from where they ended the 2016-17 school year. We will continue to develop this work during bi-monthly meetings throughout the school year.

Deliverables

1. S1 and S2 Learning Targets for each course
2. Unit by unit list of Performance Assessments to be used in each course, including which PAs will be used for Proficiency presentations (at least 2)
3. Complete 3-year or 4-year scope and sequence including the following for each unit:
4. By PD on Tuesday, August 9, all teachers must have completed their syllabus for each course and their first week of detailed lesson plans

Humanities

- a. Essential Questions
- b. Enduring Understandings
- c. Key Topics/Content
- d. Key Academic Skills
 - i.e. (5 Levels of Analysis, Historical Thinking Skills, etc)
- e. Writing Practices /
- f. Literacy Strategies
- g. Key Texts
- h. Formative Assessments
- i. Performance (Summative) Assessments

Math/Science

- a. Key Topics/Content
- b. Critical Vocabulary
- c. Mathematical Thinking Practices
- d. Literacy strategies
- e. Pre-assessments
- f. Formative Assessments
- g. Performance (Summative) Assessments/Labs

5. List of core texts to be used by each course

ARISE Department Curriculum Progress Rubric

Initiative	Exceeding	Meeting	Approaching	Beginning
Scope and sequence	<ul style="list-style-type: none"> <input type="checkbox"/> All elements of scope and sequence are <input type="checkbox"/> Year-long journey is uniformly relevant and purposeful - units are 	<ul style="list-style-type: none"> <input type="checkbox"/> All elements of scope and sequence are <input type="checkbox"/> Year-long journey is mostly relevant and purposeful - units are 	<ul style="list-style-type: none"> <input type="checkbox"/> Most elements of scope and sequence are <input type="checkbox"/> Year-long journey is at times relevant and purposeful - units are connected but 	<ul style="list-style-type: none"> <input type="checkbox"/> Many elements of scope and sequence are <input type="checkbox"/> Year-long journey does not consistently feel relevant or purposeful - units are
Vertical alignment of academic skills	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence clearly and _____ which skills are taught at each grade level over the 3-4 years <input type="checkbox"/> Vertical plan _____ with CC or NGSS standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence _____ are taught at each grade level over the 3-4 years <input type="checkbox"/> Vertical plan _____ with CC or NGSS standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence _____ that are taught at each grade level over the 3-4 years <input type="checkbox"/> Vertical plan _____ with CC or NGSS standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence _____ that are taught at each grade level over the 3-4 years <input type="checkbox"/> Vertical plan _____ with CC or NGSS standards
Vertical alignment of content	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence _____ which content is taught at each grade level over the 3-4 years <input type="checkbox"/> Content is _____ student's understanding of the world without overlap or 	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence _____ which content is taught at each grade level over the 3-4 years <input type="checkbox"/> Content is _____ student's understanding of the world with minimal overlap or repetition 	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence identifies some content that is taught at each grade level over the 3-4 years <input type="checkbox"/> Content is sometimes relevant and engaging 	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and sequence identifies little content that is taught at each grade level over the 3-4 years <input type="checkbox"/> Minimal thinking put into relevance and engagement

	repetition			
Learning Targets	<ul style="list-style-type: none"> <input type="checkbox"/> LTs identified and refined for every unit, including LTs that will be assessed on PA <input type="checkbox"/> LTs expertly organized to scaffold and build knowledge throughout the year (all LTs must be assessed at least 3x to count towards a grade) 	<ul style="list-style-type: none"> <input type="checkbox"/> LTs identified for every unit, including LTs that will be assessed on PA <input type="checkbox"/> LTs organized to scaffold and build knowledge throughout the year (all LTs must be assessed at least 3x to count towards a grade) 	<ul style="list-style-type: none"> <input type="checkbox"/> LTs identified for most units <input type="checkbox"/> LTs organized with some intention to build knowledge throughout the year (all LTs must be assessed at least 3x to count towards a grade) 	<ul style="list-style-type: none"> <input type="checkbox"/> LTs identified for few units <input type="checkbox"/> LTs scattered throughout the year with minimal intentional organization (all LTs must be assessed at least 3x to count towards a grade)
Performance Assessments and Proficiencies	<ul style="list-style-type: none"> <input type="checkbox"/> PAs are fully-developed for every unit, including at least two PAs at Bridge/Proficiency level (i.e. you could begin teaching the PA tomorrow) <input type="checkbox"/> PAs are designed as the intentional culmination of the unit both in terms of skills and content, including formative assessments scaffolding towards PA 	<ul style="list-style-type: none"> <input type="checkbox"/> PAs are fully-developed for most units or mostly-developed for all units, including at least two PAs at Bridge/Proficiency level <input type="checkbox"/> PAs are designed as the intentional culmination of the unit both in terms of skills and content 	<ul style="list-style-type: none"> <input type="checkbox"/> PAs are mostly-developed for some units but significant work still needs to be done for some PAs <input type="checkbox"/> PAs are designed as the intentional culmination of the unit both in terms of EITHER skills or content but not both 	<ul style="list-style-type: none"> <input type="checkbox"/> PAs are mostly undeveloped or underdeveloped <input type="checkbox"/> PAs are not designed as the intentional culmination of the unit in terms of skills and content
Organization of curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum for every unit in every course is comprehensively collected <input type="checkbox"/> All courses are organized into folders following the steps in the Curriculum Check Out Guide 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum for most units in every course is comprehensively collected <input type="checkbox"/> All courses are organized into folders following the steps in the Curriculum Check Out Guide 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum for most units in most courses is comprehensively collected <input type="checkbox"/> Some courses are organized into folders following the steps in the Curriculum Check Out Guide 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum for some units in some courses is comprehensively collected Few courses are organized into folders following the steps in the Curriculum Check Out Guide



ARISE High School

Authenticity | Rigor | Inspiration | Success | Empowerment
3301 East 12th St | Oakland, CA | 94605

FACULTY TEACHING & LEARNING GUIDE (rev 5/19/14)

VISION AND CORE BELIEFS OF TEACHING & LEARNING AT ARISE

The vision of teaching and learning at ARISE is to empower students with the knowledge, skills, and agency to become highly educated, humanizing, critically conscious, intellectual and reflective leaders in our community. We discipline ourselves to develop thinking skills and build core knowledge in all content areas. Through the use of key performance assessments and the process of revision, we ensure rigor for all students with an aim towards proficiency. At the heart of our curriculum, we scaffold towards proficiency in the key areas of mathematical thinking, scientific inquiry, historical research, and literary analysis.

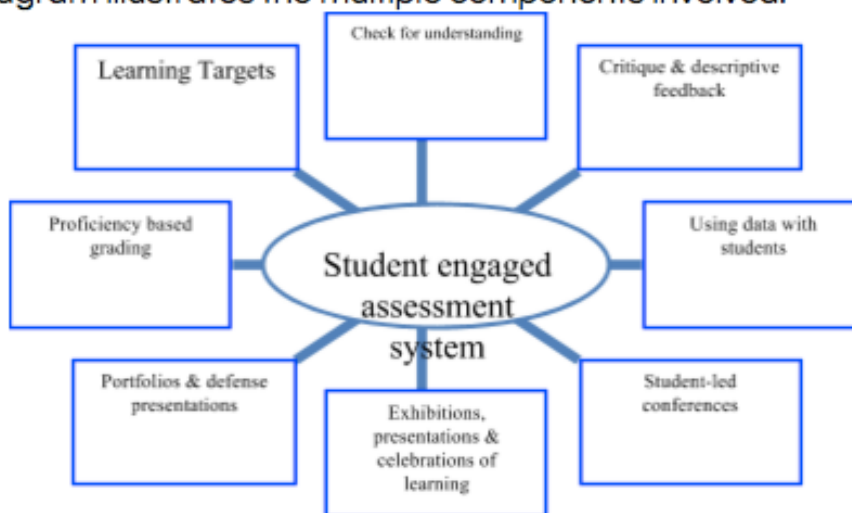
ALL students can meet expectations of rigor. How they all get there is a different story. As such, with ARISE's proficiency-based system, we must not only focus on rigor, but also equity. Our vision of instruction at ARISE is that our conditions provide 1) a consistent instructional experience to students, 2) a developmentally appropriate scaffolding for students to be where we want them be, 3) confidence building within students as capable and competent learners, and 4) opportunities for students to get additional support.

At ARISE High School, both assessments *for* learning (formative assessment) and assessments *of* learning (summative assessments) are used on a regular basis as an integral part of rigorous instruction and learning and are used to motivate, engage and increase student achievement.

Assessments are used to guide instruction and learning during the learning process and determine the level of skill, knowledge and **to assess** understanding after the learning has taken place. Within this framework, teachers and students understand and recognize the difference between what guides instruction and what determines performance level. Assessment *for* learning is an essential component of classroom work and practice. Its constant usage and development can raise standards of achievement.

ARISE High School uses a comprehensive student-engaged assessment system that incorporates both assessments *for* learning and assessments *of* learning.

The following diagram illustrates the multiple components involved:



The Student's Role

Students are involved as active participants in ongoing assessments and see the process as something that is done *with* them not *to* them.

They have a clear understanding of the learning target, the criteria for success and how they will be assessed and understand from the outset of instruction how grades towards a long-term learning target will be determined.

Students and teachers track progress regularly. Students understand what they have learned and why, and can identify and speak to their own strengths, struggles, goals, next steps, and processes of learning and can effectively communicate this to others.

Students have individual responsibilities. They maintain a portfolio and discuss their learning during Student Led Conferences, Exhibitions, and Presentations, such as the *Bridge* or *Proficiencies*.

Use of Learning Targets, Evaluations, and Progress Reports

Learning is a process in which learners increase their knowledge, understanding, and skills as a result of effort, instruction, feedback from teachers and peers, and self-assessment and adjustment. Learning Targets are the basic goals & objectives for concrete learning. They are discussed, tracked, and frequently assessed by students and teachers at the outset and throughout the learning process. Learning Targets require teachers to deeply consider and prioritize which standards are most important, and to frame them clearly. They involve students in owning the goals for their learning themselves. They also reframe the idea of “grading” to be focused on providing evidence towards proficiency. While students

provide evidence of their learning on a variety of performance assessments, teachers make evaluations of those assessments based on clear criteria.

Evaluations are used to communicate the student's level of skills and understanding of content and concepts as a result of their learning, not to motivate or punish. Evaluations describe the students' level of achievement in a course, as described by a set of Higher Order Thinking (HOT) Learning Targets and corresponding Supporting Learning Targets. Students and families are aware of at the outset of instruction.

Students understand evaluations are not subjective judgments by teachers, but rather a documentation of their level of achievement in relation to concrete Higher Order Thinking and Supporting Learning Targets. Higher Order Thinking Learning Targets do not necessarily mean that they have to happen over the whole year. They just mean that they are more focused on the higher order concepts and skills, while also being the basis for evaluation. Supporting Learning Targets are nested underneath Higher Order Thinking Targets and describe more detailed, measurable goals. Teachers provide students with *multiple opportunities* to demonstrate their level of achievement toward these Supporting Learning Targets. Demonstration of proficiency on Supporting Learning Targets should happen in a multiple ways and/or opportunities.

Students may complete additional assignments in order to support their level of skill, content knowledge or understanding. However, unless the additional assignments demonstrate a new or deeper level of understanding, the evaluation assigned to the Supporting Learning Target should not change. If a new level of skill, content knowledge or understanding is revealed, this will be considered along with previous evidence to determine the student's level of achievement toward the Long Term Learning Target and thus the evaluation.

Learning Target Guidelines

Higher Order Thinking targets are the larger, sophisticated conceptual understandings of the course. Mastery of these targets is measured and evaluated by individual performance assessments. **Supporting targets** are the concrete knowledge and skills students are expected to master in order to have proficiency in the course. Mastery of these targets should be measured by multiple smaller, discrete assessments.

Instructions:

- Use the Scope and Sequence document in addition to CA standards and Common Core (where applicable) to determine the knowledge and skills students need to know for each unit.
- Each learning target should be phrased as an "I can" statement.
- There should be one or at the most, two Higher Order Thinking targets per unit. These targets are what drive the performance assessments for the unit.
- You should have no more than 30 supporting learning targets per semester, or 2 per week.
 - What are you going to be teaching/assessing consistently, multiple times every week?

Template:

Higher Order Thinking Targets	Supporting Targets

Determining Evaluations

Determination of an evaluation is not a numerical, number crunching exercise. Evaluations are not determined by averaging assignment scores during the learning process. Instead, evaluations are determined by the consideration of consistent and reliable evidence that suggests student’s true level of skill application or content understanding. **Please note that if you do not design appropriate, thorough, and sufficient enough assessments, they will likely not be able to consistently and reliably provide evidence to you.**

Because students are engaged in the learning process, it is to be expected that demonstration of understanding will be ‘lower’ at the early stages of the process and higher towards the end. Therefore, evidence collected during the latter part of the learning process is likely to provide a more accurate picture of student achievement. Using all assignments to determine grades through averaging will act as a de-motivator to students as they will realize that, as a result of lower scores during the early stages of the learning process, a proficient grade can never be achieved even though they are performing at a proficient level in the latter parts of the learning process.

Organization of Evaluations

Evaluations are organized and reported out by Higher Order Thinking and Supporting Learning Targets, not by assignments.

The Higher Order Thinking Learning Targets are broken into Supporting Targets that help scaffold students’ progress. We use Bloom’s Taxonomy as a way to determine developmentally appropriate Learning Targets that scaffold progress. Assignments and assessments are then linked to the Supporting Targets to build a “body of evidence” that provides information about progress toward meeting the Higher Order Thinking Target. To meet a Higher Order Thinking Learning Target, every component of the target should be demonstrated at some point. This may not all happen with the same assessment; it may happen over time.

In order to “meet” a Learning Target, a student should be able to demonstrate that s/he can **reliably** meet that target when it is assessed. Meeting a Learning Target **reliably** does not mean meeting it perfectly. Some targets address skills and knowledge, which may only have to be demonstrated once during a course; other targets may address skills, which have to be met multiple times to ensure mastery.

Gradually building toward meeting a Learning Target is acceptable. On the other hand, a student who demonstrates the target once early on and then never demonstrates it again has *not* met the Learning Target.

Academic Evaluations and Warrior Intellectual Codes of Respect

We implement standards-based grading because it clarifies expectations for students, families, and teachers. Doing so also separates academic outcomes from the Warrior Intellectual Codes of Respect.

Academic evaluations represent the level of achievement toward a specific content learning target that represents knowledge, reasoning or skill.

Warrior Intellectual Codes of Respect evaluations represent the character values of the school as they relate to performance (e.g. I can maintain focus in class, I can complete quality work on time.)

Evaluations assigned to Warrior Intellectual Codes of Respect targets will not be used as evidence to determine academic evaluations. The teacher's responsibility is to support students in understanding the direct relationship between Warrior Intellectual Codes of Respect, rigorous learning, and academic achievement.

For example, consistently failing to complete assignments is likely to result in a reduced understanding of the concept resulting in a lower evaluation for summative assessments that measure this understanding. Consistent low evaluations and/or limited evidence will result in a lower evaluation.

Levels of Evaluation

There are 5 levels for evaluation:

- Exceeds (E): The work exceeded the expectations associated with the Learning Target
- Meets (M): The work meets the expectations associated with the Learning Target
- Approaches (A): The work approaches the expectations associated with Learning Target
- Beginning (B): The work is beginning to approach the expectations associated with the Learning Target
- Did Not Provide Evidence (D): The student did not provide evidence to show what he/she knows or can do. The student either did not turn in the work or did answer questions provided on an exam.

Teachers can also choose to identify Learning Targets that are Not Yet Assessed (N). Identifying these targets give visibility to students and parents as to the trajectory of the course.

Evaluation Periods

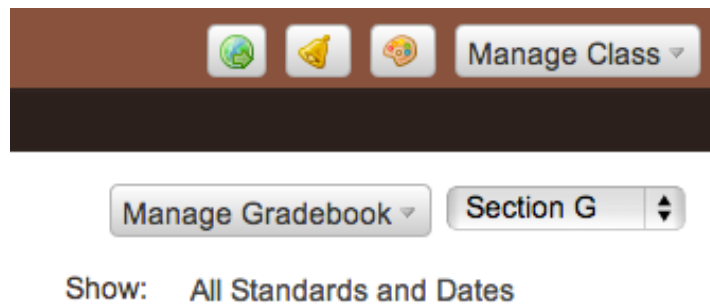
There are 4 Evaluation Periods in a school year: Q1 Progress Reports, Q2 Progress Reports (or Semester 1), Q3 Progress Reports, and Final Evaluations (given at the end of Q4).

Credit for Courses

The Haiku Learning Management System is used as the standards-based gradebook monitoring tool. With assignments, assessments, and learning targets being regularly updated through Haiku, each student's Proficiency percentage is made available. This is particularly important, beginning the 2014-2015 school year, where students and parents will have access to Haiku.

When a student is able to Meet or Exceed 75% of the Learning Targets, then he/she will be considered as demonstrating Proficiency in the course. If the student Meets or Exceeds LESS than 75% of the Learning Targets, then he/she will be considered as being Not Yet Proficient in the course.

Teachers must select the "All Standards and Dates" view to know the cumulative Proficiency percentages by the end of a grading term. This is based on the belief that students can achieve proficiency given the proper scaffolding and opportunities by the end of the course.



Students receiving an IP (In Progress) Final Evaluation have until the end of the *next* quarter to demonstrate proficiency **within the Learning Target(s)** not yet Meeting. If the IP is not cleared by the end of the next quarter, the class must be repeated. IP evaluations have no affect on Grade Point Averages.

Students receiving an NC (No Credit) evaluation have to repeat the course so as to gain more time and opportunity to demonstrate proficiency for the Learning Targets outlined for the course. NC evaluations have no affect on Grade Point Averages.

At the end of a school year, the following guidelines are used for determining semester grades:

SCENARIO #	SCENARIO	RESULT	NECESSARY ACTIONS
1	<input checked="" type="checkbox"/> Semester 1 = Pass with A <input checked="" type="checkbox"/> Semester 2 = Pass with A	<input checked="" type="checkbox"/> Semester 1 – no change <input checked="" type="checkbox"/> Semester 2 – A	<input checked="" type="checkbox"/> Semester 1 – none <input checked="" type="checkbox"/> Semester 2 – input grade into Powerteacher
2	<input checked="" type="checkbox"/> Semester 1 – Pass with B <input checked="" type="checkbox"/> Semester 2 – Pass with B	<input checked="" type="checkbox"/> Semester 1 – no change <input checked="" type="checkbox"/> Semester 2 – B	<input checked="" type="checkbox"/> Semester 1 – none <input checked="" type="checkbox"/> Semester 2 – input grade into Powerteacher
3	<input checked="" type="checkbox"/> Semester 1 – Pass with A <input checked="" type="checkbox"/> Semester 2 – Pass with B	<input checked="" type="checkbox"/> Semester 1 – no change <input checked="" type="checkbox"/> Semester 2 – B	<input checked="" type="checkbox"/> Semester 1 – identify the student and his/her grade in the “Master grade change spreadsheet” for the Powerschool admin <input checked="" type="checkbox"/> Semester 2 – input grade into Powerteacher
4	<input checked="" type="checkbox"/> Semester 1 – Pass with B <input checked="" type="checkbox"/> Semester 2 – Pass with A	<input checked="" type="checkbox"/> Semester 1 – change to A <input checked="" type="checkbox"/> Semester 2 – A	<input checked="" type="checkbox"/> Semester 1 – identify the student and his/her grade in the “Master grade change spreadsheet” for the Powerschool admin <input checked="" type="checkbox"/> Semester 2 – input grade into Powerteacher
5	<input checked="" type="checkbox"/> Semester 1 – NC/IP <input checked="" type="checkbox"/> Semester 2 – Pass with B	<input checked="" type="checkbox"/> Semester 1 – change to B <input checked="" type="checkbox"/> Semester 2 – B	<input checked="" type="checkbox"/> Semester 1 – identify the student and his/her grade in the “Master grade change spreadsheet” for the Powerschool admin <input checked="" type="checkbox"/> Semester 2 – input grade into Powerteacher
6	<input checked="" type="checkbox"/> Semester 1 – NC/IP <input checked="" type="checkbox"/> Semester 2 – Pass with A	<input checked="" type="checkbox"/> Semester 1 – change to A <input checked="" type="checkbox"/> Semester 2 – A	<input checked="" type="checkbox"/> Semester 1 – identify the student and his/her grade in the “Master grade change spreadsheet” for the Powerschool admin <input checked="" type="checkbox"/> Semester 2 – input grade into Powerteacher
7	<input checked="" type="checkbox"/> Semester 1 – Pass with A or B <input checked="" type="checkbox"/> Semester 2 – NC/IP	<input checked="" type="checkbox"/> Semester 1 – no change <input checked="" type="checkbox"/> Semester 2 – NC/IP	<input checked="" type="checkbox"/> Semester 1 – none <input checked="" type="checkbox"/> Semester 2 – input grade into Powerteacher

Grade Translation

At the end of the year, Final Evaluations will be given. Those evaluations will be “translated” into a letter grade that colleges understand. There is a key at the end of the Progress Report to help students and parents understand what a student’s letter grade would be. Also, the student’s transcript would show the letter grade.

TRANSCRIPT GRADE	% OF LEARNING TARGETS MEETING OR EXCEEDING
A	88-100%
B	75-87%
IP (In Progress) C (Math only)	70-74%
IP (In Progress for Math only)	64-69%
NC (No Credit)	<69%
NC (Math only)	<64%

Student Intervention Process

Step 1 Teacher communicates directly with advisor about low homework/classwork, or inconsistent attendance (SEC will also catch this) and asks if they have insight on what is going on with student or offers support in following up with advisor. Teacher provides advisor with [Student Intervention Request](#):

Step 2 Basic Interventions to try:

- Advisor schedules 1-1 with student
 - This can occur during:
 - office hours
 - lunch
 - advisory consultancy
 - Purpose of check in is to gather more information as to why a student may not be completing classwork/homework/has low attendance/shift in affect. Capture notes in [Goal Tracking](#) sheet.
- Advisor does an academic needs inventory with student
 - Checks organizational system and supplies (binders, notebooks, pens, pencils)
 - Ensures student has a planner system to keep themselves organized (paper planner or phone/ipod planner or assignment log)
 - Have student complete unofficial [progress report](#).
 - Reminds students of existing [office hours](#) and gives schedule to student
- Advisor communicates home about academic concerns and check in with student.
- If needed, Advisor fills out a Wellness Referral.

*If an advisor uncovers a concern around a teacher's instructional practice please follow up with an instructional lead for support.

How do you determine what should happen next?

- Advisor emails teachers any important information that may help teachers understand what is going on with student and possibly accommodate or modify work.
- Add to Familia queue and discuss using Student Reflection Protocol. Teachers can brainstorm interventions and communicate those out to the grade level.
- If after 1 week an academic concern persists in 1 class then advisor will schedule a Family meeting.
- If after 1 week an academic concern persists in 2 or more classes then advisor will prompt a Family Meeting with Administrator Support.
- If intervention that comes out of Family Meeting is not successful after the agreed amount of time, then a Palante Referral is needed. The Palante Team will decide if an SST meeting will be scheduled.

Step 3 If after scheduled follow up, no progress has been made, refer student to [Palante](#).

	Purpose	Participants	Outcome
Family Meeting	Engage stakeholders in areas of academic concern, inform family of interventions attempted, and seek support from family for student success.	Student Parent/Guardian Advisor (Facilitator) Teacher Administrator (Optional)	<ul style="list-style-type: none"> • Have student recommit to their academic success. • Have clear steps around what they need to do and how it will impact their graduation trajectory. • Create an agreement with teacher for supporting student success. (Use contract template) • Have parents commit to supporting student success at home and the role they can play to ensure accountability. • Schedule a follow up.
SST	Engage stakeholders in areas of academic concern, inform family of interventions attempted, and seek support from family for student success. To develop an academic plan - with the understanding that a student has the skills to be successful.	Student Parent/Guardian Advisor (Facilitator) Teachers Administrator	<ul style="list-style-type: none"> • Developing a plan of action for academic success that includes office hours attendance, changes at home, update graduation plan, and a schedule follow up with SST crew. (Use SST forms) • An action item could be a 504.
Teacher Circle *ONLY AFTER REPEATED ATTEMPTS TO CONTACT FAMILY	Engage stakeholders in areas of academic concern, inform family of interventions attempted, and seek support from family for student success.	Student Teachers Advisor (Facilitator) Administrator (Optional)	<ul style="list-style-type: none"> • Have student recommit to their academic success. • Have clear steps around what they need to do and how it will impact their graduation trajectory. • Create an agreement with teacher for supporting student success. • Send a letter home to communicate to parents that you've attempted to support student success and the role they can play to ensure accountability. • Schedule follow up.

ARISE High School

Uniform Complaint Procedure

ARISE High School's (the "charter school") policy is to comply with applicable federal and state laws and regulations. The charter school is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any charter school program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, title ii, section 504 of the rehabilitation act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The charter school acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Principal or designee on a case-by-case basis.

ARISE High School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The governing board designates the following compliance officer(s) to receive and investigate complaints and to ensure the charter school's compliance with law: School Principal, Director of Operations & Finance, ARISE High School, 3301 E. 12th St. Suite 205, Oakland, CA 94601.

The Principal shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

Notifications

The Principal or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Principal or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in the Student and Family and the Employee handbooks meets this requirement.

Procedures

The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the charter school.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Step 2: Mediation (Optional)

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final written decision

The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the cde and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the charter school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education (CDE)

If dissatisfied with the charter school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the charter school's decision. When appealing to the CDE, the complainant must specify the

basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the charter school's decision. Upon notification by the CDE that the complainant has appealed the charter school's decision, the Principal or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the charter school's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in title 5, California code of regulations, section 4650 5 CCR 4650 exists, including cases in which the charter school has not taken action within 60 days of the date the complaint was filed with the charter school.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the charter school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the charter school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

ARISE High School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 POLICY

Board Policy #: _____

Date Adopted: _____

ARISE High School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”).

ARISE High School (hereinafter, the “Charter School” or “ARISE High School”) Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If the Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled

students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. The Charter School shall periodically review the student's progress and placement.

The Charter School will implement this policy through its corresponding Procedure.

ARISE High School

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 ADMINISTRATIVE REGULATIONS

Board Policy #: _____

Date Adopted: _____

A. Definitions

1. **Academic Setting** – the regular, educational environment at ARISE High School (hereinafter, the “Charter School” or “ARISE High School”).
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Principal or Principal designee shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at 510.436.5487.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** – means:
- a. has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
 - b. has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
 - c. has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

- 1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
- 2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
- 3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled

are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground

observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. Section 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program

and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - a. Examine relevant records
 - b. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - c. Have the right to file a Uniform Complaint pursuant to school policy
 - d. Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the Principal of ARISE High School 3301 E. 12th St #205 Oakland, CA 94601. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers

shall not be employed by or under contract with any district within EDCOE SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - a. The specific decision or action with which the parent/guardian disagrees.
 - b. The changes to the 504 Plan the parent/guardian seeks.
 - c. Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - a. Mediation by a neutral third party.
 - b. Review of the 504 Plan by the Principal or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
8. The parent/guardian and the Charter School shall be afforded the rights to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - b. Present written and oral evidence.
 - c. Question and cross-examine witnesses.
 - d. Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

ARISE High School

PARENT/STUDENT RIGHTS IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

(Section 504 of the Rehabilitation Act of 1973)

Board Policy #: _____

Date Adopted: _____

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive exceptional education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact the Principal of ARISE High School 3301 E. 12th St #205 Oakland, CA 94601 with any questions regarding the information contained herein.

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State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of / page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 22 2007

A handwritten signature in black ink that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State

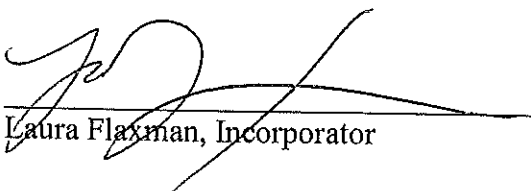
2974070

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

ARTICLES OF INCORPORATION

FEB 20 2007

- I. The name of this corporation is **Arise High School**.
- II. A. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for **public** purposes.
- B. The specific purpose of this corporation is to create and run a non-profit charter school.
- III. The name and address in the State of California of this corporation's initial agent for service of process is:
Name: Laura Flaxman
Address: 554 Fairbanks Avenue
City: Oakland
State **CALIFORNIA** Zip: 94610
- IV. A. This corporation is organized and operated exclusively for **charitable** purposes within the meaning of Section 501(c)(3), Internal Revenue Code.
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- V. The property of this corporation is irrevocably dedicated to **charitable** purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable** purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.


Laura Flaxman, Incorporator



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 22 2008

ARISE HIGH SCHOOL
3301 E 12TH ST STE 205
OAKLAND, CA 94601-3424

Employer Identification Number:
20-8887944
DLN:
17053126019008
Contact Person:
RONALD D BELL ID# 31185
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
February 20, 2007
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

ARISE HIGH SCHOOL

Sincerely,

A handwritten signature in cursive script that reads "Robert Choi". The signature is written in dark ink and is positioned above the typed name.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC



ARISE High School
Authenticity, Rigor, Inspiration, Success, Empowerment

ARISE High School

By-laws

Adopted June 02, 2007

Amended September 14, 2011

**Bylaws
of
Arise High School
A CALIFORNIA PUBLIC BENEFIT CORPORATION.**

**ARTICLE 1
OFFICES**

Section 1. Principal Office

The principal office of the corporation for the transaction of its business is located in Alameda County, California.

Section 2. Change of Address

The county of the corporation's principal office may be changed by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, an amendment of these Bylaws:

New Address: _____

Dated: _____, 20__

New Address: _____

Dated: _____, 20__

New Address: _____

Dated: _____, 20__

Section 3. Other Offices

The corporation may also have offices at such other places, within or without its state of California, where it is qualified to do business, as its business and activities may require and as the board of directors may, from time to time, designate.

**ARTICLE 2
PURPOSES**

Section 1. Objective and Purposes

The primary objective and purposes of this corporation shall be to create and operate Arise High School.

ARTICLE 3 DIRECTORS

Section 1. Number

The corporation shall have 5-11 directors and collectively they shall be known as the Board of Directors. The number may be changes by amendment of this bylaw, or by repeal of this bylaw and adoption of a new bylaw, as provided in these bylaws.

Section 2. Powers

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and ant limitations in the articles of incorporation and bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

Section 3. Duties

It shall be the duty of the directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these Bylaws;
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation of the co-Directors;
- c. Review and evaluate the co-Directors of the corporation to assure that their duties are performed properly;
- d. Meet at such times and places as required by these Bylaws;
- e. Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

Section 4. Term of Office

Each director shall hold office for two years as specified in these bylaws, and until his or her successor is elected and qualifies.

Section 5. Compensation

Directors shall serve without compensation. However, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this article. Directors may not be compensated for rendering services to the corporation in any capacity other than director unless such other

compensation is reasonable and is allowable under the provisions of Section 6 of this Article. Any payments to directors shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws

Section 6. Restriction regarding interested Directors

Notwithstanding any other provision of these bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested persons. For purposes of this Section, "interested persons" means either:

- (a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any person.

Section 7. Place Of Meetings

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place within or without the State of California, which has been designated from time to time by resolution of the Board of Directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all directors given either before or after the meeting and filed with the secretary of the corporation or after all board members have been given written notice of the meeting as hereinafter provided for special meeting of the board

Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all directors participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

- (a) Each director participating in the meeting can communicate with all the other directors concurrently;
- (b) Each director is provided the means of participating in all matters before the board, including, without limitations, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation; and

(c) The corporation adopts and implements some means of verifying 1) that all persons participating in the meeting are directors of the corporation or are otherwise entitled to participate in the meeting, and 2) that all actions of, or votes by, the board are taken and cast only by directors and not by persons who are not directors.

Section 8. Regular Meetings

Regular meetings of Directors shall be held monthly with the meeting date finalized at the prior month's board meeting.

If this corporation makes no provision for members, then, at the annual meeting of directors held on the last Thursday in June, directors shall be elected by the board by the board of directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by half ballot only.

Section 9. Special Meetings

Special meetings of the Board of Directors may be called by the chairperson of the board, the president, the Vice President, the secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

Section 10. Notice of Meetings

Regular meetings of the board may be held without notice. Special meetings of the board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular meeting if held more than twenty-four (24) hours from the time of the original meeting.

Section 11. Contents of Notice

Notice of meeting not herein dispensed with shall specify the place, day, and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

Section 12. Waiver of Notice and consent to holding meetings

The transactions of any meeting of the board, however called and notices or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records of made a part of the minutes of the meeting.

Section 13. Quorum for Meetings

A quorum shall consist of a simple majority of directors.

Except as otherwise provided in these bylaws or in the articles of incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the articles of incorporation or bylaws of this corporation.

Section 14. Majority Action As Board Action

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions of directors (Section 5238e) require a greater percentage or different voting rules for approval of a matter by the board.

Section 15. Conduct of Meetings

Meetings of the Board of Directors shall be presided over by the chairperson of the board, or, if no such person has been so designated or, in his or her absence, the president of the corporation or, in his or her absence, by the Vice President of the corporation, in the absence of each of these persons, by a chairperson chosen by a majority of the directors present at the meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Meetings shall be governed by Roberts' Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these bylaws, with the articles of incorporation, or with provisions of law.

Section 16. Actions by unanimous written consent without meeting

Any action required or permitted to be taken by the board of directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. For the purpose of this Section only, "all members of the board" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such actions by written consent shall have the same effect under any provision of law which related to action so taken shall state that the bylaws of this corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

Section 17. Vacancies

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The board of directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

If this corporation has any members, then, if the corporation has fewer than fifty (50) members, directors may be removed without cause by a majority of all members, or, if the corporation has fifty (50) or more members, by vote of a majority of the votes represented at a membership meeting at which a quorum is present.

If this corporation has no members, directors may be removed without caused by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the chairperson of the board, the president, the secretary, or the board of directors, unless the notice specifies a

later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General.

Vacancies on the board may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these bylaws, or (3) a sole remaining director. If this corporation has members, however, vacancies created by the removal of a director may be filled only by the approval of the members. The members, if any, of this corporation may elect a director at any time to fill any vacancy not filled by the directors.

A person elected to fill a vacancy as provided by this section shall hold office until the next election of the Board of Directors or until his or her death, resignation or removal from office.

Section 18. Nonliability of Directors

The directors shall not be personally liable for the debts, liabilities or other obligations of the corporation.

Section 19. Indemnification by Corporation of Directors and Officers

To the extent that a person who is, or was, a director, officer, employee, or other agent of this corporation has been successful on the merits in defense of any civil, criminal administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue, or matter, therein, such person shall be indemnified against expenses actually and reasonable incurred by the person in connection with such proceeding.

If such person wither settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

Section 20. Insurance For Corporate Agents

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against liabilities other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or

arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

Article 4 Officers

Section 1. Number Of Officers

The officers of the corporation shall be a President, a Secretary, and a chief financial officer who shall be designated the treasurer. The corporation may also have, as determined by the board of directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers and other officers. Any number of offices may be held by the same person except that neither the secretary nor the treasurer may serve as the president or chairperson of the board

Section 2. Qualification, Election, and Term of Office

Any person may serve as officer of this corporation. Officers shall be elected by the board of directors, at any time, and each officer shall hold office until he or she resigns, is removed, or is whichever occurs first.

Section 3. Subordinate Officers

The board of directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the board of directors.

Section 4. Removal and Resignation

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

Section 5. Vacancies

Any vacancy caused by the death, resignation, removal, disqualification or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy.

Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6. Duties of President

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as chairperson of the board of directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the president shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks or other instruments which may from time to time be authorized by the Board of Directors.

Section 7. Duties of Vice President/Secretary

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation or by these Bylaws or as may be prescribed by the Board of Directors.

Section 8. Duties Of Secretary

The secretary shall:

Certify and keep at the principal office of the corporation the original. Or a copy of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meeting of the directors, and , if applicable, meeting of committee of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how noticed thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Be custodian of the record and of the seal of the corporation and se that the seal id affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law of these bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any member, and, in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.

Section 9. Duties of Treasurer

Subject to the provisions of these bylaws relating to the "Execution of Instruments, Deposits, and Funds," the treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposits all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.

Section 10. Compensation

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the corporation, provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 3, Section 6, of these bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered to or for the corporation which relate to the performance of the charitable or public purposes of this corporation. All officer salaries shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws.

Article 5 Committees

Section 1. Executive Committee of the Board

The board of directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an executive committee of the board and delegate to such committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

- (a) The approval of any action, which, under law or the provisions of these bylaws, requires the approval of the members or of a majority of all of the members.
- (b) The filling of vacancies on the board or on any committee that has the authority of the board.
- (c) The fixing of compensation of the directors for serving on the board or on any committee
- (d) The amendment or repeal of bylaws or the adoption of new bylaws.
- (e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or reliable.
- (f) The appointment of committees of the board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for direction than can be elected.
- (h) The approval of any transaction to which this corporation is a part and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233 (d) (3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board.

The committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 2. Other Committees

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. Such other committees may consist of persons who are not also members of the board of directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as “advisory” committees.

Section 3: Meetings and Action of Committees

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

Article 6

Execution of Instruments, Deposits and Funds

Section 1. Execution of Instruments

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

Section 3. Deposits

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest or devise for the nonprofit purposes of this corporation.

Article 7 Corporate Records, Reports and Seal

Section 1. Maintenance of Corporate Records

The corporation shall keep at its principal office in the State of California:

- a. Minutes of all meetings of directors and committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership.
- (d) a copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

Section 2. Corporate Seal

The Board of Directors may adopt, use and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Directors' Inspection Rights

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 4. Member Inspection Rights

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- (a) To inspect and copy the record of all members' names, addresses, and voting rights, at reasonable times, upon five (5) business days' prior written demand on the corporation, which demand shall state the purpose for which the inspection rights are requested.
- (b) To obtain from the secretary of the corporation, upon written demand and payment of a reasonable charge, an alphabetized list of the names, addresses, and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available on or before the late often (10) business days after the demand is received or after the date specified therein as of which the list is to be compiled.
- (c) To inspect at any reasonable time the books, records, or minutes, of proceedings of the members or of the board or committees of the board, upon written demand on the corporation by the member, for a purpose reasonably related to such person's interests as a member.

Section 5. Right to Copy and Make Extracts

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

Section 6. Annual Report

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close for the corporation's fiscal year to all directors if the corporation and, if this corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursement of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the

corporation that such statements were prepared without audit from the books and records of the corporation.

If this corporation has members, then, if this corporation received Twenty-five thousand dollars (\$25,000), or more, in gross revenue or receipts during the fiscal year, this corporation shall automatically send the above annual report to all members, in such manner, at such time, and with such contents, including an accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

Section 7. Annual Statement of Specific Transactions to Members

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

Any transactions in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

- (a) Any director or officer of the corporation, or its parent or its subsidiary (a mere common directorship shall not be considered a material financial interest); or
- (b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than Fifty Thousand Dollars (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than Fifty Thousand Dollars (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238 (e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such persons' interest in the transaction, and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

If this corporation has any members and provides all members with an annual report according to the provisions of Section 6 of this Article, then such annual report shall include the information required by this Section.

Article 8 Fiscal Year

Section 1. Fiscal Year of the Corporation

The fiscal year of the corporation shall begin on the 1 of July and end on the 30 of June in each year

Article 9 Conflict of Interest and Compensation Approval Policies

Section 1. Purpose of Conflict of Interest Policy

The purpose of this conflict of interest policy is to protect this tax-exempt corporations' interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or any "disqualified person" as defined in Section 4958 (f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulation and which might result in a possible "excess benefit transaction" as defined in Section 4958 (c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions

(a) Interested Person.

Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a "disqualified person" as defined in Section 4958 (f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person

(b) Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (1) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,
- (2) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
- (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement

Compensation includes directed and indirect remuneration as well as gifts or favors that are not unsubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3. Conflict of Interest Avoidance Procedures

(a) Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, of appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decisions as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflict of Interest Policy.

If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determined the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Boards and Board Committee Proceedings

The minutes of meetings of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings,

Section 5. Compensation and Approval Policies

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers and employees, contractors, and any other compensation contract or arrangement, in addition to complying with the conflict of interest requirements and policies contained in the preceding and following sections of this article as well as the preceding paragraphs of this section of this article,

the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- (a) The terms of compensation shall be approved by the board of compensation committee prior to the first payment of compensation.
- (b) All members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c) (iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a “disqualified person” (as defined in Section 4958 (f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations):
 - 1. Is not the person who is the subject of compensation arrangement, or a family member of such person;
 - 2. Is not in an employment relationship subject to the direction or control of the person who is the subject of compensation arrangement
 - 3. Does not receive compensation or other payments subject to approval by the person who is the subject of compensation arrangement
 - 4. Has no material financial interest affected by the compensation arrangement; and
 - 5. Does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who in turn has approved or will approve a transaction providing benefits to the board or committee member.

(c) the board or compensation committee shall obtain and rely upon appropriate data as to comparability prior to approving the terms of compensation. Appropriate data may include the following:

- 1. Compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions, “Similarly situated” organizations are those of a similar size and purpose and with similar resources
- 2. The availability of similar services in the geographic area of this organization
- 3. Current compensation surveys compiled by independent firms
- 4. Actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement.

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three to comparability organizations in the same or similar communities for similar services.

(d) the terms of compensation and the basis for approving them shall be recorded in written minutes of the meeting of the board or compensation committee that approved the compensation. Such documentation shall include:

1. The terms of the compensation arrangement and the date it was approved
2. The members of the board or compensation committee who were present during the debate on the transaction, those who voted on it, and the votes cast by each board or committee member
3. The comparability data obtained and relied upon and how the data was obtained.
4. If the board or compensation in this organization or for providing services under any other compensation arrangement with this organization is higher or lower than the range or comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination.
5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting.
6. Any actions taken with respect to determining if a board or committee member has a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction (for example, a notation in the records that after a finding of conflict of interest by a member, the member with the conflict of interest was asked to do, and did, leave the meeting prior to a discussion of the compensation arrangement and a taking of the votes to approve the arrangement).
7. The minutes of board or committee meetings at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, normally prior to or at the next board or committee meeting following final action on the arrangement by the board or committee,

Section 6. Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement, which affirms such person:

- (a) Has received a copy of the conflicts of interest policy,
- (b) has read and understands the policy,
- (c) has agreed to comply with the policy, and
- (d) understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining
- (b) Whether partnership, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

Section 8. Use of Outside Experts

When conducting the periodic review as provided for in Section 7, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted

ARTICLE 10 AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of bylaws of public benefit nonprofit corporations, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted as follows:

- (a) Subject to the power of members, if any, to change or repeal these bylaws under Section 5150 of the Corporations Code, by approval of the board of directors unless the bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided however, if this corporation has admitted any members, if any, as to voting or transfer, provided, however, if this corporation has admitted any members, then a bylaw specifying or changing the fixed number of directors of the corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of this corporation.

**ARTICLE 11
AMENDMENT OF ARTICLES**

SECTION 1. AMENDMENT OF ARTICLES BEFORE ASMISSION OF MEMBERS

Before any members have been admitted to the corporation, any amendment of the articles of incorporation may be adopted by approval of the board of directors.

SECTION 2. AMENDMENT OF ARTICLES AFTER ASMISSON OF MEMBERS

After members, if any, have been admitted to the corporation, amendment of the articles of incorporation may be adopted by the approval to the board of directors and by the approval of the members of this corporation.

SECTION 3. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its articles of incorporation to alter any statement which appears in the original articles of incorporation of the names and addresses of the first directors of this corporation , nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a “Statement by a Domestic Nonprofit Corporation” pursuant to Section 6210 of the California Nonprofit Corporation Law.

**ARTICLE 12
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSESTS**

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSESTS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that his provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these bylaws and is fixed by resolution of the board of directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation,

after all debts have been satisfied, shall be distributed as require by the articles of incorporation of this corporation and not otherwise.

**ARTICLE 13
MEMBERS**

SECTION 1. DETERMINATION OF MEMBERS

If this corporation makes no provisions for members, then, pursuant to Section 5310 (b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the articles of incorporation or bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the board of directors.

Written Consent of Directors Adopting Bylaws

We, the undersigned, are all of the persons named as the initial directors in the articles of incorporation of ARISE High School, a California nonprofit corporation, and, pursuant to the authority granted to the directors by these bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing bylaws, consisting of 25 pages, s the bylaws of this corporation.

Dated: June 2, 2007

Parker Thomas, Director

Laura Flaxman, Director

Romeo Garcia, Director

Emma Paulino, Director

Kate Sugarman, Director

Certificate

This is to certify that the forgoing is the true and correct copy of the bylaws of the corporation named and the title thereto and that such bylaws were duly adopted by the board of directors of said corporation on the date set forth below.

Dated: June 2, 2007

Romeo Garcia, Secretary



ARISE High School
Authenticity, Rigor, Inspiration, Success, Empowerment

**Board of Directors
2007-2008**

Ruth Cossey, Chair (began 4/08)
Professor, Mills College

Richard Looker, Treasurer

510-517-5462 (cell)

Mr. Looker is a scientist and works for the San Francisco Bay Regional Water Quality Control Board. He is real estate broker and has assisted ARISE in securing the current facilities

C.P. Yang-Looker, Vice-Chair (began 4/08)

Ms. Yang-Looker is a real estate broker and former teacher.

Emma Pauline [on Board until 10/07]

7200- Bancroft Ave
#2 Eastmont Mall
Oakland, CA 94605
510-459-8696

Sharonda Green (parent representative)

947 – 84th Ave #C
Oakland, CA 94621
510-636-1260

Kate Sugarman (faculty representative, non-voting member)

c/o ARISE High School

Laura Flaxman, Vice-Chair (co-principal) [resigned 4/08]

c/o ARISE High School

Romeo Garcia, Secretary (co-principal)

c/o ARISE High School

Damon Hines (student representative, non-voting member)

c/o ARISE High School.

Arise High School Conflict of Interest Policy

Purpose:

The purpose of the conflict of interest policy is to protect ARISE High School interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of ARISE High School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions:

1. Interested Person-

Any director, principal officer, key employee or member of a committee with board of director delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest-

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which ARISE High School has a transaction or arrangement.
- b. A compensation arrangement with ARISE High School or with any entity or individual with which ARISE High School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which ARISE High School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board meeting but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the board of directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board of directors shall determine whether ARISE High School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in ARISE High School best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board of directors has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action and/or up to immediate termination.

Records of Proceeding:

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Annual Statements:

Each board member, executive director, and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands ARISE High School is a non profit and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure ARISE High School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews, shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to ARISE High School written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit.

When conducting the periodic reviews as provided for in Article VII, ARISE High School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of directors of its responsibility for ensuring periodic reviews are conducted.

ARISE High School: Conflict of Interest Verification/Signature

I, _____, Board Member/Director/Officer of ARISE High School hereby certify that as of the date that this certification is made and except as fully described in the signed statement attached hereto:

1. That I do not have and am aware that it is impermissible for me to have a financially beneficial relationship resulting in excess benefit transaction with any competitor, client, supplier or subordinate of ARISE High School which impairs my ability to exercise good judgment on behalf of ARISE High School, creating an actual or potential conflict of interest. I understand this includes family relationship by virtue of blood (i.e. grandparents, parents, brothers, sisters and children), marriage (including common-law marriage, if recognized by the State), or adoption with any officer, director, board member or partner.
2. That I have not and will not receive any compensation from the parties mentioned above for any services as an officer, board member or authorized agent or otherwise.
3. That if any of the types of relationships or situations described above should arise, I will immediately and fully disclose (not to exceed 10 business days) the relevant circumstances to an immediate supervisor or any other appropriate supervisor, for a determination as to whether a potential or actual conflict exists.
4. That if an actual or potential conflict is determined, ARISE High School may take whatever corrective action appears appropriate according to the circumstances and that failure to disclose facts shall constitute grounds for disciplinary action and/or up to termination.
5. That I have received and fully read ARISE High School Conflict of Interest Policy. I understand ARISE High School Conflict of Interest Policy and accept and agree to comply with the information contained within ARISE High School Conflict of Interest Policy
6. I understand ARISE High School is a non profit organization and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish on or more of its tax exempt purposes.

Print Name

Sign Name and Date

Document Retention/Destruction Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

Document Retention Schedule

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

Corporate Records

Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (in the USA) to file for tax-exempt and/or charitable status;	Permanent
By Laws	Permanent
Letter of Determination (for example, from the IRS in the USA) granting tax exempt and/or charitable status	Permanent
Board Policies	Permanent
Resolutions	Permanent
Board Meeting Minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax or employee ID Number Designation	Permanent
Annual Corporate Filings	Permanent

Financial Records

Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Books	7 years
Business Expenses Docs	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records(deposit, earning, withdrawals)	7 years
Property/asset inventories	7 years
Petty cash receipts /documents	3 years
Credit card receipts	3 years

Tax Records

Annual Tax Filing for the organization(IRS Form 990 in the USA)	Permanent
Payroll Registers	Permanent
Filings of fees paid to professionals (IRS Form 1099 in the USA)	7 years
Payroll tax withholdings	7 years
Earnings records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

Personnel Records

Employee Offer Letters	Permanent
Confirmation of Employment Letters	Permanent
Benefits Descriptions Per Employee	Permanent
Pension Records	Permanent
Employee Application and Resumes	7 years after termination
Promotions, demotions, letter of reprimand, termination	7 years after termination
Job Descriptions, performance goals	7 years after terminations
Workers' Compensation Records	5 years
I-9 Forms	5 years after termination
Time Reports	3 years after termination

Insurance Records

Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Dispersements/ Denials	Permanent

Contracts

All insurance Contracts	Permanent
Employee Contracts	Permanent
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan/mortgage Contracts	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years
Warranties	7 years

Donations / Funder Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

Management Plans and Procedures

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

Pupil Records

Individual Student Record (<i>original or copy</i>)	Permanent*
(A) Legal name of pupil	
(B) Date of birth	
(C) Method of verification of birth	
(D) Sex of pupil	
(E) Place of birth	
(F) Name and address of parent of minor pupil	
1. Address of minor pupil if different than above.	
2. An annual verification of the name and address of the parent and the residence of the pupil.	
(G) Entering and leaving date of each school year and for any summer session or other extra session.	
(H) Subjects taken during the each year, half-year, summer session, or quarter.	
(I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken.	
(J) Verification of or exemption from required immunizations.	
(K) Date of high school graduation or equivalent.	
Individual Student Injury Record for which a claim was filed.	1 year after the claim has been settled or after the statute of limitations has
	<i>*Option to microfilm and destroy original.</i>

Document Protection

Documents (hardcopy, online or other media) will be stored in the following manner by ARISE High School (Best practice is to have both on-site and off-site storage)

Document Destruction

Hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Provision of Documentation for Investigations or Litigation

Documents requested and subpoenaed by legally authorized personnel will be provided within 5 business days. The Board Chair and Executive Director will authorize provision. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

Whistleblower Policy

ARISE High School is committed to lawful and ethical behavior in all of its activities and requires board members, executives, directors and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of ARISE High School Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter by ARISE High School
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by ARISE High School, its officers, directors, executives, employees, or other representatives. Reporters must also notify ARISE High School if an action needs to be taken in order for ARISE High School to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the ARISE High School financial documents, grant reports, tax returns or other public documents
- Providing false information to or withholding material information from the ARISE High School auditors, accountants, lawyers, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities
- Embezzlement, private benefit, or misappropriation of funds
- Material violation of ARISE High School policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention

- Discrimination based on race, gender, sexual orientation, ethnicity, and disability
- Facilitation or concealing any of the above or similar actions

Reporting Concerns

All ARISE High School Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or to the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the Human Resources Manager or the Executive Director. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact Chairman of the Board of Directors within ARISE High School. If for any reason the aforementioned communication lines is not a possibility, we highly encourage any ARISE High School employee to contact the third party administered "Fraud Hotline".

The Fraud Hotline specializes in forensic auditing, fraud examination and asset misappropriation when and if these matters are in question or suspicion. We encourage any ARISE High School employee with serious concerns of violation of law or policies to follow the steps below.

- Contact the Fraud Hotline by email at www.report-fraud.com. The website will walk you through the reporting process as well as allow you to upload or attach any documents, pictures or other evidence you may have.
- Contact the Fraud Hotline by phone at 1-877 -637-2830. The toll free hotline number will connect you directly to a private voicemail where you will be asked to provide as much information as can. This number is monitored by an external fraud examiner who is not employed by ARISE High School.

Please be aware that the website and telephone call are 100% confidential. At no time will any information that personally identifies you be released to anyone, without your authorized approval. We encourage you to feel confident that you may use either or both reporting methods depending on your comfort level

Handling of Reporting Violations

ARISE High School will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Executive Director or the HR Manager to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. ARISE High School staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Executive Director.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly (generally within five business days) acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties. For those matters reported to the Fraud Hotline, an independent examiner will evaluate the information given and contact ARISE High School designated person where a course of action will be determined.

Authority of Investigative Parties

The Investigative Parties (Executive Officer, Human Resources Manager or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, ARISE High School cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of ARISE High School to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to ARISE High School employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Compensation Review Policy

This policy on the process for reviewing the compensation structure of ARISE High School employees applies to the compensation of the following persons employed by the Organization:
Executive Director (Best Practice: Top Level Position(s))

The process includes all of these elements: (1) review and approval by the Board of Directors, or Executive Director (2) use of data as to comparable compensation; and (3) contemporaneous documentation and recordkeeping.

1. Review and approval. The compensation of the person is reviewed and approved by the Board of Directors, or Executive Director provided that persons with conflicts of interest with respect to the compensation arrangement at issue are not involved in this review and approval.
2. Use of data as to comparable compensation. The compensation of the person is reviewed and approved using data as to comparable compensation for similarly qualified, persons in functionally comparable positions at similarly situated organizations.
3. Contemporaneous documentation and recordkeeping. There is contemporaneous documentation and recordkeeping with respect to the deliberations and decisions regarding the compensation arrangement.

Expense Reimbursement Policy

Purpose

The Board of Directors of ARISE High School recognizes that board members, officers, and employees may incur expenses when conducting business and when furthering the objective of this nonprofit organization. The purpose of this Policy is to ensure that (1) adequate cost controls are in place, (2) travel and other expenditures are appropriate, and (3) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by personnel. It is the policy of ARISE High School to reimburse only reasonable and necessary expenses actually incurred by our personnel.

When incurring business expenses, ARISE High School expects all personnel to: Exercise discretion and good business judgment with respect to those expenses.

- Be cost conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
- Report expenses, supported by required documentation, as they were actually spent.

Expense Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Report. The Expense Report, which shall be submitted to the Director of Operations at least monthly or within two weeks of the expenditure must include:

- The individual's name
- If reimbursement for travel is requested, the date, origin, destination and purpose of the trip.
- The name and affiliation of all people for whom expenses are claimed (i.e., people on whom money is spent (e.g., gifts, meals) in order to conduct ARISE High School business.
- An itemized list of all expenses for which reimbursement is requested.

Receipts

Receipts are required for all expenditures billed directly to ARISE High School, such as supplies, meals, services or travel charges. No expense in excess of \$5 will be reimbursed to Personnel unless the individual requesting reimbursement submits with the Expense Report written receipts from each vendor showing the vendor's name, a description of the services provided (if not otherwise obvious), the date, and the total expenses, including tips (if applicable). A credit card receipt or statement may be used to document the vendor and date of an expense, provided other required details of the expenditure are fully documented.

Organization Credit Cards

If a corporate credit card is issued to personnel for organization-related expenses, the requirements for regular expense reports, explaining charges, as described above under "Expense Reports" must still be met, and charges may not be made for "Non-Reimbursable Expenditures" as described below. Failure to meet the Expense Report requirements, or making of inappropriate charges will result in loss of the credit card.

Personal Cars

Personnel are compensated for use of their personal cars when used for ARISE High School business. When individuals use their personal car for such travel, including travel to and from our clients, mileage will be allowed at the currently approved IRS rate per mile.

Entertainment and Business Meetings

Reasonable expenses incurred for business meetings or other types of business-related entertainment will be reimbursed only if the expenditures are approved in advance by the Executive Director of ARISE High School and qualify as tax deductible expenses. Detailed documentation for any such expense must be provided, including:

- Date and place of entertainment
- Nature of expense
- Name, titles, and corporate affiliation of those entertained
- A complete description of the business purpose for the activity including the specific business matter discussed
- Vendor receipts (not credit card receipts or statements) showing the vendor's name, a description of the services provided, the date, and the total expenses, including tips (if applicable).

Non-reimbursable Expenditures

ARISE High School maintains a strict policy that expenses in any category that could be perceived as lavish or excessive will not be reimbursed. Expenses that are not reimbursable include, but are not limited to:

- First class tickets or upgrades
- When lodging accommodations have been arranged by ARISE High School and the individual elects to stay elsewhere, reimbursement is made at the amount no higher than the rate negotiated by ARISE High School. Reimbursement shall not be made for transportation between the alternate lodging and the meeting site.

- Limousine travel
- Movies, liquor, or bar costs
- Membership dues at any country club, private club, athletic club, golf club, tennis club or similar recreational organization
- Clothing purchases
- Business conferences and entertainment which are not approved by the Executive Director of ARISE High School
- Valet service
- Car washes
- Expenses for spouses, friends, or relatives. If a spouse, friend or relative accompanies Personnel on a trip, it is the responsibility of the Personnel to determine any added cost for double occupancy and related expenses and to make the appropriate adjustment in the reimbursement request.

Joint Venture Policy

This Joint Venture Policy of ARISE High School requires that the Organization evaluate its participation in joint venture arrangements under Federal tax law and take steps to safeguard the Organization's exempt status with respect to such arrangements. It applies to any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity as further defined in this policy.

1. Joint ventures or similar arrangements with taxable entities. For purposes of this policy, a joint venture or similar arrangement (or a "venture or arrangement") means any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity without regard to: (1) whether the Organization controls the venture or arrangement; (2) the legal structure of the venture or arrangement; or (3) whether the venture or arrangement is taxed as a partnership or as an association or corporation for federal income tax purposes. A venture or arrangement is disregarded if it meets both of the following conditions:

- (a) 95% or more of the venture's or arrangement's income for its tax year ending within the Organization's tax year is excluded from unrelated business income taxation [including but not limited to: (i) dividends, interest, and annuities; (ii) royalties; (iii) rent from real property and incidental related personal property except to the extent of debt-financing; and (iv) gains or losses from the sale of property]; and
- (b) the primary purpose of the Organization's contribution to, or investment or participation in, the venture or arrangement is the production of income or appreciation of property.

2. Safeguards to ensure exempt status protection. The Organization will: (a) negotiate in its transactions and arrangements with other members of the venture or arrangement such terms and safeguards adequate to ensure that the Organization's exempt status is protected; and (b) take steps to safeguard the Organization's exempt status with respect to the venture or arrangement. Some examples of safeguards include:

- (i) control over the venture or arrangement sufficient to ensure that it furthers the exempt purpose of the organization;
- (ii) requirements that the venture or arrangement gives priority to exempt purposes over maximizing profits for the other participants;
- (iii) that the venture or arrangement not engage in activities that would jeopardize the Organization's exemption; and
- (iv) that all contracts entered into with the organization be on terms that are arm's length or more favorable to the Organization.

Gift Receiving Policy

The purpose of the Gift Receiving Policy is to delineate policies and guidelines governing the acceptance of gifts by ARISE High School and to provide guidance to prospective donors if making gifts to the organization.

Although we appreciate any donor who is interested in donating a gift to our organization, ARISE High School will not engage in any of the following gift receiving practices:

- Accepting gifts that violate federal or municipal laws
- Accepting gifts that require ARISE High School to provide special consideration or treatment to any client, donor, entity etc.
- Accepting gifts that require ARISE High School to deviate from its normal hiring, promotion or contracting procedures
- Accepting gifts in any cash amount without first being approved by the Executive Director
- Accepting contributions in the form of property, patents, licenses, trusts, bequests, retirement plans, life insurance and securities.
- Accepting gifts from organizations whose core activities may be in direct conflict with the mission of ARISE High School or which may limit our ability to provide our services.

When appropriate, the Executive Director will consult with the Board of Directors regarding all gifts prior to acceptance. With that said, ARISE High School respectfully reserves the right to refuse any gift it believes is not in the best interest of the organization. Additionally, ARISE High School employees may not accept any gifts on ARISE High School behalf without the prior consent of the Executive Director. Under no circumstances shall an ARISE High School employee accept monetary gifts consisting of but not limited to gift certificates, coupons, entertainment tickets etc. from prospective donors. The only gifts acceptable to receive without the prior consent of the Executive Director are those marginal, peripheral gifts including small food baskets or edible treats (i.e. food baskets, chocolate treats, pastries, etc).



ARISE HIGH SCHOOL

3301 EAST 12TH ST | OAKLAND, CA | 94601

WWW.ARISEHIGHSCHOOL.ORG PH: 510-436-5487

ARISE HIGH SCHOOL IS HIRING A PRINCIPAL

ARISE High School opened its doors in 2006 with the mission to prepare students from low income families to be the first in their families to attend college. Inspired by Oakland's rich activist history, ARISE strives to engage our school community in reinvesting their knowledge, wisdom, and resources back into our Oakland home. It is not enough for us to simply prepare students for college without also emphasizing the importance of their presence, work, and leadership here in East Oakland.

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a vision where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

Our students are immersed in a challenging college-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. The curriculum is enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our socio-emotional counselors, college advisor, and advisory system. We are thrilled that 90% of our graduating seniors are accepted to a 4-year college! Please take an opportunity to learn more at www.arisehighschool.org

If you are moved by our mission and vision please apply!

Job Responsibilities & Expectations:

The Principal takes primary responsibility for the growth and well-being of the school as an institution for all stakeholders. The Principal works with the Instructional Leadership Team, the School Culture Leadership Team, the Board of Directors, and staff, students and families to advance the vision and mission of the school, and to ensure the school's fiscal, physical, and academic health.

School Leadership

- Collaborate with the Instructional Leadership Team and the School Culture Leadership Team to make key decisions and determine major policies
- Collaborate with the Board of Directors to oversee governance of the school
- Collaborate with the Director of Operations to oversee the finances of the school
- Collaborate with all stakeholders to fundraise to ensure fiscal health and to improve school programs

Instructional Leadership

- Lead the development and implementation of school wide goals and priorities
- Supervise and collaborate with Deans of Instruction to lead Professional Development focusing on curriculum and instructional priorities
- Advance the vision of developing engaging and authentic curriculum by providing guidance and supervision to teachers, and by regularly reviewing and revising curriculum
- Conduct regular observations and instructional conferences with teachers focused on moving teacher practice towards the school mission and vision
- Develop proficiency and implementation in the five part lesson (Hunter) in all classrooms
- Conduct quarterly conferences with teachers to set and manage goals for teacher growth using the ARISE Teacher Evaluation Tool
- Supervise teacher-training on school-wide literacy strategies

Data & Assessment

- Coordinate data gathering, analysis, presentation, and action planning
- Regularly gather, aggregate, and review student performance data

- Utilize the school's student information system (e.g. PowerSchool, Mastery Connect) to access and provide appropriate data to support student needs
- Oversee the administration and preparation for statewide and other standardized assessments
- Lead the progression of the ARISE assessment system and continue to develop the vision for mastery-based learning
- Further the development of student portfolios and reflection through student-led conferences
- Develop the staff, student, and parent understanding of standards-based grading

Compliance & Operations

- Facilitate updating and maintenance of WASC Action Plan and LCAP plan
- Ensure IDEA compliance and coordination with Seneca Family of Agencies and El Dorado Charter SELPA
- Monitor all state-mandated assessments to ensure timely training for staff, appropriate systems for administration, as well as reporting and compliance
- Organize and oversee the development of the calendar, course offerings and master schedule
- Oversee the scheduling of students, including creating graduation plans with 11th and 12th graders
- Supervise Director of Operations

Intervention & Academic Support

- Supervise the College Access Coordinator
- Supervise and advance the Advisory program
- Oversee staff members who coordinate the various components of Student Services
- Coordinate and supervise the development of academic intervention courses in reading and math
- Supervise the Coordination of Services circle
- Develop teacher proficiency in RTI and differentiation strategies

Student Accountability

- Advance the school's philosophy on "discipline" with systems and practices that are restorative, responsive, consistent, clear, and transparent
- Supervise the Unconditional Education Coach
- Supervise SEC
- Communicate with Advisors, Grade Level Leads, and student families regularly

Culture Production

- Oversee key spaces that mediate positive school culture and engagement such as whole school community meetings (a.k.a. "RISE Up"), events, student leadership, service learning, scholar athletics, school spirit activities, and attendance motivators
- Oversee the coordination of the staff planning, course offerings, and class rosters for the Post Session arts and physical movement program.
- Attend, plan, and participate fully in weekly Professional Development and semi-annual retreats for school management and operations, decision-making, and conversations about students.
- Help the school realize its goals, mission, and vision.

Minimum Qualifications:

- Minimum of five years experience as a credentialed teacher
- Minimum one year experience as a school leader/administrator/program director
- Experience with leading teacher development, particularly with moving teacher practice
- Experience with instructional coaching
- Experience with creating and sustaining the conditions for a humanizing, empowering, rigorous, and reflective classroom and/or school community based on school mission, vision, and values (see the Roots of the ARISE Educator)
- Experience in individual and collaborative curriculum development (eg. Understanding by Design by Wiggins & McTighe, 2005) in alignment with the Common Core
- Experience with Data Driven Instruction
- Spanish language fluency preferred
- Advanced degree in subject-matter content or Education preferred
- Preliminary Administrative Services (PASC 1) credential in process or completed

Time Commitment:

This is a full-time year around position with 6 weeks off from work for school vacations plus holidays as set by the Academic Calendar. Additionally, year around staff receive 15 days of Paid Time Off.

To Apply:

Interested candidates should submit the following via email to jobs@arisehighschool.org:

- Resume.
- Cover Letter - Including a description of how you would fit into our educational mission and vision and how your skills would help ARISE develop as an organization.
- Three references who can speak to your professional and teaching experience.

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews will take place on-site.

Compensation

- Commensurate with experience. Competitive benefits package.

*ARISE High School is an equal opportunity employer committed to diversity at all levels.
People of color are strongly encouraged to apply.*



ARISE HIGH SCHOOL

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ARISE HIGH SCHOOL IS HIRING A DIRECTOR OF OPERATIONS AND FINANCE

ARISE High School opened its doors in 2006 with the mission to prepare students from low income families to be the first in their families to attend college. Inspired by Oakland's rich activist history, ARISE strives to engage our school community in reinvesting their knowledge, wisdom, and resources back into our Oakland home. It is not enough for us to simply prepare students for college without also emphasizing the importance of their presence, work, and leadership here in East Oakland.

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Our students are immersed in a challenging college-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. The curriculum is enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our socio-emotional counselors, college advisor, and advisory system. We are thrilled that 90% of our graduating seniors are accepted to a 4-year college! Please take an opportunity to learn more at www.arisehighschool.org

If you are moved by our mission and vision please apply!

Under the direction of the Principal, the Director of Operations and Finance is responsible for all business, operations, and finance functions of the school, including the following:

Budgeting and Financial Planning

- Prepares and monitors annual budget including estimated revenues and expenditures.
- Oversees the 5-year budgetary planning and cost management in alignment with all school plans including LCAP and Strategic Plan.
- Serves as liaison between the School and various local, state and federal government agencies such as OUSD, EDD, IRS, and CDE on all matters relating to budget, fiscal services, employee benefits, and related human resources.
- Oversees cash flow planning and ensures availability of funds as needed.

Finance Management

- On an ongoing basis supervises purchasing, accounting/finance, payroll, funding and compliance.
- Responsible for certifying and processing transactions (fund control, disbursements, receivables, loans, and receipts), establishing financial management systems, preparing financial statements, and ensuring compliance with financial management laws and regulations.
- Coordinates the preparation and filing of all required reports and maintains and

implements the School's financial and operational calendars for all such matters.

- ▣ ~~Reports to the School's governing board quarterly on the state of the schools budget and financial health.~~
- ▣ Maintains organized and accessible recordkeeping of fiscal documents.
- ▣ Prepares monthly fiscal reports to the school leadership team.
- ▣ Manage Bank Accounts, Lines of Credit, Credit Cards, and other school accounts.

Audit, Controllership, Year End Close

- ▣ Manages the accuracy of the financial books in accordance with GAAP and GASB
- ▣ Ensures maintenance of appropriate internal controls and financial procedures.
- ▣ Remains up to date on nonprofit audit best practices and state and federal law regarding nonprofit organizations.
- ▣ Coordinates year end close of financial records, audits and proper filing of tax returns.
- ▣ Collaborates with the Governing Board's Finance Committee; providing informational reports and participating in shared decision making regarding school finances.

Operations

- ▣ Supervise and lead operations team consisting of Administrative Assistance, Office Manager, and Data Coordinator
- ▣ Responsible for the coordination and implementation of the various employee benefits programs offered by the school such as retirement and health benefit administration.
- ▣ Supervises attendance accounting and related reports for submittal to sponsoring district and other agencies.
- ▣ Serves as lead compliance officer. Prepares the submission of all categorical funding applications, CALPADS compliance, and fiscal reports on behalf of the school to the appropriate government Agency.
- ▣ Ensures legal and regulatory compliance regarding all financial functions.
- ▣ Responsible for insurance, risk management, including legal and environmental issues, coordination of Workers Compensation and other governmental insurance programs.
- ▣ Collaborates with Director or CEO in the management and supervision of office employees, providing technical direction as needed.
- ▣ Provides collaborative oversight and acts as liaison to the following school operations within the school and bought back services from authorizing district, providing broad direction as well as individual support and management: food services, technology, facility management (including compliance with local, state, and federal building safety and accessibility as well as familiarity with managing construction contracts), maintenance/operations, safety/security and transportation.
- ▣ Performs other related duties, including special projects, as required or requested by the Principal.

School Leadership

- ▣ Supervise and lead operations team consisting of Administrative Assistance, Office Manager, and Data Coordinator
- ▣ Attend and participate in weekly Leader's Circle meetings.
- ▣ Attend and participate fully in all school leadership administrator responsibilities and decision-making.
- ▣ Help the school realize its mission, vision, core values and goals.

We are looking for a Director of Operations and Finance with the following:

- 4+ years of experience in business, finance, and/or operational management, preferably for an educational non-profit.
- Experience creating and managing budgets and Multi-Year Financial Plans.
- Knowledge of budgetary, accounting, and fiscal procedures, policies and methods of public schools, public finance administration and business and school law.
- Demonstrated ability to plan, organize, and direct staff and initiate and maintain effective and cooperative relationships with stakeholders.
- B.A. or B.S. required, Master's Degree preferred.
- Bilingual in Spanish preferred.

Time Commitment:

This is a full-time year around position with 6 weeks off from work for school vacations plus holidays as set by the Academic Calendar. Additionally, year around staff receive 15 days of Paid Time Off. The position start date is expected to be in early June.

To Apply:

Interested candidates should submit the following via email to jobs@arisehighschool.org:

- Resume.
- Cover Letter - Including a description of how you would fit into our educational mission and vision and how your skills would help ARISE develop as an organization.
- Three references who can speak to your professional and teaching experience.

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews will take place on-site.

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ARISE HIGH SCHOOL IS HIRING A STEM DEAN OF INSTRUCTION

ARISE High School opened its doors in 2006 with the mission to prepare students from low income families to be the first in their families to attend college. Inspired by Oakland's rich activist history, ARISE strives to engage our school community in reinvesting their knowledge, wisdom, and resources back into our Oakland home. It is not enough for us to simply prepare students for college without also emphasizing the importance of their presence, work, and leadership here in East Oakland.

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Our students are immersed in a challenging college-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. The curriculum is enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our socio-emotional counselors, college advisor, and advisory system. We are thrilled that 90% of our graduating seniors are accepted to a 4-year college! Please take an opportunity to learn more at www.arisehighschool.org

ARISE High School is looking for teachers who are committed to preparing historically underserved students of color to achieve our **mission** to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

If you are moved by our mission and vision please apply!

We are looking for committed educators who exhibit competencies in each of our 5 criteria of an ARISE educator.

- Centering instruction on high expectations for student achievement rooted in a learning environment that demonstrates humanizing love.
- Demonstrating effective teaching practices, including differentiating to insure success for all students.
- Developing and managing effective, relevant, and engaging curriculum.
- Maintaining commitment to professionalism, collaboration, and development of a professional teaching and learning community.
- Providing clear and positive guidance and support as an Advisor throughout academic career of your students.

STEM Dean of Instruction:

This instructional leadership position is a full time STEM Dean of Instruction with the potential of teaching one class as a model classroom or co-teaching one class with a new teacher. The reason for this hybrid position is for the coordinator/coach to be able to utilize her/his classroom as a model classroom for other teachers, while also assisting departments to develop their 4-year scope & sequence and Performance Assessments.

As a STEM Dean of Instruction, you are expected to be able to:

- Coach 6-8 individual teachers in STEM fields with the potential of teaching or co-teaching 1 class in a STEM subject.
- Coach teachers to develop all of their instructional, curricular, and professional skills. Including to coaching teachers toward:
 - developing accurate learning targets,

- Scaffolding instruction towards learning targets,
- differentiating curriculum and instruction to support emerging skill sets of all students including ELL and IEP students.
- developing and refining curriculum and performance assessments.
- Lead the codification of a 4-year school-wide scope and sequence for the science and math departments by working directly with departments.
- Develop, guide, and lead school-wide professional development activities and science/math specific professional development.
- Serve on school leadership team, professional development team, and Leaders Circle
- Help the school realize its mission, vision, core values and goals.

Qualifications for Applicants:

- B.A. or B.S. required, Master’s Degree preferred.
- 7+ years teaching experience. Experience teaching in an urban education setting serving low-income students of color preferred.
- California Teaching Credential required. Administrative credential preferred.
- Bilingual in Spanish preferred.

Time Commitment:

This is a twelve month position. Deans of Instruction are expected to work year-around with the exception of a minimum of 4-weeks off during school breaks as set by the Academic Calendar plus additional Paid Time Off.. The calendar includes 20 student-free days for collaboration, professional development and work time with colleagues and families.

To Apply:

Interested candidates should submit the following via email to jobs@arisehighschool.org:

- Resume.
- Cover Letter - Including a description of your philosophy of teaching and how your instruction would support student success and support ARISE’s mission and vision.
- Three references who can speak to your professional and teaching experience.

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews will take place on-site.

Compensation

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ARISE HIGH SCHOOL IS HIRING A HUMANITIES DEAN OF INSTRUCTION

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- Developing and managing effective, relevant, and engaging curriculum.
- Maintaining commitment to professionalism, collaboration, and development of a professional teaching and learning community.
- Providing clear and positive guidance and support as an Advisor throughout academic career of your students.

Humanities Dean of Instruction:

This instructional leadership position is a full time Humanities Dean of Instruction with the potential of teaching one class as a model classroom or co-teaching one class with a new teacher. The reason for this hybrid position is for the coordinator/coach to be able to utilize her/his classroom as a model classroom for other teachers, while also assisting departments to develop their 4-year scope & sequence and Performance Assessments.

As a Humanities Dean of Instruction, you are expected to be able to:

- Coach 6-8 individual teachers in Humanities fields with the potential of teaching or co-teaching 1 class in a Humanities subject.
- Coach teachers to develop all of their instructional, curricular, and professional skills. Including to coaching teachers toward:
 - developing accurate learning targets,
 - Scaffolding instruction towards learning targets,
 - differentiating curriculum and instruction to support emerging skill sets of all students including ELL and IEP students.

- developing and refining curriculum and performance assessments.
- Lead the codification of a 4-year school-wide scope and sequence for the English and Social Science departments by working directly with departments.
- Develop, guide, and lead school-wide professional development activities and English and Social Science specific professional development.
- Serve on school leadership team, professional development team, and Leaders Circle
- Help the school realize its mission, vision, core values and goals.

Qualifications for Applicants:

- B.A. or B.S. required, Master's Degree preferred.
- 7+ years teaching experience. Experience teaching in an urban education setting serving low-income students of color preferred.
- California Teaching Credential required. Administrative credential preferred.
- Bilingual in Spanish preferred.

Time Commitment:

This is a twelve month position. Deans of Instruction are expected to work year-around with the exception of a minimum of 4-weeks off during school breaks as set by the Academic Calendar plus additional Paid Time Off.. The calendar includes 20 student-free days for collaboration, professional development and work time with colleagues and families.

To Apply:

Interested candidates should submit the following via email to jobs@arisehighschool.org:

- Resume.
- Cover Letter - Including a description of your philosophy of teaching and how your instruction would support student success and support ARISE's mission and vision.
- Three references who can speak to your professional and teaching experience.

Application submission screening and initial phone interviews will be completed on a rolling basis. In-person interviews will take place on-site.

Compensation

- Commensurate with experience. Competitive benefits package.

*ARISE High School is an equal opportunity employer committed to diversity at all levels.
People of color are strongly encouraged to apply.*

ARISE High School & Seneca Family of Agencies
Director of Adelante Student Services & Unconditional Education Coach

Reports to: Program Director and/or Clinical Supervisor

Job Summary:

Unconditional Education Coaches are dedicated to leading school teams in the pursuit of Unconditional Education for all students. The Unconditional Education model dismantles the traditional special education and mental health systems in which children receive support in separate settings, replacing it with a comprehensive model where schools, families, and the Seneca All-In! Team collaborate to promote the achievement of all children within inclusive environments.

Responsibilities:

- Lead a multi-disciplinary, multi-agency team to assess the culture and climate needs of the school community and create a responsive, culturally relevant annual implementation plan
- Undergo “train the trainer” series for School-Wide Positive Behavioral Supports (SWPBS); become SWIS database facilitator and coordinator for PBIS Assessment database; lead creation of an onsite SWPBS team and act as the internal coach for the first year of implementation; facilitate initial assessments and ongoing fidelity measurements for the implementation of SWPBS
- Facilitate evaluation and program improvement assessment activities onsite
- Lead the Coordination of Services Team to oversee referral of students requiring support, timely implementation of interventions, the progress monitoring of students receiving interventions, and the evaluation of intervention effectiveness
- Provide consultation and professional development to support Seneca and partnership school teachers and staff in experiencing success with all students
- Coordinate implementation of research-based interventions aligned a multi-tiered intervention framework
- Engage caregivers in the educational process through formal trainings and workshops and by providing frequent opportunities to discuss student growth and needs
- Perform all other duties as necessary for the good of the agency and partner school site as requested by supervisor.

Job Qualifications:

- A Master’s degree in Education, Psychology, Social Work, a related field, or equivalent experience
- A background working in school settings
- A demonstrated record of effectively leading other adults in creating change
- Valid California driver’s license, clean record, and insurability under Seneca’s automobile policy
- TB test clearance, fingerprinting clearance, and any other State/Federal licensing or certification requirements

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other duties requested by his or her supervisor or the management of the company.

I have read the above job description and I understand the duties for my position.

Employee’s Name (Please Print)

Employee’s Signature

Date

ARISE High School - Teaching Evaluation and Goal Setting - 2016-17

Teacher Name:

Evaluator:

Date:

Evaluation Scale:

- 1 = Beginning to demonstrate skill
- 2 = Approaching proficiency in skill
- 3 = Meeting proficiency in skill
- 4 = Exceeding proficiency in skill

Criteria #1: Centering instruction on high expectations for student achievement rooted in a learning environment that demonstrates humanizing love

A. Actions, language, and tone hold (stance) are strong, positive, urgent, and results-oriented, including upholding community agreements (<i>warm demander</i>).	1	2	3	4
B. Curriculum and instruction leverage cultural relevance and engagement as means of building learning partnerships with students	1	2	3	4
C. Communicates high expectations for learning by developing, implementing, and measuring clear short term and long term learning targets that are designed to build towards higher order thinking and raising of critical consciousness	1	2	3	4
D. Builds positive relationships with students in order to gain permission to push her/him harder than students believe is possible	1	2	3	4
E. Positive, safe, and humanizing classroom culture rooted in ARISE Core Values exhibited by teacher and students (<i>students welcomed at beginning of class, positive narration, student voice is affirmed, supportive peer-to-peer interactions</i>)	1	2	3	4
F. Students self-monitor their level of focus and actively support each other's academic success	1	2	3	4
G. Utilizes clear routines and systems to ensure an effective, efficient, and engaged classroom (<i>systems for participation, getting attention, group work, material collection, maintaining focus, etc</i>), including in-the-moment responses to the engagement level of students	1	2	3	4
H. Pays attention to environment of the room as a tool for learning (<i>white board setup, engaging materials, student work, word walls displayed, physical arrangement of room is purposeful, cleanliness</i>)	1	2	3	4
Evidence, Examples, Details, Observations, etc:				

*Based on: Roots of the ARISE Educator, Marzano Teacher Evaluation Model, Envision Performance Review Rubric, and Principles of Culturally Relevant Teaching outline by Zaretta Hammond

ARISE High School - Teaching Evaluation and Goal Setting - 2016-17

Overall Assessment on Criteria #1

1 2 3 4

Criteria #2: Demonstrating effective teaching practices to insure success for all students

A. Consistently uses workshop model (<i>I do, we do, you do</i>) to support students in interacting with new knowledge	1 2 3 4
B. Learning is multi-modal, using best teaching practices (<i>i.e. pair-shares, think-alouds, effective group work, structured note-taking, mini-lessons, peer critique, etc</i>) to facilitate the processing of new knowledge and practicing of new academic skills	1 2 3 4
C. Student learning is active; students are taking on a majority of the cognitive load and continually build towards greater independence	1 2 3 4
D. Utilizes frequent formative assessments and checks for understanding to assess where students are at and guide instruction, including re-teaching when necessary	1 2 3 4
E. Asks questions and engages typically underserved students with the same frequency and depth as other students	1 2 3 4
F. Engages students in activities that help them reflect on their own learning and set academic goals	1 2 3 4
G. Opening and transitions intentionally gather and maintain student focus and closing asks students to synthesize and/or reflect on their learning from that class period	1 2 3 4
H. Differentiates and scaffolds to insure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs	1 2 3 4
Evidence, Examples, Details, Observations, etc:	
Overall Assessment on Criteria #2	1 2 3 4

*Based on: Roots of the ARISE Educator, Marzano Teacher Evaluation Model, Envision Performance Review Rubric, and Principles of Culturally Relevant Teaching outline by Zaretta Hammond

ARISE High School - Teaching Evaluation and Goal Setting - 2016-17

Criteria #3: Developing and managing effective, relevant, and engaging curriculum

A. Demonstrates a comprehensive understanding of the subject taught and the standards for the subject	1	2	3	4
B. Uses backwards planning to align multiple elements of course map (<i>course map and long-term LTs frame unit planning, unit planning frames PA, PA and short term LTs frame daily lessons, etc</i>)	1	2	3	4
C. Both content and skills drive curriculum planning	1	2	3	4
D. Formative assessments and checks for understanding are intentionally built into lesson and unit plans	1	2	3	4
E. Aligns curriculum and scaffolds towards Bridge and Proficiency presentations	1	2	3	4
F. When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process	1	2	3	4
G. Plans explicit teaching towards academic language development, while using clear structures and strategies that build reading, writing, thinking, and problem solving skills	1	2	3	4
Evidence, Examples, Details, Observations, etc:				
Overall Assessment on Criteria #3				1 2 3 4

*Based on: Roots of the ARISE Educator, Marzano Teacher Evaluation Model, Envision Performance Review Rubric, and Principles of Culturally Relevant Teaching outline by Zaretta Hammond

ARISE High School - Teaching Evaluation and Goal Setting - 2016-17

Criteria #4: Maintaining commitment to professionalism, collaboration, and development of professional teaching and learning community

A. Displays discipline and dependability by holding her/himself accountable to basic expectations of the Crew (see "Crew Accountability" rubric)	1	2	3	4
B. Collaborates with colleagues about student learning and organizational/instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other colleagues through the sharing of ideas and strategies	1	2	3	4
C. Shares responsibility for the success of entire school including enforcing school-wide expectations and Codes of Respect	1	2	3	4
D. Actively participates in all required meetings, school-wide events and professional development	1	2	3	4
E. Demonstrates consistent commitment to coaching meetings and works to improve teaching practice based on coaching feedback	1	2	3	4
F. Shows respect for all members of the community (communicates openly and honestly, listens to learn, gives feedback in a productive manner, etc)	1	2	3	4
Evidence, Examples, Details, Observations, etc:				
Overall Assessment on Criteria #4				1 2 3 4

*Based on: Roots of the ARISE Educator, Marzano Teacher Evaluation Model, Envision Performance Review Rubric, and Principles of Culturally Relevant Teaching outline by Zaretta Hammond

ARISE High School - Teaching Evaluation and Goal Setting - 2016-17

Criteria #5: Providing clear and positive guidance and support as an Advisor

A. Actively communicates and collaborates with parents/guardians and school/community regarding grades, programs, and school events	1	2	3	4			
B. Knows students well and continually works to build supportive relationships with Advisees: regularly meets with them and follows through on commitments; advocates for and represents needs of Advisees with family members and with the school community	1	2	3	4			
C. Takes responsibility for monitoring Advisees' progress toward graduation and college acceptance	1	2	3	4			
D. Mentors and supports Advisees' development of academic, emotional, and social skills and attitudes necessary to become highly educated, humanizing, critically conscious intellectuals and reflective leaders in their community	1	2	3	4			
E. Supports student progress through school-wide benchmarks such as Bridge and Proficiency presentations	1	2	3	4			
Evidence, Examples, Details, Observations, etc:							
Overall Assessment on Criteria #5				1	2	3	4

*Based on: Roots of the ARISE Educator, Marzano Teacher Evaluation Model, Envision Performance Review Rubric, and Principles of Culturally Relevant Teaching outline by Zaretta Hammond

ARISE High School - Teaching Evaluation and Goal Setting - 2016-17

*Based on: Roots of the ARISE Educator, Marzano Teacher Evaluation Model, Envision Performance Review Rubric, and Principles of Culturally Relevant Teaching outline by Zaretta Hammond

ARISE High School – Principal Evaluation – 2016-17

The Continuous Improvement Cycle



Source: New Leaders, 2012

ARISE High School Principal Evaluation Process:

- Principal self-assessment with evidence provided to Board of Directors: by July 1
- Meeting with evaluator to discuss self-assessment, goal-setting and strategic planning: by August 1
- Report to Board of Directors on goal-setting and plan for evidence collection: August Board meeting
- Ongoing plan implementation and evidence collection: August 15-Dec 15
- Mid-year formative review: by Jan 15
- Report to Board of Directors on mid-year review: February Board meeting
- Continued plan implementation and evidence collection: Jan 1-June 1
- Formal self-assessment: by June 1
- Summative evaluation rating: by June 15

ARISE High School – Principal Evaluation – 2016-17

Principal Name:	Evaluator Name:	Date:
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Evaluation Scale:
 1 = Unsatisfactory
 2 = Beginning
 3 = Proficient
 4 = Exceeding

Standard 1: Centering school vision and mission on high expectations for student achievement rooted in a learning environment that demonstrates humanizing love
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Vision and Mission				
Engages all stakeholders in the development of a school vision and mission for student and adult success	1	2	3	4
Effectively communicates vision, mission, and core values to all members of the school community	1	2	3	4
Aligns all stakeholder decisions and actions to vision, mission, and core values	1	2	3	4
Inspires members of the school community to enact the mission and fulfill core values	1	2	3	4
Evidence:				
Family and Community Engagement				
Engages families and community partners as active members of the school community	1	2	3	4
Actively communicates and collaborates with families, guardians, and community members regarding school vision, expectations, and avenues for support	1	2	3	4
Welcomes families and community members into the school and demonstrates respect and value for their involvement	1	2	3	4
Acts as a public advocate for justice and equitable outcomes for students and community members	1	2	3	4
Evidence:				

ARISE High School – Principal Evaluation – 2016-17

Learning-Centered Culture				
Builds staff capacity to support student and adult social-emotional development and a positive, safe, and humanizing school culture	1	2	3	4
Communicates high expectations for learning to all members of the school community	1	2	3	4
Maintains formal and informal communication focused on progress toward mission fulfillment and demonstration of core values				
Demonstrates cultural competence and a commitment to equity as demonstrated through modeling and explicit conversations about race, class, and equity	1	2	3	4
Shares responsibility for the success of entire school, including enforcing school-wide expectations, routines, and Codes of Respect that align with mission and core values	1	2	3	4
Evidence:				

Standard 2: Supporting the improvement of teaching and learning for teacher growth and student achievement

Curriculum & Instruction				
Has staff buy-in to a shared vision of effective teaching practice and aligns instructional framework to this vision	1	2	3	4
Ensures staff can effectively use standards, and aligned curriculum and assessments, to drive instruction	1	2	3	4
Supports staff to develop, adapt, and improve curriculum and assessments based on student needs and learning	1	2	3	4
Ensures curriculum and instruction leverage cultural relevance and engagement as means of building learning partnerships between staff and students	1	2	3	4
Builds capacity of staff to implement rigorous and engaging teaching strategies that ensure equitable access to learning	1	2	3	4
Monitors multiple forms of student data to drive continuous instructional improvement	1	2	3	4
Evidence:				

ARISE High School – Principal Evaluation – 2016-17

Teacher & Staff Development				
Provides teachers the resources they need to make their instructional meetings highly effective (training, time, space, resources, facilitation)	1	2	3	4
Ensures staff is current on professional literature and best practices in the field	1	2	3	4
Provides access to high-quality, differentiated coaching, mentoring, and professional development aligned with identified needs	1	2	3	4
Encourages collaboration among colleagues to improve instructional practice	1	2	3	4
Empowers teachers and staff members to take ownership of their professional learning	1	2	3	4
Engages in difficult conversations individually and collectively to drive professional improvement	1	2	3	4
Evidence:				
Teacher Supervision and Evaluation				
Collects evidence of teaching practice through frequent classroom observations	1	2	3	4
Provides staff with actionable feedback based on observations aligned with shared vision and instructional framework; sets goals based on feedback	1	2	3	4
Follows up with teachers consistently to ensure feedback is being implemented into teaching practice to meet agreed upon goals for improvement	1	2	3	4
Completes rigorous evaluations of teaching that are data-driven and incorporate multiple measures of teaching practice and student learning	1	2	3	4
Ensures instructional leadership team is aligned and calibrated regarding observational data, feedback, and goals	1	2	3	4
Evidence:				

ARISE High School – Principal Evaluation – 2016-17

Standard 3: Managing systems and processes to support the success of all members of the school community

Talent Management				
Uses data to establish staffing priorities				
Recruits and selects effective teachers and staff	1	2	3	4
Retains high-quality teachers and staff	1	2	3	4
Provides leadership opportunities for teachers and staff	1	2	3	4
Develops a high-quality, aligned, mission-driven leadership team	1	2	3	4
Allocates resources to support the recruiting, selection, induction, development, and retention of teachers and staff	1	2	3	4
Evidence:				
Planning & Structural Support				
Organizes day-to-day school time to align with vision, mission, and core values	1	2	3	4
Organizes year-long school time to align with vision, mission, and core values	1	2	3	4
Strategically assigns teachers and staff	1	2	3	4
Strategically manages time to focus on high-leverage practices	1	2	3	4
Effectively manages time of teachers and staff	1	2	3	4
Gathers data to inform planning and ambitious goal-setting	1	2	3	4
Engages stakeholders in the development and implementation of a data-driven strategic plan	1	2	3	4
Develops and implements clear short-term and long-term learning targets that are designed to build towards higher order thinking and raising of critical consciousness	1	2	3	4
Monitors progress toward learning targets through data collection and analysis	1	2	3	4
Evidence:				

ARISE High School – Principal Evaluation – 2016-17

Resource Allocation				
Marshalls resources in alignment with the school vision and mission to ensure equitable outcomes for all students	1	2	3	4
Clearly communicates procedures and decisions for deploying resources	1	2	3	4
Accesses resources proactively to support strategic plan	1	2	3	4
Thinks creatively about cultivating partnerships, expertise, and resources in the service of all students	1	2	3	4
Continuously analyzes the effectiveness and alignment of resource allocation; refines based on data	1	2	3	4
Evidence:				

Standard 4: Engaging in personal leadership, reflection, and growth

Identity and Presence				
Actions, language, tone, and stance in all interactions are strong, positive, urgent, results-oriented, and uphold community agreements (warm demander)	1	2	3	4
Maintains a consistent and positive presence with students and staff	1	2	3	4
Displays discipline and dependability by upholding expectations of the Crew	1	2	3	4
Cultivates a feeling of urgency, sense of efficacy, and spirit of continuous improvement	1	2	3	4
Demonstrates resilience in the face of challenge	1	2	3	4
Demonstrates flexibility	1	2	3	4
Reflects upon personal and professional identity, hierarchy, and power in the school environment	1	2	3	4
Evidence:				

ARISE High School – Principal Evaluation – 2016-17

Communication				
Demonstrates respect for all members of the community through open and honest communication and listening to learn	1	2	3	4
Seeks feedback to assess alignment of work with mission and core values	1	2	3	4
Maintains transparency about decision-making				
Encourages and leads internal discussion about change and improvement	1	2	3	4
Effectively communicates with external stakeholders to build relationships	1	2	3	4
Evidence:	1	2	3	4
Management of Self and Others				
Maintains a focus on work that is central to the vision, mission, and core values	1	2	3	4
Builds staff capacity to embrace change and engage in reflection	1	2	3	4
Models self-awareness and continuous learning	1	2	3	4
Demonstrates self-reflection upon successes, challenges, and areas for growth	1	2	3	4
Evidence:				

Summative Ratings				
Standards				
Centering school vision and mission on high expectations for student achievement rooted in a learning environment that demonstrates humanizing love	1	2	3	4
Supporting the improvement of teaching and learning for teacher growth and student achievement	1	2	3	4
Managing systems and processes to support the success of all members of the school community	1	2	3	4
Engaging in personal leadership, reflection, and growth	1	2	3	4
Overall Rating	1	2	3	4

ARISE High School – Principal Evaluation – 2016-17

Summative Ratings				
Standards				
Centering school vision and mission on high expectations for student achievement rooted in a learning environment that demonstrates humanizing love	1	2	3	4
Supporting the improvement of teaching and learning for teacher growth and student achievement	1	2	3	4
Managing systems and processes to support the success of all members of the school community	1	2	3	4
Engaging in personal leadership, reflection, and growth	1	2	3	4
Overall Rating	1	2	3	4

To be completed jointly by evaluator and principal:

Goal-Setting
Key Findings from Evaluation
Leadership Practice Priority Areas
Leadership Practice Goals
Strategies to Address Goals

ARISE High School – Principal Evaluation – 2016-17

Additional Tools, Professional Development and Supports Needed		
Growth Activities	Benchmarks	Timeline

ARISE High School - Ops and Support Staff Evaluation and Goal Setting - 2016-17

Staff Name:

Evaluator:

Date:

Evaluation Scale:

- 1 = Beginning to demonstrate skill
- 2 = Approaching proficiency in skill
- 3 = Meeting proficiency in skill
- 4 = Exceeding proficiency in skill

Criteria #1: Effectively managing a diverse set of responsibilities. Owning work and continually strive toward a better Ops/Support staff team, a stronger ARISE, and improved student outcomes.

A. Proactive about managing and executing responsibilities. Takes ownership and keep projects moving forward. Works in a team and reminds others what needs to happen next when needed.	1	2	3	4
B. Manages responsibilities effectively and prioritize all tasks. Manages day-to-day work (ie. email, student/family support, etc.) so that there is enough time to complete long term projects and responsibilities.	1	2	3	4
C. Takes on new responsibilities and projects outside of job description. Tries new ways of doing things and continually looks for ways to improve processes and improve the outcomes of the projects. Steps in to support other team members in their responsibilities when they need additional help.	1	2	3	4
D. Sets specific timelines of the important tasks involved in responsibilities. Creates detailed plans for projects so that tasks have deadlines and other team members know how they will be involved in the project.	1	2	3	4
E. Meets timelines and deadlines. Colleagues rarely asked to wait for staff member to complete her/his part of a project.	1	2	3	4
F. Communicates with team members and other staff about how they need to be involved in responsibilities and projects. Communicates with other team members about the status of responsibilities so that the staff are aware of important developments. Asks for support from team members when deadlines or workload becomes unmanageable.	1	2	3	4
G. Involves other team members, when necessary, in the planning process for responsibilities but takes the lead.	1	2	3	4
H. Holds other team members accountable to their responsibilities and tasks. Communicates to team member when they are behind in their planning or deadlines and supports them to getting back on track.	1	2	3	4
Pick one of the above subcriteria that's a strength and give a piece of evidence or example of a time you excelled:				

**ARISE High School - Ops and Support Staff Evaluation and Goal Setting -
2016-17**

Pick one of the above subcriteria that's a challenge and give a piece of evidence or example or a time that you struggled:

Overall Assessment on Criteria #1

1 2 3 4

ARISE High School - Ops and Support Staff Evaluation and Goal Setting - 2016-17

Criteria #2: Maintaining commitment to professionalism, collaboration, and development of professional school community

A. Displays discipline and dependability by holding her/himself accountable to basic expectations of the Crew (see “Crew Accountability” rubric)	1	2	3	4	
B. Collaborates with colleagues about student and organizational success by seeking mentorship for areas of need or interest, and/or by mentoring other staff through the sharing of ideas and strategies	1	2	3	4	
C. Shares responsibility for the success of entire school including enforcing school-wide expectations and Codes of Respect.	1	2	3	4	
D. Actively participates in PD, department, CIG, and Familia when appropriate	1	2	3	4	
E. Demonstrates consistent commitment to coaching meetings and works to improve professional skills based on coaching feedback	1	2	3	4	
F. Shows respect for all members of the community (communicates openly and honestly, listens to learn, gives feedback in a productive manner, etc)	1	2	3	4	
G. Interacts with students from a place of humanizing love while holding high expectations for students. Takes a warm demander stance.	1	2	3	4	
Pick one of the above subcriteria that’s a strength and give a piece of evidence or example of a time you excelled:					
Pick one of the above subcriteria that’s a challenge and give a piece of evidence or example or a time that you struggled:					
Overall Assessment on Criteria #2		1	2	3	4

ARISE High School - Ops and Support Staff Evaluation and Goal Setting - 2016-17

Criteria #3: Meeting the goals and expectations for each individual responsibilities and consistently look for better ways of doing things that benefit ARISE and our students.

Evaluation Scale:

- 4 - Independently manages the project and continually finds and implements ways to make improvements
- 3 - Independently manages the project to meet the goals and needs of the school
- 2 - Manages this project independently most of the time but needs support from other team members to complete some parts of the project
- 1 - Often needs support and guidance to carry out project responsibilities

Note: These will be different for each position, please only fill out the section that applies.

3a. Director of Operations and Finance

FINANCE				
A. Accounting and Back Office Vendor	1	2	3	4
B. Accounts Payable and Accounts Receivable	1	2	3	4
C. Budgeting, Budget Management and Cash Flow	1	2	3	4
D. Multi-year Financial Planning	1	2	3	4
E. Payroll and Benefits	1	2	3	4
F. Monthly Financial Statements and Monthly Close	1	2	3	4
G. Audit, Tax Filings and Year End Close	1	2	3	4
H. Financing and Banking	1	2	3	4
I. Grant Reporting and Writing support	1	2	3	4
OPERATIONS				
J. PS and Student Records/Data	1	2	3	4
K. Insurance, Legal, and Contracts	1	2	3	4
L. Infrastructure: IT, Facilities,	1	2	3	4
M. Human Resources	1	2	3	4
N. Staff Policies	1	2	3	4
O. Board Reports and Board Compliance	1	2	3	4
P. Student Food Services	1	2	3	4
Q. Marketing and PR	1	2	3	4
R. Enrollment and Admissions Management	1	2	3	4
S. Attendance Tracking and Reporting Management	1	2	3	4
COMPLIANCE				
T. Financial Reporting	1	2	3	4
U. CALPADS and State Reporting	1	2	3	4
SUPERVISION AND COACHING				
V. Office Manager (and supporting with Admin Assistant)	1	2	3	4
W. Student Data Coordinator	1	2	3	4
Other responsibilities or projects (what else should we include in this list):	1	2	3	4

**ARISE High School - Ops and Support Staff Evaluation and Goal Setting -
2016-17**

<p>Pick one of the above subcriteria that's a strength and give a piece of evidence or example of a time you excelled:</p> <p>Pick one of the above subcriteria that's a challenge and give a piece of evidence or example or a time that you struggled:</p>	
Overall Assessment on Criteria #3	1 2 3 4

ARISE High School - Ops and Support Staff Evaluation and Goal Setting - 2016-17

3b. Office Manager

A. Payroll	1	2	3	4	
B. PS Set Up	1	2	3	4	
C. Storing Grades in PS	1	2	3	4	
D. PS Class Scheduling	1	2	3	4	
E. Employee Benefits, Hiring and Termination Administration	1	2	3	4	
F. Purchasing	1	2	3	4	
G. Substitute Coordination and Recruitment	1	2	3	4	
H. Facilities Maintenance and Facilities Access (Keys)	1	2	3	4	
I. Petty Cash	1	2	3	4	
J. Reporting - OUSD, CALPADS, CBEDS, SARC, Civil Rights, etc	1	2	3	4	
Other responsibilities or projects (what else should we include in this list):	1	2	3	4	
<p>Pick one of the above subcriteria that’s a strength and give a piece of evidence or example of a time you excelled:</p> <p>Pick one of the above subcriteria that’s a challenge and give a piece of evidence or example or a time that you struggled:</p> 					
Overall Assessment on Criteria #3					
		1	2	3	4

ARISE High School - Ops and Support Staff Evaluation and Goal Setting - 2016-17

3c. Administrative Assistant

A. Attendance	1 2 3 4
B. Front Desk Reception	1 2 3 4
C. School Calendars	1 2 3 4
D. School Safety	1 2 3 4
E. ID Cards	1 2 3 4
F. Invoice Processing	1 2 3 4
G. Lunch Detention	1 2 3 4
H. Mail and Package Receiving	1 2 3 4
I. Bart Tickets	1 2 3 4
J. Copy Machines Supplies and Maintenance	1 2 3 4
K. Phone Systems	1 2 3 4
L. Catering	1 2 3 4
M. Report Card Printing	1 2 3 4
Other responsibilities or projects (what else should we include in this list):	1 2 3 4
<p>Pick one of the above subcriteria that's a strength and give a piece of evidence or example of a time you excelled:</p> <p>Pick one of the above subcriteria that's a challenge and give a piece of evidence or example or a time that you struggled:</p> 	
Overall Assessment on Criteria #3	1 2 3 4

ARISE High School - Ops and Support Staff Evaluation and Goal Setting - 2016-17

3d. Student Data Coordinator

A. PS Data Entry and Management	1 2 3 4
B. CUMS and Student Files	1 2 3 4
C. Enrollment, Withdraws and Wait List	1 2 3 4
D. Work Permits	1 2 3 4
E. Substitute materials and Backup Substitute coordinator	1 2 3 4
F. Meal Reporting	1 2 3 4
G. Provide Bart and Bus Fare for Field Trips	1 2 3 4
H. Permission Slips	1 2 3 4
I. Backup Front Desk	1 2 3 4
J. Transcript and PS Changes	1 2 3 4
K. Support with PS Class Scheduling	1 2 3 4
Other responsibilities or projects (what else should we include in this list):	1 2 3 4
<p>Pick one of the above subcriteria that's a strength and give a piece of evidence or example of a time you excelled:</p> <p>Pick one of the above subcriteria that's a challenge and give a piece of evidence or example or a time that you struggled:</p> 	
Overall Assessment on Criteria #3	1 2 3 4

**ARISE High School - Ops and Support Staff Evaluation and Goal Setting -
2016-17**

3e. Parent Coordinator

A. Family and Informational Phone Calls	1	2	3	4		
B. Informative Monday Meetings	1	2	3	4		
C. Translation	1	2	3	4		
D. Family Calendar	1	2	3	4		
E. Family Meetings	1	2	3	4		
F. Family Mailings	1	2	3	4		
G. Parent Volunteers	1	2	3	4		
H. CUM and Data Support	1	2	3	4		
I. Report Card Mailing Support	1	2	3	4		
J. Back to School Night and Family Events	1	2	3	4		
Other responsibilities or projects (what else should we include in this list):	1	2	3	4		
<p>Pick one of the above subcriteria that's a strength and give a piece of evidence or example of a time you excelled:</p> <p>Pick one of the above subcriteria that's a challenge and give a piece of evidence or example or a time that you struggled:</p> 						
Overall Assessment on Criteria #3			1	2	3	4

ARISE High School - Ops and Support Staff Evaluation and Goal Setting - 2016-17

3f. College Access Coordinator

A. Create and coordinate the 11th and 12th grade Advisory curriculum	1	2	3	4
B. Plan and organize College Access Events, including senior dinner, College Symposium, FAFSA nights, etc.	1	2	3	4
C. Coordinate and facilitate the registration and administration of the PSAT and SAT/ACT	1	2	3	4
D. College Tours	1	2	3	4
E. Communicate and meet with families of Seniors around progress towards graduation, college applications, & Financial Aid	1	2	3	4
F. Assist with scholarships, FAFSA, & College Applications	1	2	3	4
G. Coordinate College Rep visits	1	2	3	4
H. Cal Grant Report	1	2	3	4
I. Post Graduation	1	2	3	4
J. Mock College Applications	1	2	3	4
K. Transcript Evaluations	1	2	3	4
L. Community College Enrollment	1	2	3	4
M. College Trips (ex: Mini University, Shadow Day)	1	2	3	4
N. On Campus College Courses	1	2	3	4
O. Partnerships (ex. Metro academy, Puente Program, Shadow Day, Alumni, Unity Council, Oakland Rotary, East Bay College Fund)	1	2	3	4
P. Case manage progress for seniors/juniors	1	2	3	4
Q. Students Data Collection for Universities, Scholarships, & Programs	1	2	3	4
Other responsibilities or projects (what else should we include in this list):	1	2	3	4

Pick one of the above subcriteria that’s a strength and give a piece of evidence or example of a time you excelled:

Pick one of the above subcriteria that’s a challenge and give a piece of evidence or example or a time that you struggled:

ARISE High School - Ops and Support Staff Evaluation and Goal Setting -
2016-17

Overall Assessment on Criteria #3	1	2	3	4
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EMPLOYEE HANDBOOK

ARISE High School

Commented [1]: What's the stuff we want to include that ARISE specific?



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Oakland, CA 94601
(510) 436-5487
www.arisehighschool.org

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EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

SECTION 1 – WELCOME

Welcome to ARISE High School!

ARISE High School has been honored to serve the Oakland community for nearly 10 years and looks forward to continuing this service during our next charter term. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools that sought to shift the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

Ultimately, the ARISE High School program is designed to support students to be agents of change - in control of their own lives and able to effect change in our community. Through active research over the past ten years, we have developed an Agents of Change Pathway that serves as a pipeline for our students to college and career opportunities when they graduate. In deep partnership with community organizations, students have multiple, transformative opportunities to explore a broad range of college and career opportunities. Through these experiences, students develop agency over their own college and career options as well as the ability to see themselves as agents of change within our community at large.

ARISE High School currently serves approximately 280 students in grades 9-12, and prepares students from low-income families to be the first to attend college. Currently 90% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 86% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2- and 4- year colleges and universities.

We are happy to have you join us at ARISE High School. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of ARISE High School, its personnel policies and procedures, and your benefits as a ARISE High School employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No ARISE High School guideline, practice, manual or rule may alter the “at-will” status of your relationship with the School.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, ARISE High School reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever the School determines that such action is warranted. For these reasons, we urge you to check with the School Director (or Designee) to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at ARISE High School.

Sincerely

Elizabeth Solis

Principal

GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at ARISE High School. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the School Director (or Designee). You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other *ARISE High School* document confers any contractual right, either express or implied, to remain in *ARISE High School's* employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by ARISE High School or you may resign for any reason at any time.

No supervisor or other representative of ARISE High School except the School Director (or Designee) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside ARISE High School, other than to individuals affiliated with ARISE High School whose knowledge of the information is required in the normal course of business.

SECTION 2 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

The mission of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community

VISION STATEMENT

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self determination drive out struggle to improve our own material and social conditions towards a more healthy, equitable, and just society

ACADEMIC PHILOSOPHY

The ARISE High School educational philosophy is rooted in educational research and our own original and innovative practices, placing our students at the heart of all curricular and instructional design. We believe learning best occurs when students are fully engaged participants in a challenging college-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. Furthermore, we believe this curriculum must be enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our families, teachers, socio-emotional counselors, college advisors, and community members.

Toward this end, ARISE High School believes that learning best occurs when a Relevant and Rigorous Curriculum is provided within a Collaborative School Culture. Furthermore, it believes additional core practices must be in place that transcend both of these areas, as detailed below.

HOW LEARNING BEST OCCURS

At ARISE High School, we believe learning best occurs when a Relevant and Rigorous Curriculum is provided within a Collaborative School Culture. Core features of each of these components are as follows:

- **Relevant and Rigorous Curriculum** - Utilizing two main methodologies, Understanding By Design and the Workshop Model, ARISE students are supported in practicing and applying academic skills and knowledge in a manner that:
 - Is aligned to state and national standards, utilizing standards-based grading
 - Allows for equitable, flexible, and individualized support for and engagement of all learners
 - Challenges each learner to think critically and creatively

- Offers multiple opportunities to revise, reflect, and incorporate feedback in order to continuously improve their work
- Constructs visible, active, and performance-based demonstrations of growth, learning, and understanding
- Provides explicit modeling to support skill and academic development
- **Collaborative School Culture** - The ARISE community fosters a collaborative school culture, to support students in their development through the following:
 - Students are explicitly taught and consistently challenged to work in a variety of constructs - from individual tasks and pairs to group projects and challenges - in order to grow, learn, and support one another to excel as scholars and a caring community of learners
 - Staff work in a highly collaborative and accountable manner to support our students, build/improve the curriculum, and identify areas of focus and growth for both adults and youth
 - Families consistently partner with ARISE to ensure and provide effective support, resources, and input that support continuous growth and improvement

In addition, the following research-based pedagogical principles transcend both of these core areas:

- **Culturally Responsive** - We believe culturally responsive teaching is not just about motivating disengaged students - it's about rebuilding trust with them through a learning partnership. It is that partnership that builds rapport and trust, in turn allowing educators to get permission from students to push them into their zone of proximal development. (Hammond, 2015)
- **Cognitive** - We believe the most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry. (Bruner, 1966 & 1996; Wiggins & McTighe, 2005)
- **Critical** - We believe students should be taught how to think and be offered questions to think about. Through authentic dialogue, students develop an awareness of reality and bias which then helps them examine new possibilities. (Burbules, 1993; Cortez, 1986; Freire, 1996; Olsen, 1999; Shor, 1992; Wiggins & McTighe, 2005)
- **Reflective** - We believe learners should be provided with ample opportunities to look back, to reflect, and to debrief about both what they know and don't yet know. (Dewey, 1971; Doll, 1993; Freire, 1996)
- **Standards-Based** - We believe students' proficiency must be measured on well-defined course objectives. (Tomlinson & McTighe, 2006)
- **Restorative** - We believe that an implicit curriculum (Inlay, 2010) exists in schools, and that ARISE educators are culture builders who can support the school's core values (Keinfeld, 1975; Ware, 2006; Hollie, 2011; Inlay, 2010; Claassen, 2008). As well, we shift the paradigm of discipline from a focus on punishment to a focus "on responsibility,

accountability, and a goal of restoration for all impacted by the offense.” (Claassen, 2008)

- **Appropriate** - We believe effective intervention must include a process that can identify students by name and by need and then provide them with timely, directive, precise, and systematic support to keep them moving forward with their learning. (Dufour & Marzano, 2011)
- **Collaborative** - We believe cooperative learning activities tap the social power of learning, especially for students learning a second language. We understand that learning is socially constructed, and as such, students working together collaboratively in a variety of different groupings maximizes learning for all students regardless of their achievement levels. (Cummins, 1986; Lindholm-Leary, 2001; Lazarowitz & Karsenty; Slavin, 1994; Vygotsky, 1978, 1990)
- **Transformational** - We believe students do not just receive knowledge, but create it within the cognitive systems they encounter. In doing so, they develop new ways to see and do things. (Doll, 1993; Freire, 1996, Bruner, 1966; Shor, 1992)
- **Performative** - We believe performance assessment - the opportunity to perform, create, or produce something with transferable real world application - taps into students' higher order thinking skills. Researchers have found that the use of performance assessments can produce positive instructional changes in classrooms (Koretz et al., 1996; Matthews, 1995); increase student skill development (Spalding and Cummins, 1998); increase student engagement and post-secondary success (Foote, 2005); and strengthen complex conceptual understandings (Chung & Baker, 2003). Fundamentally, performance-based assessments Ruth Chung Wei, Raymond L. Pecheone, and Katherine L. Wilczak (December 2014) provide a means to assess higher order thinking skills while helping teachers and principals support students in developing a deeper understanding of content. (Vogler, 2002)
- **Data-Driven** - We believe that to be effective, teachers must provide instruction within a child's zone of proximal development. In order to provide this finely calibrated instruction, teachers must use a variety of assessments and informational sources to effectively target their instruction to meet the needs of the learner. (Bruner, 1966 & 1996; Piaget 1969; Jamentz, 1996; McTighe, 2005; Wiggins, 1998; Leahy, Lyon, Thompson, Wiliam, 2005)
- **Collegial** - We believe students learn best when their teachers are engaged in continuous and collaborative reflection and professional learning. (Boudett and Steele, 2005; Darling-Hammond, 1993; Nelson & Hammerman, 1996; McLaughlin & Oberman, 1996)
- **Familial** - We believe students are successful when they are supported by caring adults, and when school and home work as partners to set high expectations for student behavior and achievement. (Brandt, 1989; Delgado-Gaitan, 1990)

Our educational program structures are explicitly designed to support an ambitious and authentic vision of student achievement that encompasses both academic and socio-emotional outcomes.

SECTION 3 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

ARISE High School is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity, color, religion, including religious dress and grooming practices, creed, gender, gender identity, gender expression, national origin, ancestry, age, sexual orientation, marital status, parental status, pregnancy or perceived pregnancy, childbirth or related conditions, including breastfeeding, sex, gender, gender identity/expression, military service, veteran status, genetic information, or any other characteristic or condition protected by applicable law. Also in accordance with applicable law, the School prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, ARISE High School prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of the School.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and ARISE High School will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, ARISE High School may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the School Director (or Designee) of ARISE High School has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the School

Director (or Designee). Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict ARISE High School's right to terminate at-will.

OPEN COMMUNICATION POLICY

We want to hear from you. ARISE High School strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. ARISE High School is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the School Director (or Designee). Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. ARISE High School will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law.

DISABILITY ACCOMMODATION

ARISE High School is committed to complying with all applicable provisions of federal, state and local laws prohibiting discrimination on the basis of disability. It is the School's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, ARISE High School will provide reasonable accommodation to a qualified individual with a disability who has made the School aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the School. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the School Director (or Designee). ARISE High School encourages individuals with disabilities to come forward and request reasonable accommodation.

HARASSMENT/DISCRIMINATION/RETALIATION

ARISE High School is an equal opportunity employer and is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status,

registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates ARISE High School's anti-harassment/discrimination and retaliation policy.

Harassment Prevention

ARISE High School's policy prohibiting harassment applies to all persons involved in the operation of the school. The School prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. Prohibited harassment is not just sexual harassment but harassment based on any protected category.

No Discrimination

ARISE High School is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school's operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

No Retaliation

ARISE High School will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

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

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to the School Director (or Designee) your supervisor or to any other school administrator, the HR Manager, the EEO or Title IX officer, the, the business manager, or any other designated person as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the School Director, or another designated person. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the School Director, other designated person so the School can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, ARISE High School cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by ARISE High School to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of ARISE High School and its interest in our school will be formed in part, by ARISE High School employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, ARISE High School and our school's services.

Below are several things employees can do to help leave people with a good impression of ARISE High School.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

WHISTLEBLOWER POLICY

ARISE High School is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of ARISE High School policy, specifically the policies contained in ARISE High School's Employee Handbook.

An employee who wishes to report a suspected violation of law or ARISE High School policy may do so confidentially by contacting the School Director (or Designee) or the Board of Directors.

ARISE High School expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of ARISE High School. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: School Director (or Designee) or the Board of Directors. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the School Director (or Designee) or Board of Directors.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality, consistent with a full and fair investigation. The School Director (or Designee) and a member of ARISE High School management will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings directly.

SECTION 4 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

An “employee” of ARISE High School is a person who regularly works for ARISE High School on a wage or salary basis. “Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and who are paid time and one-half the employee’s regular rate of pay for hours worked in excess of 8 hours in any one workday or 40 hours in any one workweek.

Regular Full-Time

Employees who are regularly scheduled to work 30 or more hours per week are generally eligible for the ARISE High School’s benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for ARISE High School’s benefit package.

Temporary (Full-Time or Part-Time)

Those whose performance is being evaluated to determine whether further employment in a specific position or with ARISE High School is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until they are notified of a change. They are not eligible for any of ARISE High School’s benefit programs. Temporary employees scheduled to work more than 30 hours per week on a regular basis may be entitled to the school’s benefit package.

WORK SCHEDULES

Please refer to the current school calendar to see your annual work schedule. Instructional employees are expected to work all days that students are present and any days indicated as professional development days on the calendar. Non-instructional employees are expected to follow the same calendar, with some additional days of work during school breaks.

Instructional Employees:

The normal working hours for instructional employees at the school sites are from 8:15 a.m. to 5:00 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional Employees may be required to work other than the normal hours and to take their lunch breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The School Director (or Designee) must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:

The School Director (or Designee) will determine the normal working hours for non-instructional employees. Nonexempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute uninterrupted meal break and are entitled to overtime pay as required by law. Generally, non-instructional employees work year-round.

Exempt employees, including all Administrative positions will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

ARISE High School's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M.

SCHOOL HOLIDAYS

The School observes 11 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving

- Christmas Eve Day
- Christmas Day

Unless otherwise provided in this policy, all ARISE High School employees* will receive time off with pay at their normal base rate for each observed holiday. Employees on a leave of absence are not eligible for holiday benefits that occur while on leave. Temporary and part time employees are not eligible to receive holiday pay, unless otherwise provided for by specific agreement in writing.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the School Director (or Designee). The employee may use paid vacation (or PTO) if the employee has unused paid time off available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

(*Note that exempt employees who work only during the academic calendar, such as teachers, are not scheduled to work during many of the above- listed holidays, and therefore are not eligible for holiday pay if worked.)

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

EMPLOYEE EXPENSE REIMBURSEMENT

ARISE High School will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of ARISE High School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's policy regarding expenditures. In general, School Director (or Designee) must have previously approved all expenses. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to School Director (or Designee) for payment process. All expense reimbursement requests should be made in the month following the expenditure but in no event more than thirty (30) days after the expenditure is made.

ACADEMIC FREEDOM

Teachers must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School's curriculum framework, free from undue pressures of authority, and free to act within his or her professional group. Such freedom should be used judiciously and prudently to the end that it is in concert with established community standards,

the vision and mission of the school, and its charter, and promotes the free exercise of intelligence and student learning.

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Because we are a small school each position is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call the Office Manager at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify the Office Manager personally at the earliest possible moment. If requested, you must provide verification of the reason for your absence.

More than three instances of tardiness by a nonexempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

ARISE High School reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend and work at the function and has written approval from the School Director (or Designee) to provide the additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

ARISE High School will provide reasonable accommodation to a qualified individual with a disability who has made ARISE High School aware of his or her disability, provided that such accommodation does not constitute an undue hardship on ARISE High School. Employees with

a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the School Director (or Designee). ARISE High School encourages individuals with disabilities to come forward and request reasonable accommodation.

If you fail to report for work without any notification to the School Director (or Designee) and the absence continues for a period of two (2) business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

TIMERECORDS (NON-EXEMPT EMPLOYEES)

Nonexempt employees must accurately complete time records within the School's timekeeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked; working off the clock is prohibited.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact the Administrator with any questions concerning their pay so that inadvertent errors can be corrected.

OFF THE CLOCK WORK

ARISE High School prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL PERIODS (NON-EXEMPT EMPLOYEES)

Nonexempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the School Director (or Designee) and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the School Director (or Designee) and complete a "Second Meal Period Waiver" form.

Nonexempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed meal period on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

REST PERIODS (NON-EXEMPT EMPLOYEES)

Nonexempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Do not leave the premises during your rest period and do not take more than 10 minutes for each rest period. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Employees desiring to express breast milk for the employee's infant child will be provided a reasonable amount of break time and a secluded area so that this may be done in private. This break time shall coincide with the employee's regularly scheduled break time to the extent possible. If a lactation break is taken outside of or extends beyond a paid break, a non-exempt employee must record the time on her timesheet as an unpaid break period.

Nonexempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

PAYDAYS

Payday at ARISE High School is the last day of the month. The School Director (or Designee) or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school

is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage order is received by ARISE High School for one of our employees, we are obligated by law to comply with the demand. The effected employee will receive notice from his or her supervisor or the Administrator as soon as possible.

PAYROLL WITHHOLDINGS

ARISE High School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, ARISE High School must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

ARISE High School prohibits improper deductions from the pay of any employee. If an employee believes an error has been made in his or her pay or deductions ARISE High School will work in good faith to resolve errors as soon as possible. The employee should notify the School Director (or Designee) of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask the School Director (or Designee) to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W- 4 form and submitting it to the School Director (or Designee).

SECTION 5 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

ARISE High School employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with ARISE High School within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, transcripts, and test scores each fall prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the School with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, ARISE High School is required to remove you from the work schedule until you meet the requirements or renew your credential.

CONTINUING EDUCATION

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

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

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's

statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

ARISE High School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. ARISE High School will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that "each employee of the school furnish the school with a criminal record summary".

All employees must have Live Scan fingerprint results on file with ARISE High School. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to ARISE High School prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by ARISE High School may be taken into consideration in evaluating one's suitability for employment, promotion, reassignment, or retention as an Employee.

ARISE High School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

ARISE High School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, ARISE High School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with ARISE High School's lawful efforts to obtain

relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with ARISE High School. In case of a prior arrest or conviction, the employee must discuss the history of the arrest or conviction with the School Director (or Designee). The employee may be required to provide proof of a mistake in the official records or provide official explanation of the nature of the offense.

For additional information on background checks, please contact the School Director (or Designee).

SUBSEQUENT ARREST NOTIFICATION SERVICE

All employees are subject to "Subsequent Arrest Notification Service" by the DOJ once they have been fingerprinted for ARISE High School. Any time an employee is arrested after his or her initial background clearance for the school, the DOJ will notify the School Director (or Designee) and send the school the new CORI information. The School Director (or Designee) will evaluate the new information and determine whether it justifies suspension or termination of the individual's employment. At the discretion of the School Director (or Designee), he or she can seek counsel from the Board of Directors and/or legal counsel, in closed session, in determining suitability for continued employment. After the evaluation has taken place and a decision has been made regarding the individual's suitability to continue employment, the CORI records received from the DOJ will be destroyed. Applicants will receive confidential notification of their suspension or termination. Those individuals who are suspended or terminated can make a one-time appeal to the School Director (or Designee) for reconsideration if he or she feels there has been an error in the review of their record. The decision of the School Director (or Designee) is final.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is ARISE High School's policy that all school employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred.

Classroom teachers who become aware of suspected child abuse should request class coverage from the Main Office immediately and report the suspicions as required.

It is extremely important that ARISE High School employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

The School Director (or Designee) is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without ARISE High School's assistance, he or she is required to notify ARISE High School of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with ARISE High School.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students. ARISE High School will provide First Aid and CPR training for teachers, assistants and staff. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the School Director (or Designee).

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the School Director (or Designee). All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the School Director (or Designee) about changes in the employee's personal information and changes affecting the employee's status (for example, name

changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 6 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

Each employee will receive a minimum of 3 formative performance reviews each year conducted by the supervisor. These reviews are intended to increase performance and to push teachers to improve in the different domains of the ARISE Teacher Evaluation Framework. In addition, each employee will receive annual evaluations (Summative Evaluation of Teaching) conducted by an independent reviewer.

After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

ARISE's evaluation system will in no way alter the employment at-will relationship or the ability to terminate the employee.

RESPONSE TO FORMAL OBSERVATION AND REVIEW FINDINGS

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

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of ARISE High School and depend upon many factors in addition to performance.

In addition to these more formal performance evaluations, ARISE High School encourages you and your supervisor to discuss your job performance on an ongoing basis.

Basis for Determining Pay

Several factors may influence your rate of pay. Some of the items ARISE High School considers are the nature and scope of your job, what other employers pay their employees for comparable jobs (external equity), what ARISE High School pays their employees in comparable positions (internal equity), and individual, as well as ARISE High School, performance. It is ARISE High

School's goal to have a current Job Description on hand for each employee that broadly defines the job responsibilities and essential functions for each position.

Wage or Salary Increases

Each employee's hourly wage or annual salary will be reviewed at least once each year. The employee's review date will usually be conducted on or about the end of the school or fiscal year. Such reviews may be conducted more frequently for a newly created position, or based on a recent promotion.

Increases will be determined on the basis of performance, adherence to school policies, and procedures, ability to meet or exceed duties per job description and achievement of performance goals.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 7 – LEAVES

FAMILY MEDICAL LEAVE (“FMLA”)/CALIFORNIA FAMILY RIGHTS ACT (“CFRA”)

Use of FMLA includes CFRA wherever mentioned and allowed by state or federal law. State and federal family and medical leave laws provide up to 12 workweeks of unpaid family/medical leave within a 12-month period under the following conditions:

- The employee has more than 12 months of continuous service;
- The employee has worked at least 1250 hours during the previous 12-month period before the need for the leave.

Leave may be taken for one of the following reasons:

- The birth of employee’s child, or placement of a child with the employee for adoption or foster care (FMLA/CFRA)
- To care for the employee’s spouse, child, or parent who has a serious health condition (FMLA/CFRA)
- For a serious health condition that makes the employee unable to perform his or her job (FMLA/CFRA)
- For any “qualifying exigency” (as defined by federal regulation) because the employee is the spouse, son, daughter, or parent of an individual on active military duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation (FMLA only)
- An employee who is the spouse, son, daughter, parent or next of kin of a covered service member shall be entitled to a total of 26 workweeks of leave during a 12-month period to care for the service member (FMLA only)

Calculating the 12-month Period

For purposes of calculating the 12-month period during which 12 weeks of leave may be taken, the School uses a rolling backward 12-month period. Under most circumstances, leave under FMLA and CFRA will run concurrently in all cases where the law allows and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period.

For a qualifying exigency or leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Pregnancy, Childbirth or Related Conditions (ALSO SEE PDL POLICY)

FMLA will run concurrently with PDL. Once the pregnant employee is no longer disabled, she may apply for leave under the California Family Rights Act, for purposes of baby bonding.

Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time. California Family Rights Act leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the School will grant a request for a California Family Rights Act leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

Leave for Employee's Own Health Condition

Please contact the School Director (or Designee) as soon as you realize the need for family medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the School at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School.

If the employee cannot provide 30-days' notice, the School must be informed as soon as is practical.

The School requires the employee to provide medical certification within 15 days of any request for family medical leave under state and federal law. The school may require recertification from the health care provider if additional leave is required. If the employee does not provide medical certification in a timely manner to substantiate the need for FMLA, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered FMLA and therefore not subject to the protections afforded by FMLA/CFRA.

Leave to Care for a Family Member

If the leave is needed to care for a sick child, spouse, or parent, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimated amount of time for care by the health care provider;
- Confirmation that the serious health condition warrants the participation of the employee.

When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks family/medical leave for this reason. If an employee cites his/her own serious health

condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Inability of the employee to work at all or perform any one or more of the essential functions of his/her position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to his or her job. Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

Leave Related to Military Service

A leave taken due to a "qualifying exigency" related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a service member shall be supported by a certification by the service member's health care provider.

Health and Benefit Plans

An employee taking family medical leave will be allowed to continue participating in any health and welfare benefit plans in which he/she was enrolled before the first day of the leave for a maximum of 12 workweeks (26 workweeks if the leave is to care for a covered service member) at the same level and under the same conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins under FMLA/CFRA. The employee must continue to make all his or her contribution payments to the school as agreed upon. In some instances, the School may recover from an employee premiums paid to maintain health coverage if the employee fails to return to work following FMLA leave.

Employees on FMLA who are not eligible for continued paid coverage may continue their group health insurance coverage through the School in conjunction with the federal COBRA guidelines by making monthly payments to the School for the amount of the applicable premium. Employees should contact the School Director (or Designee) for further information.

Substitution of Paid Leave

Accrued sick leave may be substituted for unpaid leave in the event of an employee's own serious health condition, to care for an eligible family member, or for the birth, adoption, or foster care of a child. Accrued vacation or PTO must be substituted for unpaid leave in the event of an employee's need to care for an eligible family member, or for the birth, adoption or foster care of a child. Substitution of accrued paid leave does not extend the length of the leave.

Reinstatement

Under most circumstances, upon return from family medical leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. In addition, an employee has no greater right to reinstatement than if he or she had not been continuously employed rather than on leave. An employee's use of family medical leave will not result in the loss of any employment benefit that the employee earned before using FMLA.

Time Accrual

Employees on Family and Medical Leave Act/California Family Rights Act leave will not continue to accrue sick, vacation and/or PTO leave during unpaid FMLA/CFRA. Holidays will not be paid while on FMLA/CFRA.

If you have any questions regarding FMLA/CFRA, please contact the School Director (or Designee).

Outside employment is not allowed while on FMLA/CFRA or PDL leave.

PREGNANCY DISABILITY POLICY

You may take up to 17-1/3 weeks (693 hours for a full-time employee, prorated for part-time employees) of medically necessary pregnancy disability leave for pregnancy, childbirth or a related medical condition under California State law and (if eligible and you have not exhausted your entitlement) an additional 12 workweeks for non-pregnancy disability-related family medical leave under the California Family Rights Act (CFRA) for the purpose of baby-bonding. The first 12 workweeks of pregnancy disability run concurrently with the federal FMLA, if eligible. Any remaining FMLA leave will run concurrently with CFRA leave. The amount of leave will be pro-rated based on number of hours worked (i.e. a part-time employee working 20 hours per week would be entitled to 346.6 hours of leave).

Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

Any female employee planning to take pregnancy disability leave should advise School Director (or Designee) as early as possible.

The individual should make an appointment with the School Director (or Designee) to discuss the following conditions:

- Employees who need to take pregnancy disability must inform the school when a leave is expected to begin and how long it will likely last. Employees will be required to complete

a “Request for Leave” form and provide medical certification. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin;

- Employees must consult with the School Director (or Designee) regarding the scheduling of any planned medical treatment in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the employee’s health care provider. If 30 days’ advance notice is not possible, notice must be given as soon as practical;
- Upon the request of an employee and recommendation of the employee’s health care provider, the employee’s work assignment may be changed if necessary to protect the health and safety of the employee and her child;
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached;
- Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons;
- Pregnancy disability leave usually begins when ordered by the employee’s health care provider. The employee must provide the School with medical certification from a health care provider within. The certification indicating disability should contain:
 - The date on which the employee became disabled due to pregnancy;
 - The probable duration of the period or periods of disability; and
 - A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons;

Returning from pregnancy leave will be allowed only when the employee provides a release to return to work from her health care provider.

Except to the extent that other paid leave is substituted for pregnancy-related disability leave, PDL is unpaid. An employee will be allowed to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave. The substitution of sick pay and/or vacation/PTO pay for pregnancy disability leave does not extend the total duration of the leave to which the employee is entitled and which is supported by medical certification.

Duration of the leave will be determined by the advice of the employee’s health care provider, but employees disabled by pregnancy may take up to four months (17-1/3 weeks/693 hours). Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the employee’s pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of one (1) hour.

Unless ARISE High School and the employee have already agreed upon the employee's return to work date, an employee who has taken a pregnancy disability leave or transfer must notify the School Director (or Designee) or the Human Resources contact at least 10 (ten) work days prior to her anticipated return to work or, as applicable, before her transfer back to her former position. An employee who timely returns to work at the expiration of her pregnancy disability leave will be reinstated to her former position, or a comparable position, whenever possible and consistent with applicable law. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

ARISE High School will maintain its portion of group health insurance coverage that the employee was provided before the leave commenced on the same terms as if the employee had continued to work up to the maximum leave allotment allowed under the Pregnancy Disability Leave law (693 hours) and for the first 12 weeks of CFRA "Baby-Bonding Leave". ARISE High School may recover premiums it paid to maintain health coverage if the employee does not return to work following pregnancy disability leave. Employees are still responsible to pay for their own portion of group health benefits premium. See the School Director (or Designee) to review the amount that employee will need to reimburse the school while on pregnancy disability leave.

Employees on pregnancy disability leave will accrue leave benefits, such as sick leave, vacation and/or PTO only when employer-paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such accrual. No leave benefits shall accrue when the employee is in unpaid status.

CFRA/Baby Bonding leave is covered by the California Family Rights Act (CFRA). If the employee has not exhausted the full 12 weeks of her FMLA entitlement, a portion of the baby bonding leave may be protected under FMLA as well. The employee must complete a request for baby bonding leave. See the School Director (or Designee) for the proper form to use to request this leave. Prior to commencing baby bonding leave, the employee will be required to submit a certification from her health care provider showing that the employee is no longer disabled by pregnancy or childbirth, to the School Director (or Designee).

UNPAID LEAVE OF ABSENCE

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

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

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation/sick or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (FMLA/CFRA). Unless otherwise mandated by law, employees on a leave of absence of more than 4 months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

KIN CARE

ARISE High School employees may use up to one-half of their annual sick leave entitlement to care for a family member. This includes time off for:

- Diagnosis, care, or treatment of an existing health condition (such as the flu);
- Preventive care (such as an annual physical or flu shot);
- Victims of domestic violence, sexual assault or stalking

Kin care can be used for any family member, including a child, parent, parent-in-law, domestic partner's parent, spouse, domestic partner, grandparent, grandchild or sibling.

BEREAVEMENT LEAVE

THIS SHOULD BE MODIFIED TO FIT YOUR SCHOOL

ARISE High School provides full-time salaried employees up to five (5) days paid bereavement leave (seven (7) days if they must travel out of state or in excess of 300 miles, beyond any personal time (vacation and/or PTO), due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild

JURY DUTY LEAVE

Non-exempt employees may take up to three (3) days leave of absence for jury duty.

Exempt month employees jury duty is paid time. Instructional employees on a 10-month calendar are asked to postpone a summons to perform jury duty to the summer period.

Employees who receive a jury duty summons and who desire a written verification of this policy should contact the School Director (or Designee). Employees who receive a jury duty summons and need to take time off must notify their supervisor immediately.

TIME OFF TO VOTE

The School will allow any nonexempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Vacation or personal hours which have accrued but not been used may be paid to the employee for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). The leave is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades 1 through 12 may take time off for a school activity;
- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing vacation or personal leave in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use accrued vacation, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a crime if they are:

- A victim of a crime
- An immediate family member of a victim;
- A registered domestic partner of a victim; or
- The child of a registered domestic partner of a victim

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation, sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE

If you are a victim of domestic violence, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault

and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

Employers are prohibited from discharging, discriminating or retaliating against an employee who is a victim of domestic violence or the victim of sexual assault for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 *et seq.* and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 *et seq.* ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the School Director (or Designee) regarding the need for military leave.

Please see the School Director (or Designee) for more information regarding job reinstatement rights upon completion of military service.

ORGAN DONOR / BONE MARROW DONOR LEAVE

If you volunteer to donate an organ you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to two weeks of any accrued paid leave (sick and/or vacation/PTO) for organ donation and up to five (5) days accrued paid leave (sick and/or vacation/PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

ARISE High School will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer or emergency rescue personnel. This is an unpaid leave but the employee may use any earned sick, vacation and/or PTO.

CIVIL AIR PATROL LEAVE

ARISE High School provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the company.

To be eligible, employees must have been employed with the company for 90 days immediately preceding the commencement of leave. Additionally, the company may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use accrued, unused paid time off (including [vacation/personal leave]) for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of paid time off under this policy. - See more at:

SECTION 8 – BENEFITS

VACATION

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

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

Teachers and teachers’ assistants do not earn vacation leave.

Requests to use vacation days by these employees must be submitted in writing at least 2 weeks in advance to the School Director (or Designee). These employees will not be approved for more than 10 days of vacation in a single academic year unless they fall on days that are not considered work days for teachers.

Upon termination of employment the eligible employees listed above will be paid for all accrued, but unused vacation time at their current rate of pay.

SICK LEAVE

MUST COMPLY WITH THE NEW CALIFORNIA SICK LEAVE LAW OF WHICH THERE ARE TWO ALTERNATIVES.

ALTERNATIVE ONE – STATUTORY MANDATED ACCRUAL METHOD:

Sick leave is offered to offset the impact to income when an employee suffers an illness or injury that prevents the employee from working. Sick leave may only be used for an actual illness or injury and for no other purpose.

All employees are eligible for sick leave, including regular full-time, part-time, seasonal and temporary (including substitute teachers) both exempt and non-exempt, who work in California 30 or more days in a year.

ACCRUAL: sick leave will accrue at the rate of 1 hour for every 30 hours worked.

USE: new hire employees will be entitled to use accrued sick leave on the 90th day of their employment and may use sick leave in increments of 2 hours. Employees must provide reasonable advance notice of the need for sick leave if foreseeable. If not foreseeable, the employee must provide notice as soon as practicable.

Sick leave may be used for the diagnosis, care, or treatment of an existing health condition, or for preventative care for the employee or the employee's family member. Family member includes: child, spouse, parent, parent-in-law, registered domestic partner, grandparent, grandchild and sibling.

Sick leave may also be used for victims of domestic violence, sexual assault or stalking.

Carry-Over and Cap: A maximum of 48 hours (6 days) of unused, accrued sick days will carry over to the next year,

Sick leave will not be paid out upon termination of employment.

ALTERNATIVE TWO – BANKED LUMP SUM METHOD:

Sick leave is offered to offset the impact to income when an employee suffers an illness or injury that prevents the employee from working. Sick leave may only be used for an actual illness or injury and for no other purpose.

All [specify type of employee] employees are eligible for 24 hours (3 days) of sick leave, including regular full-time, part-time, seasonal and temporary (including substitute teachers) both exempt and non-exempt, who work in California 30 or more days in a year.

All eligible employees will receive 24 hours at the beginning of each year commencing July 1, 2015.

USE: new hire employees will be entitled to use accrued sick leave on the 90th day of their employment and may use sick leave in increments of 2 hours. Employees must provide reasonable advance notice of the need for sick leave if foreseeable. If not foreseeable, the employee must provide notice as soon as practicable.

Sick leave may be used for the diagnosis, care, or treatment of an existing health condition, or for preventative care for the employee or the employee's family member. Family member includes: child, spouse, parent, parent-in-law, registered domestic partner, grandparent, grandchild and sibling.

Sick leave may also be used for victims of domestic violence, sexual assault or stalking.

CARRY OVER & CAP: There is no carry-over of any unused sick time to the following year but at the beginning of each year 24 hours will be banked for use at the beginning of each successive year.

Sick leave will not be paid out upon termination of employment.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by ARISE High School. These insurance benefits will include medical, dental, and vision. The school may set a defined contribution towards the employee's insurance premiums that are sponsored by ARISE High School. This amount will be determined on an annual basis. At this time there is no cost to the employee for insurance benefits but that will be reviewed periodically and may change due to enrollment and/or budgetary restrictions. The employee's portion, if any, of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for ARISE or if you are a part time employee who works a minimum of twenty-five (25) hours per week. Part-time employees will be responsible to pay a pro-rated share of the costs for medical coverage.

"Full-time" employee means that you are hired to work at least 40 regular hours per week.

Temporary, and internship employees are not eligible to participate in the plans.

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

At this time, the ARISE plan does cover the cost of medical coverage for dependents.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than four (4) months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under ARISE High School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at ARISE High School group rates plus an administration fee. ARISE High School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under ARISE High School's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

ARISE High School withholds income tax from all employees' earnings and participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from School Director (or Designee).

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 9 – EMPLOYEE COMMUNICATIONS

COMPUTER, EMAIL AND INTERNET POLICY

Every employee is responsible for using the ARISE High School's computer system, including, without limitation, its electronic mail (Email) system and the Internet, properly and in accordance with this policy. Any questions about this policy should be addressed to the School Director (or Designee).

The computers that you use at work and the Email system are the property of ARISE High School and have been provided for use in conducting ARISE High School business. All communications and information transmitted by, received from, created, or stored in its computer system (whether through word processing programs, Email, the Internet or otherwise) are ARISE High School records and property of ARISE High School. The computer system is to be used for school purposes only. Employees may, however, use ARISE High School technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with ARISE High School business, and does not violate any ARISE High School policies:

- To send and receive necessary and occasional personal communications;
- To prepare and store incidental personal data (such as personal calendars, personal address lists, and similar incidental personal data) in a reasonable manner;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

Although ARISE High School does not wish to examine personal information, from time to time, ARISE High School may need to access its technology resources. ARISE High School has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, without limitation, reviewing documents created and stored on its computer system, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email sent and received by users. Further, ARISE High School may exercise its right to monitor its computer system for any reason and without the permission of any employee. Employee use of ARISE High School's computer system constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the computer system (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from ARISE High School's computers is not assured. Use of passwords or other security measures does not in any way

diminish ARISE High School's right to monitor and access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to ARISE High School for any reason that ARISE High School, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages or files would not truly eliminate the messages from the system. All Email messages and other files may be stored on a central back-up system in the normal course of data management.

Employees should have no expectation of privacy in anything they create, store, send or receive on the computer system.

Notwithstanding the foregoing, even though ARISE High School has the right to retrieve, read and delete any information created, sent, received or stored on its computer system, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of School Director (or Designee).

Professional Use of Computer System Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on ARISE High School letterhead. Because Email and computer files may be subject to discovery in litigation, employees are expected to avoid making statements in Email or computer files that would not reflect favorably on the employee or ARISE High School if disclosed in litigation or otherwise.

Offensive and Inappropriate Material

ARISE High School's policy against discrimination and harassment, sexual or otherwise, applies fully to ARISE High School's computer system, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in ARISE High School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the School Director (or Designee).

ARISE High School may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by ARISE High School networks. Notwithstanding the foregoing, ARISE High School is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to ARISE High School's blocking software.

Solicitations

ARISE High School's computer system (including, without limitation, its Email system) may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from School Director (or Designee) is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of School Director (or Designee).

Games and Entertainment Software

Employees may not use a ARISE High School Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to ARISE High School's "Confidential Information" policy, contained herein, for a general description of what ARISE High School deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

ARISE High School's computer system may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from School Director (or Designee). Employees, if uncertain about

whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any ARISE High School-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of ARISE High School, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of ARISE High School."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to ARISE High School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to ARISE High School's network.

Files obtained from sources outside ARISE High School including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage ARISE High School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- ARISE High School sources, without first scanning the material with ARISE High School-approved virus checking software. If you suspect that a virus has been introduced into ARISE High School network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

ARISE High School reserves the right to modify this policy at any time, with or without notice. ARISE High School may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

Acknowledgement

Employees acknowledge this policy by signing the receipt of this handbook.

SOCIAL MEDIA POLICY

ARISE High School has adopted the following policy with regard to teacher behavior on social networking sites as it pertains to both teacher and student initiated communication. If you wish to use networking protocols as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform.

Teachers shall not accept students or the students' parents as friends on any personal social networking sites and are to decline any student or parent-initiated friend requests. Teachers are not to initiate "friendships" with students or parents and must delete any students or parents already on their "friends" list immediately.

With regard to social networking content, teachers may not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any school-related business or policy, employee, student, or parent. Additionally, teachers will exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Teachers will weigh whether a particular posting puts his/her effectiveness as a teacher at risk. ARISE High School encourages teachers to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Teachers may not discuss students nor post images that include students.

Due to security risks, teachers must be cautious when installing the external applications that work with the social networking site. At a minimum, educators should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention ARISE High School you must identify that you are an employee of the organization and that the views expressed on the blog or website are yours alone and do not represent the views of ARISE High School. Unless given permission by the School Director (or Designee), you are not authorized to speak on behalf of ARISE High School or to represent that you do so. If you are developing a site or writing a blog

that will mention ARISE High School, as a courtesy to the organization, please let the School Director (or Designee) know in advance of publication. The School Director (or Designee) may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to ARISE High School. This includes, but is not limited to, information about curriculum, school dynamics, school programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what ARISE High School considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with the School Director (or Designee).

When writing a blog or participating in any other social networking site, teachers will be required to speak respectfully about ARISE High School and our current and potential employees, students, parents, and competitors. Do not engage in name-calling or behavior that will reflect negatively on the organization's reputation. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by ARISE High School and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking are legally liable for anything he/she writes or presents online. Employees can be disciplined by ARISE High School for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. You can also be sued by ARISE High School's employees, competitors, and any individual or company that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Teachers may not comment on a student's blog or a student's other social networking commentaries.

Teachers or staff may not use trade names, or logos belonging to the school without express written permission of the School Director (or Designee).

Failure to comply with ARISE High School's social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

ARISE High School attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that

everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct and/or negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - immediately report the incident to his/her immediate supervisor and Chief representative;
 - obtain an official police report documenting the theft or loss; and
 - provide a copy of the police report to his/her immediate supervisor and Chief representative.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and

auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for the School while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, ARISE High School has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by ARISE High School.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by ARISE High School employees is prohibited at all times in all working areas on school premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by ARISE High School.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the school. The School Director (or Designee) must approve any postings prior to posting.

ARISE High School reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from the School Director (or Designee).

Definitions

School "premises": property owned, leased, operated, managed or controlled by the school, including buildings, parking lots, and play areas that the school has the right to use exclusively or in common with others, vehicles owned or operated by the school, and any location where school-sponsored activities are taking place, such as restaurants, banquet halls, athletic facilities, parks or other recreational facilities.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the School Director (or Designee). If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the School Director (or Designee).

NEPOTISM POLICY

ARISE High School permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of ARISE High School, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. ARISE High School will use sound judgment in the placement of related employees in accordance with the following guidelines:

Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. If in the opinion of ARISE High School, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.

The Board of Directors must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a **BUILDING KEY DISBURSEMENT FORM** upon receiving the key.

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You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the School Director (or Designee).

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time ARISE High School may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in ARISE High School's discretion, employees' work areas (*i.e.* desks, file cabinets, lockers, etc.) and personal belongings (*i.e.* brief cases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for ARISE High School property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to ARISE High School. ARISE High School will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so.

VIOLENCE IN THE WORKPLACE

ARISE High School has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect ARISE High School or which occur on ARISE High School property will not be tolerated. Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at ARISE High School or to create a hostile, abusive, or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on ARISE High School premises, regardless of the relationship between ARISE High School and the parties involved.

All threats or acts of violence occurring off ARISE High School premises involving someone who is acting in the capacity of a representative of ARISE High School.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy ARISE High School property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapon

ARISE High School's prohibition against threats and acts of violence applies to all persons involved in ARISE High School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on ARISE High School property. Violations of this policy by any individual on ARISE High School property will lead to disciplinary action, up to and including termination and/or legal action as

appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the School Director (or Designee).

SECTION 10 – STANDARDS OF CONDUCT

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other ARISE High School staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff; during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women’s dresses or skirts that are no higher than three (3) inches above the knee.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- Skirts and dresses should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- School Director (or Designee) will be the final arbiter of what constitutes appropriate dress and attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member’s perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to

restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any after-school activity on or off campus (exclusive of tutorials).
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.

- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment).
- Keeping the door open when alone with a student.
- Keeping reasonable and appropriate space between you and the student.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior-staff or administration if you find yourself in a difficult situation related to “boundaries.”
- Involving your direct supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-fives, and handshakes are appropriate.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the School Director (or Designee) promptly. ** A reasonable suspicion means something more than a mere suspicion but less than absolute knowledge. It is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School Director (or Designee) will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or

outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the School Director (or Designee) shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

California Penal Code Section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the School Director (or Designee).

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.

- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time.
- Consuming, possessing, or being under the influence of alcohol and/or drugs during working hours or at any time on School property or job sites.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management.
- Unreported absence on scheduled workdays.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Engaging in criminal conduct whether or not related to job performance.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Making or accepting personal telephone calls during working hours except in emergencies.
- Failure to provide a physician's certificate when requested or required to do so.
- Wearing extreme, unprofessional or inappropriate styles of dress or hair while working.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Working overtime without authorization or refusing to work assigned overtime.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, personnel information and financial information. You

shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;
- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Upon termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to School Director (or Designee) so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

ARISE High School expects employees to devote their best efforts to the interests of our school. ARISE High School recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at ARISE High School or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with ARISE High School whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the School Director (or Designee) to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at ARISE High School. If you wish to participate in outside work activities you are required to obtain written approval from the School Director (or Designee) prior to starting those activities. Approval will be granted unless the activity conflicts with ARISE High School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at ARISE High School.
- Involve organizations that are doing or seek to do business with ARISE High School including actual or potential vendors.
- Violate provisions of law or ARISE High School policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to ARISE High School must be given priority. Full time employees are hired and continue employment with the understanding that ARISE High School is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

SECTION 11 – SAFETY

DRUG AND ALCOHOL POLICY

It is the intent of ARISE High School to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, offer for sale, or being under the influence of illegal drugs or alcohol during working hours, including meal and break periods, or in the presence of pupils.
- Use, possession, offer for sale, or being under the influence of illegal drugs or alcohol on School property at any time.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, and vaping. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the School Director (or Designee), other employees or call 911. Report any suspicious persons or activities to the School Director (or Designee). Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Please report any problems with our security systems to the School Director (or Designee).

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on ARISE High School property. Vehicle break-ins are on the rise throughout California. Be cautious: keep personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct ARISE High School business must be insured by the employee's personal automobile insurer. ARISE High School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does ARISE High School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

ARISE High School cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on ARISE High School's premises, including the parking area, or away from school property while on school business. ARISE High School employees are prohibited from using personal property for work-related purposes unless approved in advance by the School Director (or Designee).

SAFETY POLICY

ARISE High School is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the School Director (or Designee) immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or the School Director (or Designee) immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the School Director (or Designee) regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the School Director (or Designee).

ARISE High School has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

ARISE High School has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the School Director (or Designee).

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the School Director (or Designee).

SECTION 12 – TERMINATION

VOLUNTARY TERMINATION

ARISE High School will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from ARISE High School; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to ARISE High School for two (2) work days. ARISE High School requests that employees provide at least two weeks written notice of a voluntary termination. All ARISE High School property must be returned immediately upon terminating employment. ARISE High School retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of ARISE High School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, ARISE High School reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

DISMISSAL, DISCIPLINE, AND TERMINATION OF EMPLOYMENT

ARISE High School reserves the right to terminate any employee at any time, with or without cause or notice and nothing in this policy or handbook alters the at-will nature of employment with ARISE High School.

The following list, while not complete, gives examples of behavior that can result in the immediate termination of employment. Employees should be aware that conduct not specifically listed below also might result in disciplinary action up to and including termination.

- Breaching confidentiality.
- Fighting, violence, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Falsifying or altering school records or student achievement data
- Violating the school's equal opportunity or harassment policies
- Unauthorized use of school property.
- Unsatisfactory performance, where the employee has been given written notice of the deficiency and an opportunity to cure the deficiency;
- Unfit for service, including the inability to appropriately instruct students or associate with students;

- Insubordination;
- Falsifying or concealing information on employment records, employment information, an employment application, time record, or other ARISE High School record;
- Willfully or maliciously making false statements regarding any co- worker or ARISE High School, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating ARISE High School's policy concerning workplace violence;
- Theft or the deliberate or careless damage or destruction of ARISE High School property, or the property of ARISE High School's employees, students or anyone on ARISE High School property;
- Possessing weapons on ARISE High School's property at any time or while acting on behalf of ARISE High School;
- Refusal to comply with any federal or state regulation or law, or refusal to comply with any ARISE High School policy or procedure;
- Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties or when publicly representing ARISE High School, such as at a professional conference, or otherwise violating [ARISE High School's](#)~~CHARTER SCHOOLS~~s Drug and Alcohol Policy;
- Engaging in criminal conduct whether or not related to job performance
- Gross negligence leading to the endangerment or harm of a child or children;
- Excessive absenteeism;
- Willfully violating any safety, health, security, or school policy, rule, or procedure;
- Reduction in force or school closure.

EXIT INTERVIEWS

All employees who leave employment at ARISE High School will be asked to take part in an exit interview with the School Director (or Designee) to communicate their challenges and growth while employed at ARISE High School. Information shared during an exit interview will be treated as confidential.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the School Director (or Designee). Only the School Director (or Designee) is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, ARISE High School will disclose only the dates of employment and the title of the last position held. ARISE High School will verify or disclose additional information about the employee only if the employee provides written authorization for ARISE High School to provide the information. However, ARISE High School will provide information about current or former employees as required by law or court order. ARISE High

School will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the School Director (or Designee).

SECTION 13 - TEACHER SPECIFIC INFORMATION

TEACHER ATTENDANCE RECORDS

Teachers must take roll each period and certify the accuracy of the roll by their dated signature in the provided space. These attendance sheets are known as “contemporaneous records”; they are mandated by State law to be maintained for three years. The State uses these records to allocate the funds that are used to run the school and pay salaries. Inconsistent, inaccurate records put all funding for the school at risk. The creation of these records is the direct responsibility of the classroom teacher taking attendance. In no case, may attendance be taken by a student and then certified by the teachers. The forms shall be submitted to the office as scheduled. Teachers will be notified, in writing, of the type of student absence. If attendance is also recorded in the teacher’s grade book, that attendance (including the codes for absences, excused, tardy, etc.) must match the records generated for the attendance system. If a student is absent and the school has not been notified by a parent/guardian, office staff will contact the student’s parent/guardian and confirm the absence.

GRADING PROCEDURES

Teachers are encouraged to fully share, in writing, all aspects of their grading procedures to every class. Tests, quizzes, homework assignments, work logs, projects, portfolios, journals, and classroom participation are examples of student achievement that should be used in arriving at a grade. Professionalism includes making clear to your classes and individual students the rubrics that will be used in defining how a score will be assigned to a particular work product. In no circumstances, will arbitrary grading be allowed. Return of student work is to be accomplished in a timely manner so as to have the maximum effect on student learning. Report cards will be issued to each student according to the school calendar. Timelines will be strictly adhered to; teachers must plan their time and assignments at the end of each grading period to be able to effectively evaluate students and efficiently record grades for the permanent student record.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of ARISE High School’s Employee Handbook, on the date indicated below and agree to my at- will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding ARISE High School’s expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of ARISE High School’s policies.

Just as I am free to terminate the employment relationship with ARISE High School at any time, ARISE High School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and ARISE High School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. This is the entire agreement between ARISE High School and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with ARISE High School, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook (including the at-will employment policy).

ARISE High School reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than ARISE High School Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) _____

Employee Signature: _____

Date: _____

**ARISE High School
Emergency
Management Plan**

FORWARD

The ARISE High School Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principals that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

ARISE High School recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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SECTION ONE
ADMINISTRATION

PURPOSE AND SCOPE

ARISE High School is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel and will be distributed to the Charter Management Organization (CMO), the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a *regular basis* to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

Review/ Change No.	Date Entered	Description of Change	By

LINES OF SUCCESSION

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school’s responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
Principal	Asst. Principal	Senior Educator	Office Manager

APPROVAL STATEMENT

The ARISE High School Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the [Director of Community Programs Raul Villagomez](#) and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

A copy of this plan will be distributed to Fruitvale Development Corporation


Oakland Unified School District


Oakland Police Department

Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Principal: _____
Signature *Date*

: _____
Signature *Date*

: _____
Signature *Date*

Date Plan Adopted: _____

AUTHORITIES AND REFERENCES

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)

The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

Disaster Service Workers

Government Code, Section 3100 specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

Post – Disaster Shelters

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

The Petris Bill

California Government Code Section 8607 requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions

- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants (**including REMS grants**), contracts and other activities by Fiscal Year 2005.

“All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED’s Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities”.

NIMS includes training requirements in the Incident Command System. All “key school personnel” are to complete ICS100, ICS200 and IS700.

VITAL RECORD PROTECTION

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Achieve Academy. Office Manager Tavita Garcia is responsible for the protection and preservation of vital records. Achieve Academy stores hardcopies of records and files, regulations, and contracts in the main office. Back-up data systems are stored on Student Information System and Google Docs.

AMERICANS WITH DISABILITIES ACT

ARISE High School must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, ARISE High School will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

SECTION TWO
CONCEPTS OF OPERATIONS

FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

Standardized Emergency Management System (SEMS)

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies,

public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

National Incident Management System (NIMS)

After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid

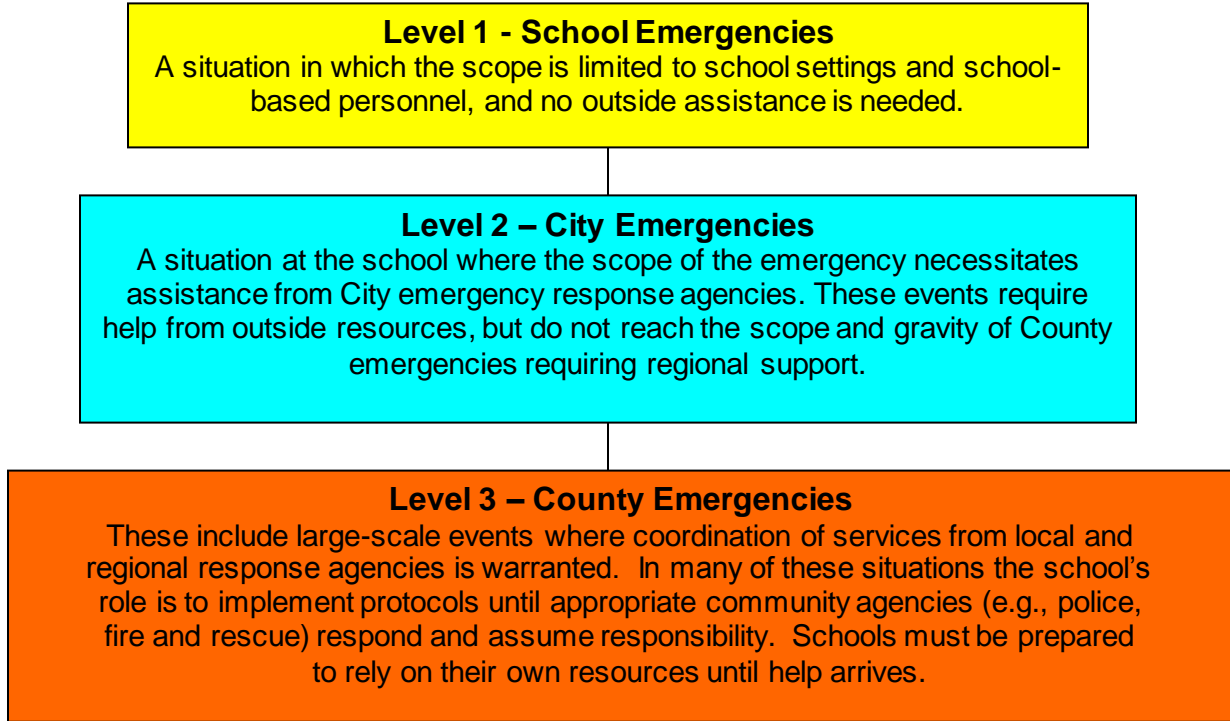
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

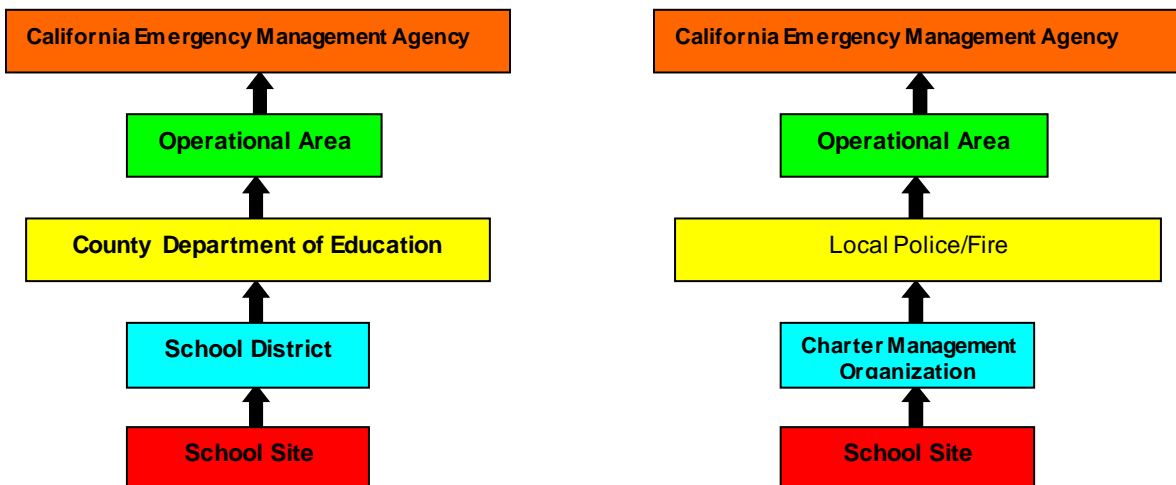
LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:



SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The principle, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post

The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center

An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies.

An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

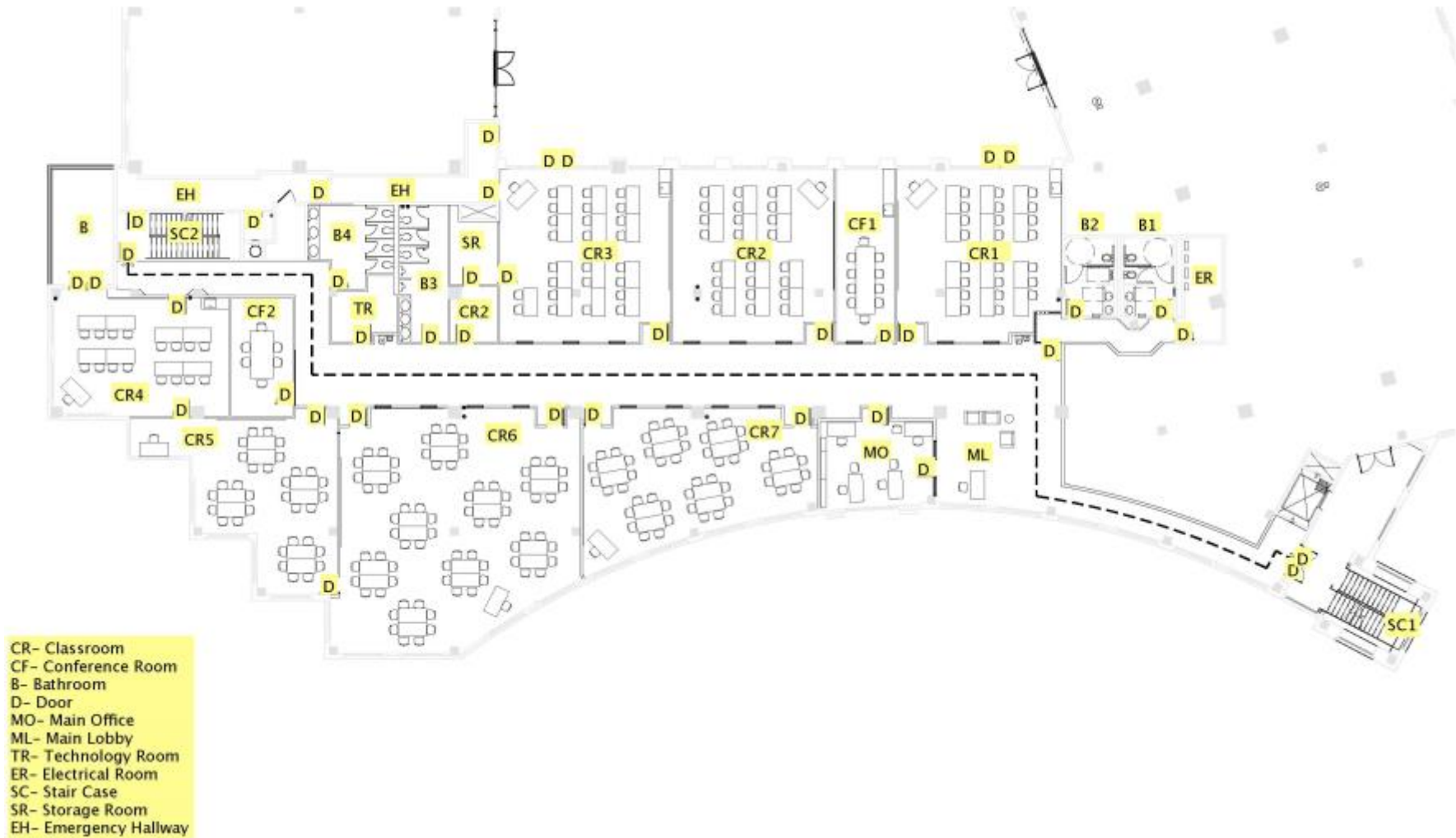
Situation and Assumptions

The school is located at 3301 E. 12th Street, Suite 205, Oakland, CA 94601. The site consists of 2 buildings. There is an average daily attendance of 165 students and 13 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle most of the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

Communications

When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

MAP OF SCHOOL SITE WITH EVACUATION ROUTES and UTILITY LOCATIONS



EMERGENCY TELEPHONE NUMBER DIRECTORY

Purpose	Name of Agency		Number	
Local Law Enforcement (i.e. Oakland PD, Alameda S.D., etc.)	Oakland PD		510-777-3333	
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)	Oakland FD		510-444-3322	
Local Hospital (1)	Highland Hospital		510-437-4800	
Local Hospital (2)	Alta Bates Summit Med Ctr		510-655-4000	
Electric Company	Pacific Gas & Electric		1-800-468-4743	
Gas Company	Pacific Gas & Electric		1-800-468-4743	
Water Company	EBMUD		1-866-403-2683	
Animal Control/Shelter	Animal Control		510-535-5603	
ARISE High School				
Position	Name	Home	Work	Pager/Cell
Co-Principal	Romeo Garcia		510-436-5487	510-772-1894
Co-Principal	Laura Flaxman		510-436-5487	510-882-6875
Operations Manager	Jessica Alfaro		510-436-5487	415-215-0035
Secretary	Rubi Pelayo		510-436-5487	
Other Important Numbers				
Emergency Contact	Raul Villagomez		510-436-5487	510-325-1777
Security	Staff		510-719-6626	

INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for you're school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. ***These five components will be colorized through the remainder of this section.***

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

Logistics: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

DESCRIPTION OF ICS POSITIONS

The Management Section consists of the following functional components:

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

Public Information Officer: handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

Safety Officer: monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

School Liaison: is the on-scene contact for other agencies responding to the incident.

The Operations Section consists of the following components:

Search and Rescue Unit: conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: establishes a medical triage area and provides/oversees care given to the injured.

Fire Suppression/Hazmat Unit: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

Damage Assessment Unit: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

ICS FUNCTIONAL POSITIONS

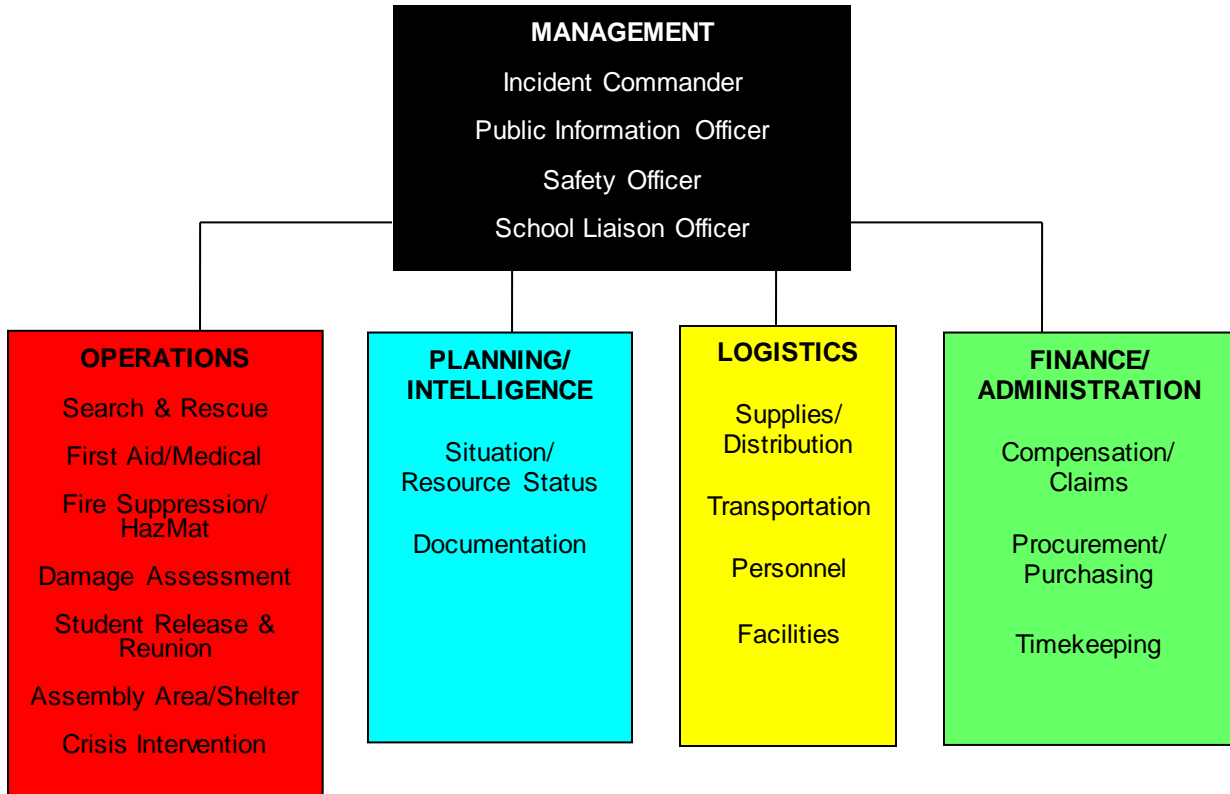
It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the

need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

ICS Functional Positions		
Position/Unit	Staff Member	Alternate
MANAGEMENT SECTION		
Incident Commander		
Public Information Officer		
Safety Officer		
School Liaison		
OPERATIONS SECTION		
Search & Rescue		
First Aid/Medical		
Fire Suppression/Hazmat		
Damage Assessment		
Student Release/Reunion		
Assembly Area/Shelter		
Crisis Intervention		
PLANNING/INTELLIGENCE SECTION		
Situation/Resource Status		
Documentation		
LOGISTICS SECTION		
Supplies/Distribution		
Transportation		
Personnel		
Facilities		
FINANCE/ADMINISTRATION SECTION		
Compensation/Claims		
Purchasing/Procurement		
Timekeeping		

SCHOOL EMERGENCY ORGANIZATION

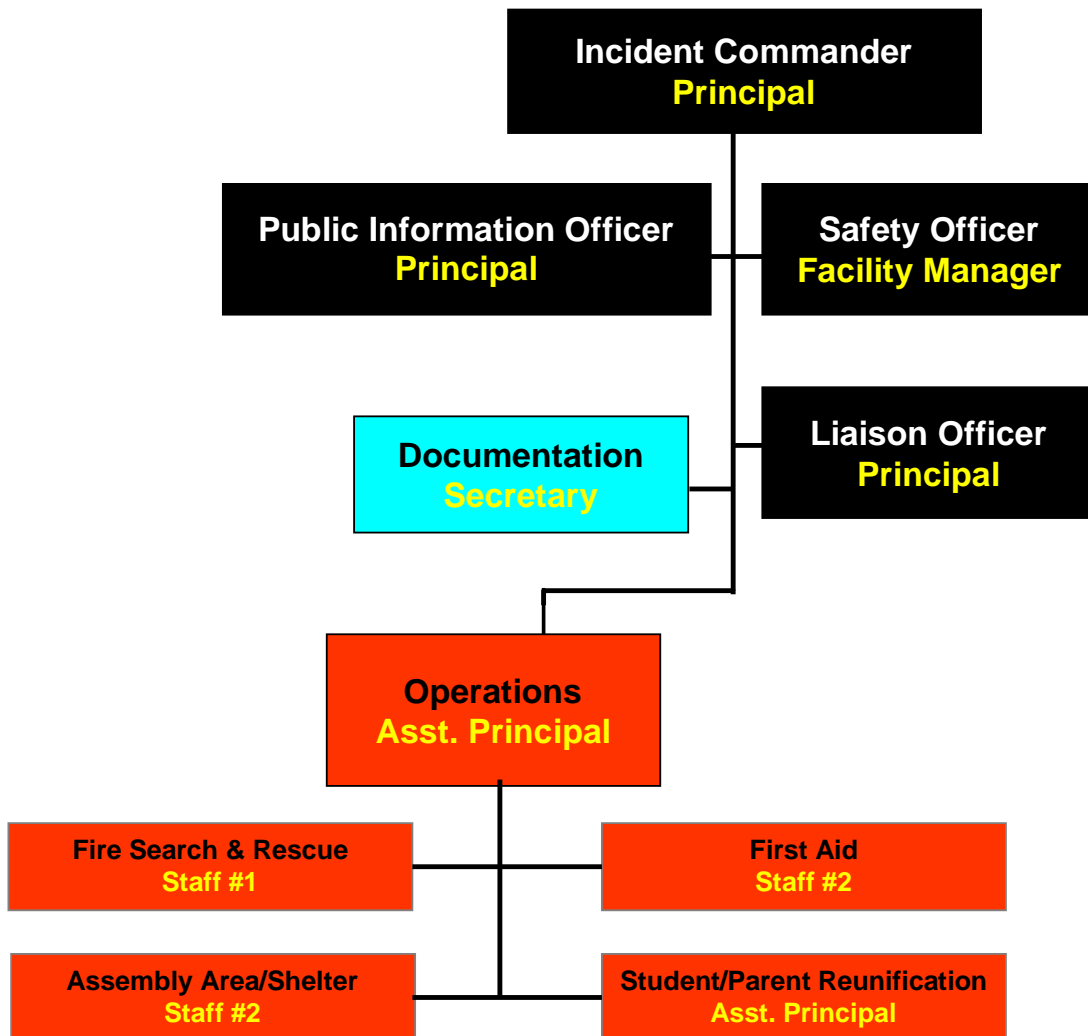
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

SAMPLE CHARTER SCHOOL ICS ORGANIZATIONAL CHART

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.



INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- Overall management of the response to the incident
- Assess the severity of the incident
- Make notification to professional/outside emergency responders of the incident
- Establish the Incident Command Post
- Set up check-in procedures at the ICP
- Activate ICS organization positions as necessary
- Establish objectives for the incident action plan
- Ensure the safety of students, staff, volunteers and campus visitors
- Deactivate ICS positions as needed

Start-up Actions

- Put on personal safety equipment
- Read position description
- Assess nature and scope of emergency/disaster
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation (see Appendix C)
- Meet with activated Management Staff and Unit Leaders
- Make sure you assign an alternate Incident Commander

Operational Duties

- Monitor overall response activities by staying in communication with assigned staff in ICS positions
- Work with assigned staff to write overall response objectives and revise as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- Supervise Section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Terminate all response activities after determining the incident has been resolved
- Ensure that all pending actions will be completed after deactivation

- Initiate recovery operations
- Direct the return of all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks

- Liaison between the school, the media and the public
- Obtain information about the incident to write press releases
- Get press releases approved by the Incident Commander
- Deliver press releases to media and public

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders
- Designate a media reception area (*with Incident Commander approval*)
- Advise on-site media of time of first press release or press conference

Operational Duties

- Keep updated on response activities
- Schedule regular press conferences, if appropriate
- Get approval of Incident Commander for all press releases/statements
- Remind staff/volunteers to refer all questions from parents or the media to the PIO
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- Arrange for the translation of announcements and response-related information
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the Incident Commander is aware of all media-related incidents
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Release PIO staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

MANAGEMENT SECTION – SAFETY OFFICER

Primary Tasks

- Monitor all response operations to ensure the safety of staff, students and others on campus
- Stop any response activity that would create an unsafe situation or put anyone at risk

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor emergency response activities for safe practices
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities/operations
- Ensure that school response units are using appropriate safety equipment
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search

- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Release Safety staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – LIAISON OFFICER

Primary Tasks

- Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions

- If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- Put on personal safety equipment
- Read position description
- Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties

- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Release Liaison staff and volunteers when directed by the Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- Evacuate trapped or injured victims from their location to a safe place
- Cordon off buildings or locations that are unsafe to enter
- Mark buildings that have been searched with a sign or caution tape
- Ensure that Search and Rescue is conducted with a two-person team

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for briefing and assignments
- Gather and inspect all equipment and supplies
- Check flashlight and radio batteries; perform radio check
- Make sure you and your partner have school site maps

Operational Duties

- Report all gas leaks, fires, and structural damage to the Utilities Unit.
- Inspect the exterior of each building for structural integrity *before* entering.
- Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- Search **ONLY** structurally sound buildings
- Search assigned areas using established search protocols
- As searched rooms have been cleared, call in report to the IC (“Room B-2 is clear”)
- Perform emergency first aid on severely injured victims first
- Rescue lightly trapped victims afterward
- Transport injured victims to triage area **Remember to use proper lifting techniques to avoid back strain*
- Provide any medical treatment given for injured victims to Medical Unit
- Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- Note damage on your team map and relay information to the IC
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

Primary Responsibilities

- Establish a medical triage area with CPR/first aid trained staff or volunteers
- Provide care and oversee status of injured people
- Request advanced medical care when necessary
- Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- Document any and all care given to injured and pass information on to professional medical responders

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Gather all supplies and personal safety equipment and transport to site of medical triage area
- Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- Set-up morgue (*if needed and if long response time from Coroner*)
- Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- Maintain accurate treatment records using the Medical Treatment Form
- Monitor/assess patients at regular intervals
- Report deaths immediately to IC (*by runner, NOT over the radio*)
- When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*) (see Appendix I)
- If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

If sufficient staffing for Medical Team - Set Up Treatment Areas “Immediate” and “Delayed”

- Have team members check-in at the ICP
- Assign one team member to do intake:
 - Greet injured student/staff, reassess and/or confirm triage category
 - Direct victim or transport of victim to appropriate treatment area.
- Assign one team member to conduct “head to toe” assessment
- Provide appropriate first aid
- Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- Monitor condition of “delayed” victims and watch for any changes in condition
- Maintain Medical Treatment Forms for all victims

Deactivation

- Oversee the closing of the first aid station

- Direct the proper disposal of hazardous waste
- Release Medical Team per direction of the IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT

Primary Responsibilities

- Locate and extinguish small fires as appropriate
- Shut off utilities that could be hazardous or fire danger and report to IC
- Evaluate areas for any release or potential release of chemicals
- Cordon off hazardous areas with caution tape
- Ensure Fire Suppression/Hazmat is conducted with a two-person team
- This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Survey on-campus hazards and prioritize team response
- Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- Make sure you have a school site map

Operational Duties

- Control and/or suppress small fires
- Check for gas leaks or any other potential hazard that could start a fire
- Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Release Team members per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities

- Perform initial assessment of buildings and structures looking for structural damage
- Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- Turn off utility if damaged and poses a hazard
- Cordon off the areas of hazard with caution tape
- This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- Survey on-campus hazards and prioritize team response
- Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- Make sure you have a school site map

Operational Duties

- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-campus water system
- Survey buildings for potential hazards and post warnings with signs and caution tape
- If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- Provide clear routes for campus access for emergency response vehicles
- Maintain security for campus and ensure facility is inaccessible to public
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Release staff and volunteers per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT

Primary Responsibilities

- Account for students in the Assembly Area by conducting roll call
- Track missing students and staff
- Ensure proper identification procedures to reunite students with parent or authorized person for student release
- Supervise student Assembly Area
- Maintain accurate account of students

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Gather all equipment and supplies
- Attend a briefing with the IC
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- Check with school secretary to account for staff absences, substitutes or visitors
- Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- Divide Student Emergency Cards that correspond with table signage
- Verify ID of adult requesting to pick up student (see Appendix F)
- Send runner to assembly area for requested student(s)
- Direct requestor to Release Gate to wait for their student(s)

Runners

- Retrieve student(s) from Assembly Area Unit
- If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- Match adult requester to student(s)
- Verify requester ID and have them countersign Student Request Form
- Release Student(s) (see Appendix G)
- Release Runner to return to Request Gate
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Close down tables and return all equipment and reusable supplies to Logistics.

- Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- Lead students to temporary Assembly Area
- Oversee the care and needs of students in the Assembly Area
- Establish a shelter for students/staff required to stay at the school site
- Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- Check-in at ICP
- Attend a briefing with the IC
- Put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
 - Confirm that assembly area and routes to it are safe
 - Count/observe classroom evacuations (make sure all exit)

Operational Duties

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Coordinate Student Release with Student Release Unit when directed by IC
- Administer *minor* first aid, as needed
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation

- Close shelter per direction of IC, release staff and volunteers
- Collect all logs, documentation and paperwork and provide to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- Assess the immediate crisis intervention required by students and staff involved
- Consider the long-term mental health support needs of students and staff
- Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions

- Check-in at ICP
- Meet with IC for a briefing
- Put on personal safety equipment
- Establish a quiet location to conduct crisis intervention/counseling
- Gather all supplies and transport to intervention/counseling site

Operational Duties

- Set-up campus intervention/counseling site
- Provide for and monitor well being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Communicate need for outside assistance to IC
- Cooperate with outside agency crisis intervention teams
- When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached.

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities

- Collect, organize and analyze information about the emergency
- Provide current situation analysis by visual displays for IC and Management Staff
- Give periodic updates of the emergency situation to the IC

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with the IC for a briefing
- Gather all supplies and set up work area

Operational Duties

- Record appropriate response-related information on site map (and keep it current)
- Facilitate the updating of the site map throughout the response
- Assess and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Keep IC informed by relaying information gathered from field units
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities

- Maintain a log of all emergency developments and response actions
- Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- Assess the severity of the incident

Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for a briefing
- Check communications equipment to monitor verbal communications orders
- Gather all supplies and set up work area

Operational Duties

- Maintain Student Emergency Contact Cards, making copies for staff when necessary

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- Ensure all radio and verbal communications are recorded on Position Activity Log
- Refer all media requests to the PIO
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation

- Collect all Student Emergency Contact Cards and secure them
- Close out all logs and pending messages, and turn over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- Acquire supplies, equipment and materials as requested and distribute
- Obtain necessary food, water, sanitary items for immediate use
- Request purchases of supplies as needed to the Purchasing Unit

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all necessary supplies and equipment

Operational Duties

- Distribute supplies and equipment as requested
- Track all supplies, equipment, materials, sundry items that are distributed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Make requests for purchases of supplies as needed to the Purchasing Unit
- Stay in contact with IC

Deactivation

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities

- Procure transportation vehicles to evacuate students and staff
- Use trucks/vehicles to deliver equipment to and from campus
- Assist in providing traffic routes for emergency vehicles on and off campus

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment needed

Operational Duties

- Provide for transportation needs as assigned by IC and various Unit Leaders
- Assess the need for and use of vehicles on campus
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Facilitate the return of vehicles to pre-incident locations
- Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT

Primary Responsibilities

- Track assigned staff to the emergency and re-assign when Unit is de-activated
- Assess skills of volunteers and assign people as requested by Units
- Assignments are based on a persons experience and training, not by their daily job assignment.

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and set up work station

Operational Duties

- Survey skills and experience of staff/volunteers to make assignments to Units
- Track assigned staff and notify IC when staff is available for assignment
- Issue needed equipment and supplies to personnel being assigned
- Coordinate with the Timekeeping Unit for accurate records of personnel
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Stay in contact with IC

Deactivation

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT

Primary Responsibilities

- Assess and locate facilities that could be used during the emergency response
- Ensure the facility fits the accommodations necessary to conduct the operations
- Assess the severity of the incident

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and equipment

Operational Duties

- Assess facility for listed accommodations as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Secure and restore facilities when no longer needed for the incident
- Stay in contact with IC

Deactivation

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities

- Process workers compensation claims for injured employees
- Receive claims for damages related to the emergency response
- Maintain accurate records of all claims related to the emergency response

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as necessary

Operational Duties

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Process purchase requests from Logistics Section Chief

Deactivation

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities

- Arrange for purchases of necessary equipment, supplies and materials
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all expenditures related to the incident

Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as needed

Operational Duties

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Get approval from the IC for purchases requested
- Process purchase requests from Logistics
- Utilize pre-designated vendor contracts for purchases

- Seek vendors for materials or services that are not pre-designated
- Track all purchases and item requests

Deactivation

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- Maintain a log of all personnel hours working at the emergency
- Track all equipment hours related to the incident
- Set up a timekeeping system to ensure accurate records of the incident

Start-Up Actions

- Check-in at ICP
- Meet with the Documentation Unit for a briefing
- Open Go-Kit and put on personal safety equipment
- Gather all supplies and equipment as needed

Operational Duties

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the “business of learning” as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff, students, families and responders. Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students’ reactions in such situations and provide support when necessary.

RECOVERY ACTION CHECKLISTS

- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

▪ Local Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

▪ Governor’s State of Emergency Proclamation Required

California Disaster Assistance Act (CDAA) – With a Governor’s Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

▪ Presidential Emergency Declaration Required

Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

Note: For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or <http://www.calema.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> for appropriate updated forms to use for disaster recovery documentation and requests.

EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: **“Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table

close by, place head between knees, and cover back of neck with arms and hands.

- Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: "Attention please. We need to institute an **EVACUATION** of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher."

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

- The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.

- ❑ Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Evacuation Area until further instructions are given.
- ❑ Wait for another ACTION or announce an “all clear” and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person’s attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: **"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location; status of campus; all available details of situation.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so
- ❑ Instruct students to move away from the windows and to get down on the floor.
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, announce an "all clear" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:
 - a) Close and lock doors and windows
 - b) Seal gaps under doors and windows with wet towels or duct tape
 - c) Shut down the classroom HVAC system
 - d) Turn off local fans in the area
 - e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

SECTION THREE

EMERGENCY RESPONSE PROCEDURES

AIRCRAFT CRASH

DATE / /

Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

PRIORITY PROCEDURES			NOTES
AIRCRAFT CRASHES INTO THE SCHOOL			(person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
x	TIME	STAFF ACTIONS	NOTES
		Notify Principal.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the principal and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES

		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
		Consider notifying Charter Management Organization.	
PRIORITY PROCEDURES			NOTES
AIRCRAFT CRASHES NEARBY THE SCHOOL			(person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
x	TIME	STAFF ACTIONS	NOTES
		Notify principal.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Assist emergency responders with securing school as directed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Notify parents of situation and prognosis.	
		Consider notifying Charter Management Organization.	

ASSAULT/FIGHTING

DATE / /

Violence or threat of physical harm to students, staff, administrators or other persons not involving a dangerous weapon or firearm.

PRIORITY PROCEDURES

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL	NOTES
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline policies and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
x	TIME	STAFF	NOTES
		Immediately notify principal and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Assist principal or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

BOMB THREAT

DATE / /

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, *not emergency responders*, UNLESS a device is located.

BOMB THREAT BY PHONE			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PERSON RECEIVING THREAT	NOTES
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's <i>Caller ID</i> number	
		Notify the principal as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
x	TIME	PRINCIPAL	NOTES
		Restrict use cell phones, radios or fire alarm system because of risk of activating a device.	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.	
		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.	

BOMB THREAT (CONTINUED)

x	TIME	STAFF	NOTES
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		<i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i>	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

EARTHQUAKE

DATE / /

Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

PRIORITY PROCEDURES INSIDE BUILDING

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
		Notify Charter Management Organization of school status and personnel status.	
x	TIME	STAFF	NOTES
		Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	
		Check attendance at the evacuation area. Report any missing students.	

EARTHQUAKE (CONTINUED)

		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of principal.	

PRIORITY PROCEDURES OUTSIDE BUILDING

NOTES
(person contacted, call
back phone numbers, etc.)

x	TIME	PRINCIPAL OR STAFF	NOTES
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	

DURING NON-SCHOOL HOURS

x	TIME	PRINCIPAL	NOTES
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		Notify Charter Management Organization, if applicable.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

FIRE / EXPLOSION

DATE / /

Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

PRIORITY PROCEDURES		NOTES (person contacted, call back phone numbers, etc.)
	Pull the fire alarm and call 9-1-1.	
	Evacuate the area/building and use fire extinguisher if appropriate.	
	Check for any injured victims and assist them in evacuating.	
	Notify the principal of location and actions taken.	
x	TIME	NOTES
	PRINCIPAL	
	Pull fire alarm and call 9-1-1.	
	Implement Evacuation procedures.	
	If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
	Ensure accountability of all students and staff.	
	Gather information from staff regarding location of fire.	
	Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
	Determine with Fire personnel if building is safe for use.	
	Signal "all clear" when safe to re-enter school building.	
	If building unsafe for use, implement student release procedures.	
x	TIME	NOTES
	STAFF	
	Evacuate students to assembly area and take emergency supplies.	
	Check attendance to ensure all students have evacuated. Report any missing students/staff to principal.	
	Report any suspicious information about the fire to the principal, i.e. arson related.	
	If directed, assist in student release procedures.	
x	TIME	NOTES
	CUSTODIAN/MAINTENANCE STAFF	
	If SAFE, go to alarm panel to determine the location of the fire.	
	Communicate location of fire to principal.	
	Stay with principal to assist Fire Department with access to school and building layout.	
x	TIME	NOTES
	POST INCIDENT ACTIONS – AS ASSIGNED	
	Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
	If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
	Notify Charter Management Organization, if applicable.	

FLOOD

DATE / /

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	TIME	STAFF	NOTES
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

HAZARDOUS MATERIALS (HazMat)

DATE / /

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.	
		Avoid being contaminated by staying uphill and upwind.	
		Warn others in the immediate area of the hazmat spill.	
x	TIME	PRINCIPAL	NOTES
		Call, or ensure someone has called 9-1-1.	
		If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
		Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
		Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
		Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
		Wait for instructions from Fire Department or professional emergency responders.	
		If evacuated, do not allow the return of students until public safety officials declare the area safe.	
		If applicable, notify Charter Management Organization.	
		Ensure all injured students/staff receive medical treatment.	
x	TIME	STAFF	NOTES
		Implement Shelter-in-Place or Evacuation procedures.	
		Ensure accountability of all students.	
		Report any missing students to the office.	
		If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
		Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	
		Prepare to relocate students to secondary evacuation site if ordered.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal.	
		Assist Principal or Fire Department with access to school.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

INTRUDER

DATE / /

An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the "I CAN" rule; Intercept - Contact - Ask - Notify

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
x	TIME	PRINCIPAL	NOTES
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
x	TIME	STAFF	NOTES
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	
		Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
		Take attendance and immediately report missing students	
		Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order.	

WEAPONS

DATE / /

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
		Call 9-1-1.	
		Stay calm and avoid confrontation if possible.	
		Obtain good description of individual and the type of weapon he/she has.	
		Notify the principal or designee as soon as possible.	
		Take safety measures to protect yourself and others.	
		Inform police of your observation and be prepared to write a statement.	
x	TIME	PRINCIPAL	NOTES
		Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
		Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
		Meet with law enforcement upon arrival.	
		Attend to the safety of students and staff at all times.	
		Assess situation in regard to location of person with weapon and potential for injuries.	
		Assist law enforcement as required.	
		Contact parent(s), guardian(s), or other close relative(s) of victims	
		Contact the Charter Management Organization, if applicable.	
		Issue a press release or assign this task to the PIO as deemed appropriate	
		Complete and incident report and file	
		Debrief with school crisis team and staff	
x	TIME	STAFF	NOTES
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to “drop to the floor/ground” or “run into the building quickly.”	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
x	TIME	CUSTODIAN/MAINTENANCE STAFF	NOTES

WEAPONS (CONTINUED)

		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Ensure parents are notified of incident.	
		Coordinate information with the Police Department to release information to the press/media.	

WILDLAND FIRE

DATE / /

An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

PRIORITY PROCEDURES			NOTES (person contacted, call back phone numbers, etc.)
x	TIME	PRINCIPAL	NOTES
		Receive order of evacuation by fire authority or official. Implement evacuation procedures.	
		If necessary, contact local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc.	
		Ensure all students and staff have evacuated by performing an inspection of the school site.	
		Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate site.	
		Designate staff to make parent notifications regarding the evacuation and shelter site.	
		Monitor radio station for additional information.	
		Implement procedures for parents to pick up students from alternate site.	
x	TIME	STAFF	NOTES
		Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters.	
		Take roll to be sure all students are present before you leave the building site.	
		Report any missing students to the principal/designee and emergency response personnel.	
		At all times, maintain control of the students a safe distance from the fire and the fire fighting equipment.	
x	TIME	OFFICE STAFF	NOTES
		Help with evacuation and securing of affected area.	
		Assist in arranging transportation through public/private companies if needed.	
		Forward phones to secondary answering site if available.	

Appendices

APPENDIX A

Employee Emergency Skills Survey

Employee Name _____ Position _____

Work Location _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

- First Aid CPR AED Triage (Received within past ____ years?)
- Firefighting Nurse Doctor/Dentist Other medical _____
- Physical Fitness
- Emergency/Management Search & Rescue
- Bi/Multi-lingual, what language(s) _____
- Construction Mechanical Ability Structural Engineering
- Electrician Utilities HVAC Plumber
- Heavy Equipment Operator What type: _____
- Truck/Bus Driver
- Food Preparation Cooking for Large Numbers of People
- Shelter Management Child Care Counseling Crisis Intervention
- Survival Training and Techniques
- Ham Radio CB Radio Licensed Yes No
- Camping Experience
- Journalism Shorthand Clerical Computer
- Military Reservist Law Enforcement Security
- Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: _____

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? Yes No

If yes, please list that which could be used in an emergency at the school: _____

What would make you feel more prepared during a disaster while you were at the school? _____

Additional Comments: _____

APPENDIX B

Damage Assessment Checklist

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: ___/___/___ Time: (24:00 Hours): ___:___

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hazardous Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Quantity spilled or leaking: _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Physical Hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Building or room safe for reoccupancy

Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

APPENDIX C

INCIDENT ACTION PLAN		School:	
		Incident Name:	
Date Prepared:	Time Prepared:	Prepared by:	
Map Sketch – Draw a simple map of the incident and surrounding areas			
Current Organization – List the positions that have been activated			
Position	Name Assigned	Position	Name Assigned
Incident Commander		Crisis Intervention	
Public Information		Situation Analysis	
Safety/Security		Documentation	
School Liaison		Supplies/Distribution	
Search and Rescue		Transportation	
First Aid/Medical		Personnel	
Fire Suppression/HazMat		Facilities	
Damage Assessment/Utilities		Compensation/Claims	
Student Release/Reunion		Purchasing/Procurement	
Assembly Area/Shelter		Timekeeping	

APPENDIX C cont.'

INCIDENT ACTION PLAN **Page 2**

Current Objectives: *List of overall objectives to be conducted to stabilize incident. Objectives should be SMART; Specific, Measurable, Achievable, Relevant, Time Oriented.*

Current Actions: *Summary of current actions being taken or already achieved.*

Resources Summary			
Needed	Type	Assignment	On Scene/ETA

Safety Message:

--

Attachments: ✓ if attached		Weather Forecast:	
<input type="checkbox"/> Situation Reports	<input type="checkbox"/> Medical Plan	<input type="checkbox"/> Traffic/Staging Area Map	
<input type="checkbox"/> Communications	<input type="checkbox"/>	<input type="checkbox"/>	

APPENDIX D

ICS CHECK IN/CHECK OUT LOG

Date: _____ Event: _____
 This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

Time IN	Print Name/SIGNATURE	Time OUT	Section/Position Assigned	Follow Up Contact Info
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			

APPENDIX E

SITUATION REPORT

School: _____ Type of Event: _____

Completed by _____ Date _____ Time _____

Condition of Students, Staff and Visitors

_____ All Accounted For _____ No Injuries
_____ No immediate help required _____ Missing (number)
_____ Trapped in Building: (number) _____ Injured (number)

Names

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

Shelter Information

_____ Number of children remaining at school
_____ Number of Staff or Visitors remaining at school
_____ Number of staff members remaining to care for children
_____ Assistance Required:
 _____ Water _____ Food _____ Blankets _____ Additional personnel

APPENDIX F

STUDENT REQUEST FORM

- STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). _____ Signature		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO		TIME OF RELEASE:
If YES, Name(s):		

STUDENT REQUEST FORM

- STEP 1: Have parents/guardians fill out one form for each student requested.
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.
 STEP 3: Send runner to retrieve student and bring to the reunification area.

STUDENT:	GRADE:	FOR STAFF USE
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY: Print Name		AUTHORIZED ON EMERGENCY CARD? <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one). _____ Signature		MEDICAL NEEDS?
		STUDENT STATUS (check one) <input type="checkbox"/> Released <input type="checkbox"/> Custody Issues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/First Aid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: _____
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> YES <input type="checkbox"/> NO		TIME OF RELEASE:
If YES, Name(s):		

APPENDIX H

Staff Trained in CPR and First Aid

Name	Contact Info.	First Aid Certificate Expiration Date	CPR Certificate Expiration Date

APPENDIX I

Medical Treatment Log

Date: _____

Patient Name	Time:	Description of Treatment	Triage Category	Initials

APPENDIX J

After Action Report Form

Name of person completing report: _____

School: _____ Date: _____

Drills/Exercises [check one]: **Actual Incident response** [check one]:

Earthquake

Fire

Lockdown

Evacuation

Flood

Other (specify): _____

Table-Top

Functional or full-scale exercise

Start time: _____ End time: _____

Participation: Provide a list of individuals and agencies participating in the event.

Timeline of events: Provide a detailed outline or description of events and activities.

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

APPENDIX K

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory	Food/Water
Food Item	Recommended Quantity
Dried fruits/snacks/ trail mix	20 lbs.
Canned meats	60 cans
Canned fruits	60 cans
Canned vegetables	20 cans
Crackers	2 cases
Canned fruit juice	2 cases
Coffee, tea, drink mixes – instant type	2 cases
Energy bars – granola, protein, etc.	2 cases
Freeze-dried meals	2 cases
Peanut butter/jelly – large	20 jars each
Ready to eat soups and meals	2 cases
Staples – sugar, salt, pepper, etc.	10 packages
Food for persons on special diets; allergies, diabetic, etc.	As needed
Water	Recommended Quantity
Drinking water – based on 2 quarts per person per day	150 gallons

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.

Emergency Supplies*Assembly/Shelter*

Item	Recommended Quantity
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages (40 count)
Large 3-ply garbage bags	4 packages (20 count)
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages (100 count)
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knives	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

Personal Protective Equipment*First Aid Unit*

CPR pocket masks/disposable	10
Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits

Emergency Supplies

First Aid

Item	Recommended Quantity
First Aid Handbook (current issue)	1
Ace bandages – 1” and 2” widths	4 boxes each
Adhesive tape – 1” width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2” and 4” disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1” and 2” width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

APPENDIX L

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____ School, Address _____, of County, _____ California and, Address _____, of County, California ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

CHARTER SCHOOL

By: _____
Authorized representative/position

By: _____
Authorized representative/position

Date: _____

Date: _____

APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE

Date:

Release #: 001

Time:

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:

Time Released:

Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).

Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

EXAMPLE

APPENDIX M

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,

Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the _____ family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,
School Principal

INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:

FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules.”

APPENDIX N

POSITION ACTIVITY LOG			
POSITION:	LOCATION:	PAGE ___ OF ___	
SECTION/TEAM LEADER:		FROM:	TO:
TIME	INCIDENTS, MESSAGES, NOTES	ACTION TAKEN	INITIA
Completed by:		Position Title:	Date:

ARISE HIGH SCHOOL

DRAFT

Board Policy # [REDACTED]

Health and Safety Policies

This document contains a set of health and safety policies approved by the The Charter School Board of Directors. The policies attached are as follows:

- Policy [REDACTED]: Fingerprinting and Background Checks
- Policy [REDACTED]: Tuberculin Examinations
- Policy [REDACTED]: Safe Facilities
- Policy [REDACTED]: Immunizations/Physical Exams
- Policy [REDACTED]: Communicable, Contagious, or Infectious Disease Prevention Policy
- Policy [REDACTED]: Administration of Medications
- Policy [REDACTED]: Drug- and Alcohol-Free Workplace
- Policy [REDACTED]: Smoke-Free Environment
- Policy [REDACTED]: First Aid, CPR, and Health Screening
- Policy [REDACTED]: Exposure Control Plan for Blood Borne Pathogens
- Policy [REDACTED]: Conditions for Classroom and Charter School Visitation

Fingerprinting and Background Checks

Fingerprinting

The Charter School (the “Charter School”) shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School shall also fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a Charter School employee, prior to volunteering at the Charter School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

The Principal or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chairperson of the The Charter School Board will review. The Principal or designee shall monitor compliance with this policy and report to the The Charter School Board of Directors on a quarterly basis.

Adopted:

Amended:

Tuberculin Examinations

1. No person shall be employed by The Charter School unless he or she has submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of “food handlers” who shall be examined annually. The cost of the follow-up exam for employees/volunteers is borne by the Charter School.
4. Once an employee/volunteer has a documented positive test for tuberculosis infection conducted pursuant to this policy, which has been followed by an X-ray of the lungs, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care.
5. The Principal or designee may exempt from tuberculosis testing requirements those employees/volunteers who serve less than a school year and whose functions do not require frequent or prolonged contact with students.
6. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.
7. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the Charter School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the Charter School will pay toward the cost of the examination an amount equal to the rate charged by the physician designated by the Charter School.
8. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.
9. Any child leaving the United States for a short vacation to a country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of tuberculosis exposure must call the County Tuberculosis Clinic for a tuberculosis screening upon return.

10. If the Board determines by resolution, after a public hearing, that the health of the pupils in the Charter School would not be jeopardized thereby, this policy shall not apply to any Charter School employee who files an affidavit stating that he or she adheres to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his or her knowledge and belief he or she is free from active tuberculosis. If at any time there should be probable cause to believe that the affiant is afflicted with active tuberculosis, he or she may be excluded from service until the governing board is satisfied that he or she is not so afflicted.

Adopted:

Amended:

DRAFT

School Safety

Board Policy #

Safe Facilities

The Charter School will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the Environmental Protection Agency's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Adopted:

Amended:

DRAFT

School Safety

Board Policy #

Immunizations

Applicability

This policy applies to all applicants to the Charter School and Charter School administrators in charge of admissions.

Immunizations

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years. All rising students grade 7 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap).
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

The Charter School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Adopted:

Amended:

DRAFT

School Safety

Board Policy #

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The The Charter School Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Exposure Control Plan for Blood Borne Pathogens” Policy.)

Adopted:

Amended:

Administration of Medications

The Charter School staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the Charter School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Adopted:

Amended:

DRAFT

Personnel

Board Policy #

Drug and Alcohol-Free Workplace

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

Accordingly, and consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of Charter School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the The Charter School Board.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Adopted:

Amended:

DRAFT
Personnel

Board Policy #

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Adopted:

Amended:

First Aid, CPR, And Health Screening

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the Charter School or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School’s facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

Charter School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical “do not resuscitate” orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted:

Amended:

DRAFT

School Safety

Board Policy #

Exposure Control Plan For Blood Borne Pathogens

The Principal, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

The The Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School’s exposure determination may petition to be included in the Charter School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Adopted:

Amended:

Conditions for Classroom and School Visitation and Removal Policy

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures, pursuant to California Penal Code Section 627, *et seq.*, to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the Charter School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the Principal or designee or the The Charter School Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent,

and shall be delivered to either the Principal or designee or the Board President within five days after the denial or revocation. The Principal or designee or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal or designee shall be held within seven days after the Principal or designee receives the request. A hearing before the The Charter School Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the Principal or designee.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the Charter School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.

Adopted:

Amended:

Introducing Enroll Oakland Charters...

*Where families discover and enroll
in Oakland's charter public schools.*

November 1, 2016 → Online application available via computer or smartphone

November 14, 2016 → Easy-to-use tools (both online and hard-copy) available to families to help find a great school for their child

February 17, 2017 → Enroll Oakland Charters application due date



Visit www.enrolloak.org or any participating school for more details

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Presentamos Enroll Oakland Charters...

Donde las familias descubren y se inscriben en las escuelas charter públicas de Oakland.

1^{ro} de noviembre del 2016 → Aplicación en línea disponible en su computadora o teléfono inteligente

14 de noviembre del 2016 → Herramientas fáciles de usar (tanto en línea como en papel) disponibles para familias que desean encontrar una gran escuela para sus niños

17 de febrero del 2017 → Fecha de vencimiento de la aplicación para Enroll Oakland Charters



Visite www.enrolloak.org o cualquier escuela participante para más información

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Visite www.enrolloak.org o cualquier escuela participante para más información

ARISE HIGH SCHOOL

**Independent Auditor's Report
and Financial Statements
For the Year Ended
June 30, 2015**

ARISE HIGH SCHOOL

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Arise High School
Oakland, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Arise High School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Arise High School

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

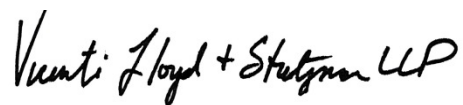
Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated November 19, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 19, 2015

ARISE HIGH SCHOOL

STATEMENT OF FINANCIAL POSITION
June 30, 2015

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 179,831
Accounts receivable - federal and state	369,141
Accounts receivable - other	1,542
Total current assets	<u>550,514</u>

LONG-TERM ASSETS:

Property, plant and equipment, net	3,562
Deposits	11,400
Total long-term assets	<u>14,962</u>
Total assets	<u><u>\$ 565,476</u></u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable and accrued liabilities	\$ 177,107
Revolving loan payable, current portion	30,001
Notes payable, current portion	30,000
Total current liabilities	<u>237,108</u>

NET ASSETS:

Unrestricted	275,008
Temporarily restricted	53,360
Total net assets	<u>328,368</u>
Total liabilities and net assets	<u><u>\$ 565,476</u></u>

The accompanying notes are an integral part of these financial statements.

ARISE HIGH SCHOOL

**STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2015**

	Unrestricted	Temporarily Restricted	Total
REVENUES:			
State revenue:			
State aid	\$ 1,811,865	\$ -	\$ 1,811,865
Federal revenue:			
Grants and entitlements	329,176	-	329,176
Local revenue:			
In-lieu property tax revenue	447,008	-	447,008
Contributions	11,314	-	11,314
Other revenue	256,700	-	256,700
Total revenues	2,856,063	-	2,856,063
Net assets released from restriction	7,418	(7,418)	-
Total revenues and net assets released from restrictions	2,863,481	(7,418)	2,856,063
EXPENSES:			
Program services	1,883,564	-	1,883,564
Management and general	471,048	-	471,048
Total expenses	2,354,612	-	2,354,612
Change in net assets	508,869	(7,418)	501,451
Beginning net assets	(233,861)	60,778	(173,083)
Ending net assets	\$ 275,008	\$ 53,360	\$ 328,368

The accompanying notes are an integral part of these financial statements.

ARISE HIGH SCHOOL

**STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2015**

CASH FLOWS from OPERATING ACTIVITIES:

Change in net assets	\$ 501,451
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	340
Change in operating assets:	
Accounts receivable - federal and state	100,112
Accounts receivable - other	3,146
Change in operating liabilities:	
Accounts payable and accrued liabilities	(192,030)
Deferred revenues	(199,770)
Net cash flows from operating activities	<u>213,249</u>

CASH FLOWS from FINANCING ACTIVITIES:

Repayments of debt	<u>(267,909)</u>
Net cash flows from financing activities	<u>(267,909)</u>
Net change in cash and cash equivalents	(54,660)
Cash and cash equivalents at the beginning of the year	<u>234,491</u>
Cash and cash equivalents at the end of the year	<u><u>\$ 179,831</u></u>

SUPPLEMENTAL CASH FLOW INFORMATION:

Cash paid for interest during the fiscal year	<u><u>\$ 2,730</u></u>
---	------------------------

The accompanying notes are an integral part of these financial statements.

ARISE HIGH SCHOOL

**STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2015**

	Program Services	Management and General	Total Expenses
Salaries and wages	\$ 1,073,518	\$ 160,411	\$ 1,233,929
Pension expense	71,679	10,711	82,390
Other employee benefits	90,165	13,476	103,641
Payroll taxes	49,957	7,465	57,422
Management fees	-	27,360	27,360
Legal expenses	126	715	841
Accounting expenses	-	85,613	85,613
Instructional materials	212,759	-	212,759
Other fees for services	7,816	11,723	19,539
Office expenses	-	9,289	9,289
Information technology expenses	46,976	62,635	109,611
Occupancy expenses	325,601	36,178	361,779
Travel expenses	3,196	355	3,551
Conference and meeting expenses	1,431	159	1,590
Interest expense	-	2,730	2,730
Depreciation expense	340	-	340
Insurance expense	-	34,244	34,244
Other expenses	-	7,984	7,984
	<u>\$ 1,883,564</u>	<u>\$ 471,048</u>	<u>\$ 2,354,612</u>

The accompanying notes are an integral part of these financial statements.

ARISE HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – Arise High School (the School) was incorporated on March 22, 2007, under the laws of the State of California as a Nonprofit Public Benefit Corporation. The mission of the School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. The School will also provide an environment for training educators to become leaders in secondary school reform.

The School is a grade 9 through grade 12 charter school and was granted its charter under the Oakland Unified School District, pursuant to the terms of the Charter School Act (the Act) of 1992, as amended. The Act authorizes the formation of charter schools for the purpose among others, of developing new, innovative, and more flexible ways of educating children within the public school system. The School receives its funding in the same way as do traditional public schools and is open to all students in Oakland and contiguous counties.

The School is located at 3301 E. 12th Street in Oakland, California.

Cash and Cash Equivalents – The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes – The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School has \$53,360 temporarily restricted net assets as of June 30, 2015.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

ARISE HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2015. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Contributed Assets and Services – Contributions of donated non-cash assets are recorded at fair value in the period received. Contributions of donated services that create or enhance non-financial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair values in the period received.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted contributions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Functional Allocation of Expenses – Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

ARISE HIGH SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Compensated Absences – The School does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2015.

Income Taxes – The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events – The School has evaluated subsequent events through November 11, 2015, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. The School capitalizes all expenditures for land, buildings and equipment in excess of \$5,000. Depreciation expense was \$340 for the year ended June 30, 2015.

The components of property, plant and equipment as of June 30, 2015 are as follows:

Leasehold improvements	\$ 15,087
Less accumulated depreciation	<u>(11,525)</u>
Property, plant and equipment, net	<u><u>\$ 3,562</u></u>

ARISE HIGH SCHOOL

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2015

NOTE 4: LONG-TERM DEBT

Revolving Loan

On April 1, 2011, the School obtained a five (5) year charter school revolving loan in the principal amount of \$150,000 with interest at 0.46% per annum. The loan matures on January 20, 2016, with annual principal payments of \$30,000 plus annual interest. Payments will be made by the State Controller's Office by deducting principal and interest payments from the School's monthly apportionment revenues.

Notes Payable

In November 2013, the School entered into a \$15,000 promissory note with Lance Thornswood. The note carries an interest rate of 8.00% per annum and matures on December 31, 2015. The note was for cash flow purposes.

In December 2013, the School entered into a \$15,000 promissory note with Paul Baldwin, Trustee of the Baldwin Trust. The note carries an interest rate of 8.00% per annum and matures on December 31, 2015. The note was for cash flow purposes.

NOTE 5: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2014, total plan net

ARISE HIGH SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015**

NOTE 5: EMPLOYEE RETIREMENT

assets are \$191 billion, the total actuarial present value of accumulated plan benefits is \$287 billion, contributions from all employers totaled \$2.3 billion, and the plan is 68.5% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members are required to contribute 8.15% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2015 was 8.88% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended</u> <u>June 30,</u>	<u>Required</u> <u>Contribution</u>	<u>Percent</u> <u>Contributed</u>
2013	\$ 55,933	100%
2014	\$ 90,307	100%
2015	\$ 81,519	100%

NOTE 6: OPERATING LEASES

The School leases office space from Fuitvale Village. The current agreement has a lease term of two years. The School will receive no sublease rental revenues nor pay any contingent rentals associated with these leases. For the year ended June 30, 2015, operating lease expense was \$250,638.

Future minimum lease payments are as follows:

<u>Year Ended</u> <u>June 30,</u>	
2016	<u>\$ 250,272</u>
Total	<u><u>\$ 250,272</u></u>

ARISE HIGH SCHOOL

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015**

NOTE 7: CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

ARISE HIGH SCHOOL

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2015**

The School was incorporated on March 22, 2007, under the laws of the State of California as a Nonprofit Public Benefit Corporation. The School was granted its charter renewal through the Oakland Unified School District (the District) on January 11, 2011. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 0837

ARISE HIGH SCHOOL

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)
For the Year Ended June 30, 2015**

The Board of Directors and the Administrators as of the year ended June 30, 2015 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires</u>
Romeo Garcia	President	July 2015
Kirstin Alvarez	Secretary	August 2015
Hollis Pierce	Board Member	April 2016
Elena Sanina	Board Member	May 2017
Javier Martinez	Board Member	December 2015
G Reyes	Board Member	January 2016
Rachel Kreps-Palk	Board Member	August 2016
Raina Leon	Board Member	August 2016
David Casas	Board Member	August 2016
Frederick Mesa	Board Member	August 2016
Mac Esters	Board Member	August 2016
Kate Sugarman	Board Member	August 2016

ADMINISTRATORS

G Reyes	Co-Principal
Kate Sugarman	Co-Principal
James Baldwin	Development and Business Manager

ARISE HIGH SCHOOL

**SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2015**

	Instructional Minutes			Instructional Days	Status
	Requirement	Reduced	Actual		
Grade 9	64,800	62,949	66,395	181	In compliance
Grade 10	64,800	62,949	66,395	181	In compliance
Grade 11	64,800	62,949	66,395	181	In compliance
Grade 12	64,800	62,949	66,395	181	In compliance

See auditor's report and the notes to the supplementary information.

ARISE HIGH SCHOOL

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2015**

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Classroom</u>		<u>Classroom</u>	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
Grades 9-12	<u>247.63</u>	<u>247.63</u>	<u>244.55</u>	<u>244.55</u>
ADA Totals	<u>247.63</u>	<u>247.63</u>	<u>244.55</u>	<u>244.55</u>

See auditor's report and the notes to the supplementary information.

ARISE HIGH SCHOOL

**RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2015**

June 30, 2015 Annual Financial Report Fund Balances (Net Assets)	\$ 328,300
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Property, plant and equipment, net	<u>68</u>
Net Adjustments and Reclassifications	<u>68</u>
June 30, 2015 Audited Financial Statement Fund Balances (Net Assets)	<u><u>\$ 328,368</u></u>

See auditor's report and the notes to the supplementary information.

ARISE HIGH SCHOOL

**NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2015**

NOTE 1: PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Arise High School
Oakland, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Arise High School (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated November 19, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 19, 2015

INDEPENDENT AUDITOR’S REPORT ON STATE COMPLIANCE

Board of Directors
 Arise High School
 Oakland, CA

We have audited Arise High School’s (the School) compliance with the types of compliance requirements described in the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2015. The School’s State compliance requirements are identified in the table below.

Management’s Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor’s Responsibility

Our responsibility is to express an opinion on the School’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School’s compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	No ¹
After School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Common Core Implementation Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

¹We did not perform testing for California Clean Energy Jobs Act as no funds were spent during the year ended June 30, 2015.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2015.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
November 19, 2015

ARISE HIGH SCHOOL

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2015**

All audit findings must be identified as one or more of the following twelve categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements or state awards for June 30, 2015.

ARISE HIGH SCHOOL

**STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2015**

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

SCHOOL CULTURE

Adelante Student Services

ADELANTE STUDENT SERVICES

Adelante is a Spanish adverb that means movement and is commonly used to express two ideas: “*salir adelante*” and “*sacar adelante*”. These two sayings encourage the development of self and overcoming of obstacles. They are often used to push a person’s development. As such, we believe that the task of evolution of self and overcoming of challenges is vital to the pulse of our community.

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the educational experience highly personalized, attentive, and responsive, *Adelante Student Support Services* is both structure and philosophy at ARISE to provide intensive support towards helping students move forward. While there are systems and programs that exist within the *Adelante* canopy, *Adelante* itself cannot be reduced to a process or policy. As such, *Adelante* works within the whole school community to create the conditions, procedures, and resources to support struggling students academically & socio-emotionally using these approaches: Personalization, Response to Intervention (RTI), and Restorative Praxis. The following sections contain the practices and structures within *Adelante Student Services*.

SCHOOL CULTURE

School & Classroom Cohesion

SCHOOL COHESION

Our presence in the school, as mentors, elders, educators, and advocates sets the culture and tone of the space. The way we carry ourselves and how we interact with students both inside and outside our classrooms communicates expectations. We are all responsible for holding the school up. Here are some ways we expect our professional community to model community accountability and responsibility.

Community Presence	Community Connections
<ul style="list-style-type: none">☑ Greet students at your door prior to them entering class. This includes the students in your class and students near your entrance. Acknowledge the presence of students and introduce yourself. Even if you don't teach a child you should build with them.☑ Walk students out of class – prepare to greet your next class.☑ As a shared space hallways are everyone's responsibility – students are expected to follow the Codes of Respect at all times and transition to their next class. Remind students to be at their best.☑ Rise Ups – model for students by sitting with your advisory, listening attentively and modeling engagement. Be alert and aware of your advisory and support other advisors in maintaining student engagement.	<ul style="list-style-type: none">☑ Walk through the plaza during lunch – become familiar with the community and how our students interact with it.☑ Introduce yourself to employees and owners of businesses students frequent as a teacher at ARISE.☑ Meet and greet Fruitvale Security Squad – add their phone number to your contacts.☑ Social media can be a great way to connect with students and parents, however, exercise good judgment (consider your privacy and their privacy). <p>* Be aware of the opportunities and challenges our students encounter daily. Subscribe to newsletters or updates from local organizations. Watch local news to be weary of events and opportunities that may affect students.</p>



ARISE Electronics & Bathroom Expectations

In order to create the best learning environment possible for you to be successful, we have carefully created Electronics (cell phones, headphones, iPods, etc.) and Bathroom expectations:

Electronics	Bathroom
<ul style="list-style-type: none"> • All electronics must be put away and out of sight. This includes in class, Advisory, and during passing periods. • We will ask you and the entire class to put your electronics away one time. If any electronics are seen again, no matter who it is, it will be taken from you for (at least) the remainder of the period. • If there is any issue with you giving your phone to us, an administrator will take your phone from you for the entire day and your Advisor, teachers, and family will be informed. • Families must call the front office if they need to contact you for any reason while you are in class. 	<ul style="list-style-type: none"> • Will only be allowed <i>during independent or collaborative work time</i>, <u>not</u> during the first and last 10 minutes of class or during direct instruction. • We will stop you from leaving class if you try to leave during instruction time and have a hallway conversation with you. • If you interrupt a class while you are out to the bathroom or take longer than 5 minutes, we will: • Have a conversation with you. • Communicate the issue with your Advisor and the rest of your teachers. • Revoke your bathroom privileges from all classes for a minimum of 5 days. • If the issue happens again, you will be receive referral and your family will be informed.

Effective: 1/16/14

CLASS COHESION

Class cohesion is a departure from the concept of class management. Teachers should not be spending a lot of time regularly “managing” their class community. As such, class cohesion requires that your classroom intentionally develops the norms, systems, procedures, conditions, and culture of all members in the classroom. Classroom cohesion is what helps ensure that learning can happen, and allows us to build towards our mission and vision.

As the teacher, you are responsible for making sure your classroom is a safe place where all students are supported, held to high expectations, and where learning is the focus. Most incidents/conflicts that occur within the classroom should be handled there.

The following 3 elements will help you in developing your class cohesion plan:

1. Organization & Structure
2. Setting & Maintaining Expectations
3. Community Building

Organization & Structure	Setting & Maintaining Expectations	Community Building
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Be prepared and organized EVERY day <input checked="" type="checkbox"/> Design your days with a basic routine and structure 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Make your expectations visible (students should not guess what you want) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Build the community (students should know each other and you)

<p>that still allows for creativity</p> <ul style="list-style-type: none"> ☑ Explicitly teach and practice routines ☑ Limit variables (seating arrangements, how students enter/exit, using protocols etc.) ☑ Clearly organize your board with Agenda, Learning Targets, and Homework every day 	<ul style="list-style-type: none"> ☑ Use behavioral prevention strategies (community agreements, protocols, language of success) ☑ Be clear about acceptable voice levels ☑ Be consistent ☑ Practice low profile discipline (i.e. Use “P.E.P.” Proximity (get close), Eye Contact (have ‘the look’), Privacy (avoid public embarrassment)) 	<ul style="list-style-type: none"> ☑ Teach them how to sustain community (what does it look like to support and care for each other) ☑ Build independence (make sure you are not the only holder of everything in the classroom) ☑ Teach and practice how to solve problems ☑ Become an expert at taking advantage of the ‘teaching and mentoring moments’
--	--	--

“Your work *does* matter more than you can imagine. Your students, particularly if they are low-income children of color, cannot succeed without you. You are their lifeline to a better future. If you put energy and expertise into your teaching, learn from those who know your students best, make strong demands, express care and concern, engage your students, and constantly ensure that your charges are capable of achieving, then you are creating for your students, as Professor Bill Trent once said about his own warm demander teacher, ‘a future we could not even imagine for ourselves’” (Delpit, 2012, 88).

Discipline that Restores (DTR) understands that an *implicit curriculum* (Inlay, L., 2010) exists in schools. This social-curriculum at ARISE is centered on our Core Values, Respect, Persevere, Build, and Lead. We recognize that teachers teach more than just content, they teach who they are. With this in mind we understand that intentional preparation and culture production in our classrooms leads to increased community satisfaction, buy-in, and academic achievement. However, acknowledging the existence of this curriculum and the preparation needed to create healthy, loving, rigorous, and challenging classrooms and schools are two vastly different things. As such, over the years ARISE has been evolving its philosophy, systems, and structures to more clearly communicate what it means to Respect, Persevere, Build, and Lead. Grounded in the work of Keinfeld (1975), Ware (2006), Hollie (2011), Inlay (2010), and Claassen (2008), we’ve developed a multilayered system that explicitly recognizes our work as educators as culture producers.

There are three major components necessary for our Restorative Praxis program to be successful. These include approaching our teaching in the following ways:

- 1) Warm Demander: *develop your students as human beings first*
 - **Family & Culture**: understand & honor the strengths of the community
 - **Authenticity**: model the vulnerability, humility and the Codes of Respect, be an ally
 - **Clear Boundaries**: show strength, listen & affirm, challenge & offer a choice
 - **Growth Mindset**: believe in the “impossible”, embrace failure

- 2) Safe Classroom Community: *protect your students in a potentially dangerous world*
 - **Prevention**: clear expectations, talk about values, review flow chart
 - **Core Values**: Develop class norms based on these so students are clear about when they are upholding them and when they are not. Ground your discussions on culture and behavior in the Core Values.
 - **Routines & Rituals**: Mindfulness, Talking Circles, Systems for Student Success (See Organization & Structure)
 - **Intervention**: assume positive intent, keep it in perspective, deliberate escalation, when to stop the curriculum and when/how to remove students

- 3) Knowledge of Students: *start where your students are, not where you want/imagine them to be*

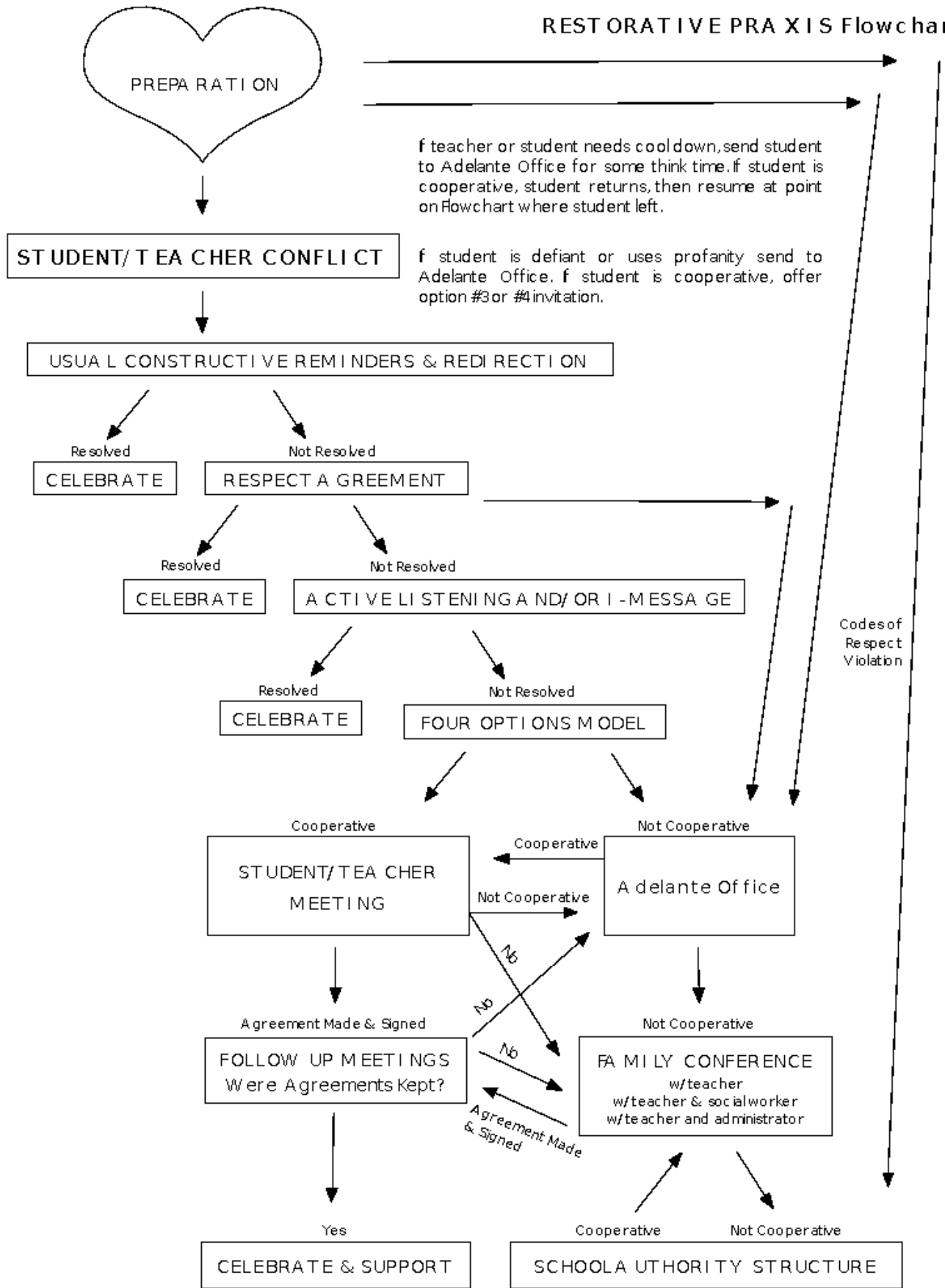
- **Prior Knowledge:** Take time to become familiar with who is in their classroom. Pay attention to how they interact with the space, materials, and each other. What do students know? What are their experiences? Misconceptions?
- **Student Voice:** What do students care about? What do they think?
- **Individual Needs:** differentiation without tracking, adjusting instruction based on formative assessment
- **Choice:** students should have real choices about how and what they learn (this does not mean we let students study whatever they want, but rather that students should be active in driving their own learning)

ARISE's vision to improve our own material and social conditions is the foundation for a Restorative Praxis (RP) program that trains our community to develop the agency and power to bring about change. A restorative approach to discipline shifts the paradigm of discipline from a focus on punishment to a focus "on responsibility, accountability, and a goal of restoration for all impacted by the offense" (Claassen, 2008, 6). This paradigm shift is more aligned with the heart of the concept of discipline. Discipline, from the Latin, *disciplina*, meaning instruction, tasks us with the responsibility of not only changing behavior but also seeing it as an opportunity to challenge our community's growth and development.

At ARISE, rather than a "Discipline Policy", a Restorative Praxis requires that all of us support a consistent practice rooted in the philosophy that we all need to be aligned in supporting our students and ourselves to develop the discipline to uphold these core values that we call the Warrior Intellectual Codes of Respect: Respect Self, Respect Others, Respect Your Word, Respect Space. School discipline is often reduced to a punitive system that has students pay consequences without the guidance to identify the root cause or develop a solution. Our practice of Restorative Praxis not only addresses behaviors that violate our Codes of Respect but also pushes our entire school community to develop the tools to identify the root causes of behavior and how to build the capacity to make improvements.

Through Restorative Praxis, we consistently say to students in unison that our Codes of Respect are valuable to us. Students will inevitably make mistakes and reflect a disconnect of understanding the Codes of Respect. It is our responsibility to consistently take those moments as teaching & learning moments. When we are inconsistent, students get confused. When students get confused, they do not necessarily know the boundaries. In a Restorative Praxis, there are clear school wide values and ways to uphold those values. There is also a clear set of actions that reflect a devaluing of those values. It is from this place where we must have consistent practices and consequences so that both students and educators know our commitment to establishing value of and in our space. In no way is a Restorative Praxis intended to dehumanize students and provide punishments. That is why learning, respect, culture, and consistency are at the center.

RESTORATIVE PRACTICES Flowchart



f teacher or student needs cool down, send student to Adelante Office for some think time. f student is cooperative, student returns, then resume at point on flowchart where student left.

f student is defiant or uses profanity send to Adelante Office. f student is cooperative, offer option #3 or #4 invitation.

SCHOOL CULTURE

Culture Referrals

CULTURE REFERRALS

A Culture Referral at ARISE is not a punishment. It is a consequence based on the principle that when a violation of the central values (i.e. Warrior Intellectual Codes of Respect) occurs, that there must be an educational & restorative process by which the person(s) who did the violation must go through in order to reflect and gain insight as to how to restore value in and of the space we call ARISE. A Culture Referral usually occurs after a number of behavioral interventions have been attempted following the Restorative Praxis Flowchart. In essence, a Culture Referral means that a teacher needs assistance from a school leader to mediate a process (with a teacher and/or another student) where the student can make amends for his/her behavior in a way that allows him/her to safely & productively return back to class. Culture Referrals can be filed via Google Drive.

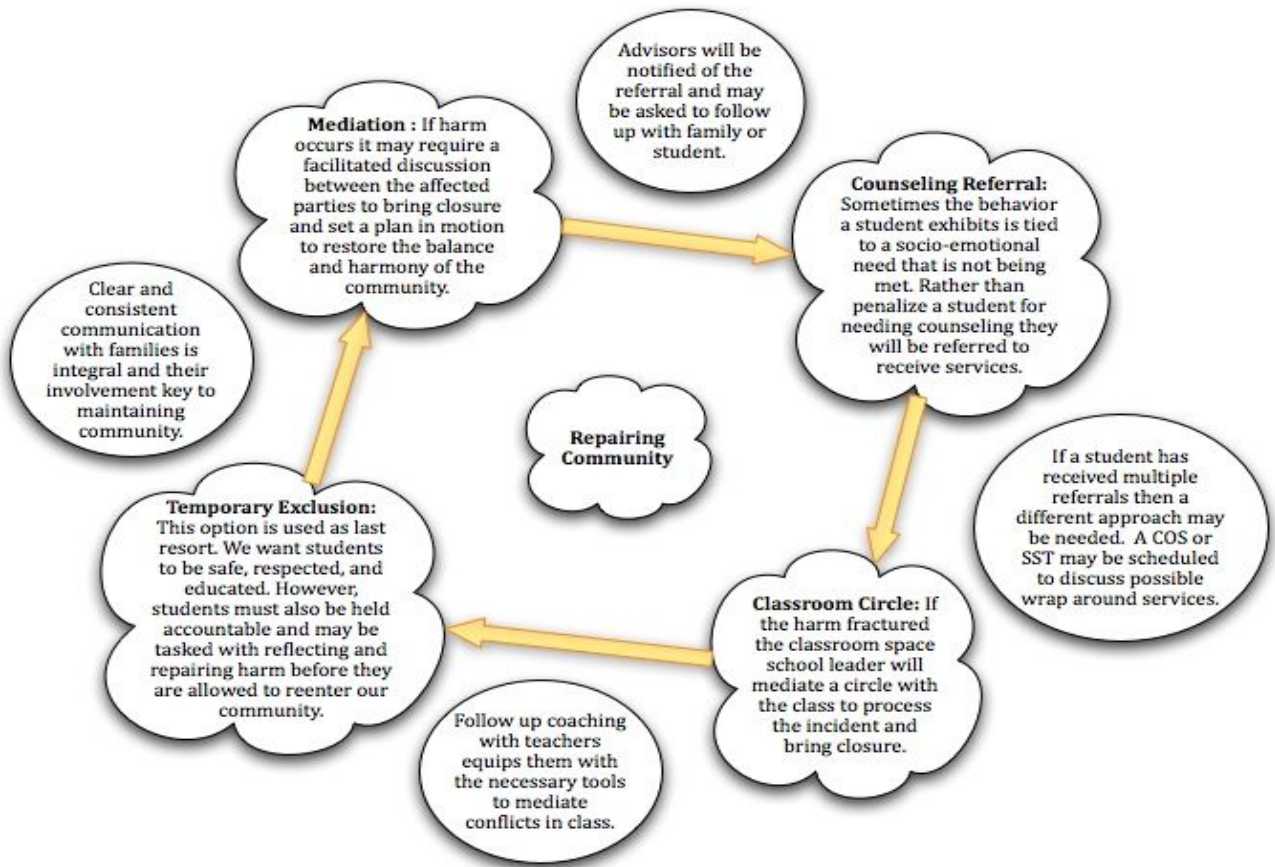
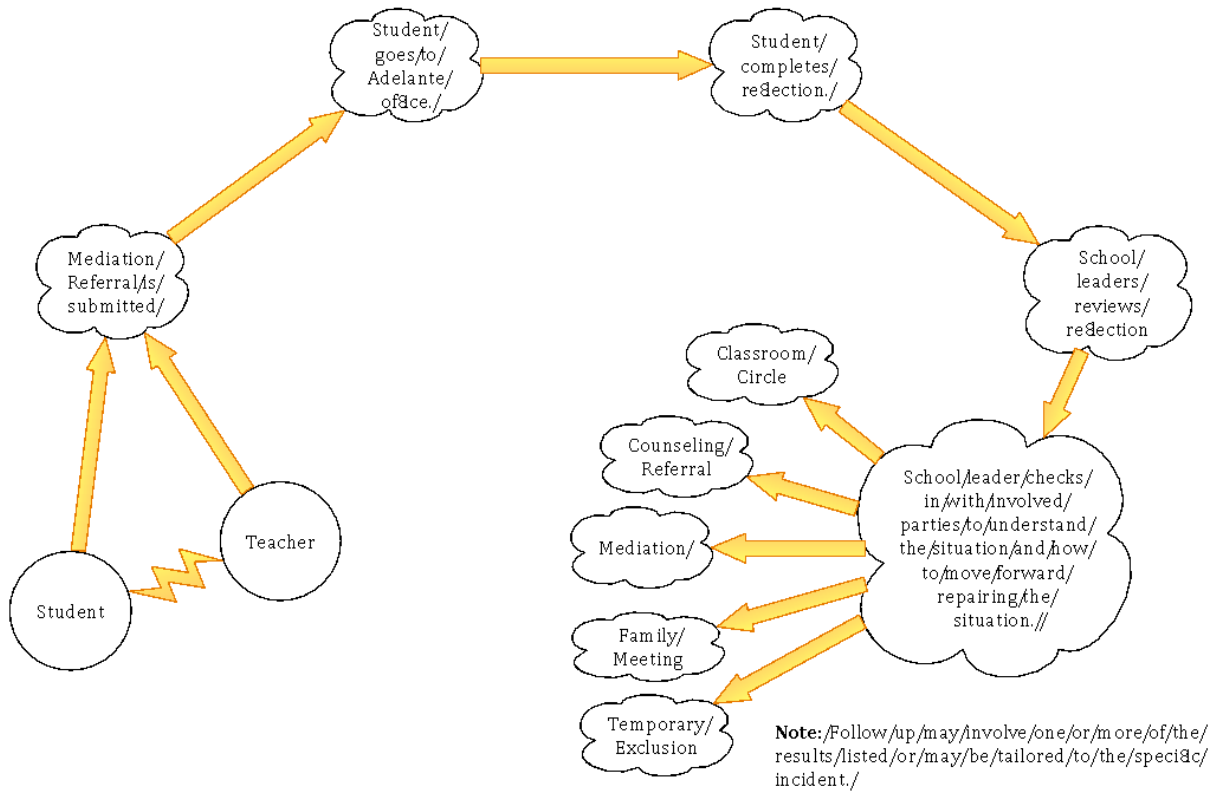
Below are examples of when to and not to use the Culture Referral:

IMMEDIATE TEMPORARY EXCLUSIONS	CULTURE REFERRAL	NOT APPROPRIATE FOR A REFERRAL*
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Physical Fight<input checked="" type="checkbox"/> Drug usage, possession, or sale	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Act of verbal (i.e. cursing at you or someone else, hateful/oppressive language) violence<input checked="" type="checkbox"/> Act of physical violence (i.e. throwing something maliciously or breaking something)<input checked="" type="checkbox"/> Sexual Harassment<input checked="" type="checkbox"/> Unresolvable and/or repeated defiance **	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Incessant talking<input checked="" type="checkbox"/> Not doing work<input checked="" type="checkbox"/> Texting/Phone use

* These actions may still require that you seek help from a school leader, but you should get feedback *first* from Familia, the school counselor, and/or your academic department.

** AFTER *FOLLOWING* RP FLOWCHART (within 1 class period)

Sample Mediation Process





ARISE High School

Student and Family Handbook
2016-17

3301 E. 12th St. Suite 205 Oakland, CA 94601

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Welcome

ARISE High School has been honored to serve the Oakland community for nearly 10 years and looks forward to continuing this service during our next charter term. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools that sought to shift the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

Ultimately, the ARISE High School program is designed to support students to be agents of change - in control of their own lives and able to effect change in our community. Through active research over the past ten years, we have developed an Agents of Change Pathway that serves as a pipeline for our students to college and career opportunities when they graduate. In deep partnership with community organizations, students have multiple, transformative opportunities to explore a broad range of college and career opportunities. Through these experiences, students develop agency over their own college and career options as well as the ability to see themselves as agents of change within our community at large.

ARISE High School currently serves approximately 280 students in grades 9-12, and prepares students from low-income families to be the first to attend college. Currently 90% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 86% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2- and 4- year colleges and universities.

Admissions

ASSURANCES

ARISE High School makes the following assurances regarding admissions:

- ARISE High School will enroll all pupils who wish to attend to the extent that space allows.
- ARISE High School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- ARISE High School will comply with all laws establishing minimum and maximum age for public school attendance.
- ARISE High School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- As part of the Fall Information Update, ARISE High School will notify the District in writing of the application deadline and proposed lottery date. ARISE High School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

ADMISSIONS PROCESS

As a member of Enroll Now we will be participating in a common application for the 2017-18 school year. As a result there are several ways that you can now apply to ARISE. Should OUSD adopt a Common Enrollment platform under the Equity Pledge, ARISE High School would be willing to engage in a discussion on shifting its admissions process to participate in Common Enrollment.

Commented [1]: update to reflect common enrollment

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

Applications will be made available to families November 1, 2016

Applications due February 17, 2017

Our lottery will be held March 6 – 15, 2017

Notifications given to parents by schools (call/email/text/letter) any time between March 6 and March 17, 2017

Confirmations-to-enroll due to schools from parents April 3, 2017

Application Process

Application to attend ARISE High School is comprised of the following:

- Completion of a student application form, comprising of basic contact information and grade level (available online, in person, or via telephone at Enroll Now sites)
- Proof of Residence (if a student would like to use their residence for admissions preference)

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Proof of immunization
- Proof of withdrawal from previous school (if applicable)
- Proof of residence (if not provided in admissions process)
- Detailed demographic information
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Admission Process - Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ARISE High School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

In the event of a public random drawing, admission to ARISE High School shall be granted in the following order of preference and according to the following rationale with the exception of existing students, who will be guaranteed admission in the following school year:

1. Siblings of enrolled and admitted students of ARISE High School
2. Children of ARISE High School Staff and Board Members (not to exceed 10% of enrollment)
3. Students zoned to attend underperforming schools within OUSD¹ in which 70% or more of students qualify for free and reduced lunch (a minimum of 60% of available spots)
4. Other prospective students residing within OUSD boundaries
5. All other applicants

¹ An underperforming school is defined as a public school currently designated as a Program Improvement School under No Child Left Behind. OUSD underperforming schools are defined for the 2016-2021 charter term as schools that were “red” or “orange” according to the most recent OUSD Strategic Regional Analysis.

Mission & Vision

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

Contact Information

Staff	Advisory	Position	Email
Operations			
Audrey Blanson	N/A	Director of Operations & Finance	audrey@arisehighschool.org
Rubi Pelayo	N/A	Office Manager	rubi@arisehighschool.org
Lucy Medina	N/A	Administrative Assistant	lucy@arisehighschool.org
Eli Ramirez	N/A	Data Coordinator	elizabeth@arisehighschool.org
Velia Navarro	N/A	Parent Coordinator	parents@arisehighschool.org
Doña Estela	N/A	Housekeeper	N/A
Doña Lidia	N/A	Breakfast Coordinator	N/A
A-Team			
Liz Solis	10th Support	Principal	liz@arisehighschool.org
Chris Rozeville	11th Support	Dean of STEM / Calculus Teacher	chris@arisehighschool.org
Trevor	9th Support	Dean of Humanities	trevor@arisehighschool.org
Adelante Student Services			
Mercedes Hudson	N/A	Dean of Adelante/UE Coach	mercedes@arisehighschool.org
Natalie Hernandez	12th Support	College & Career Coordinator	natalie@arisehighschool.org
Stacey Abram	N/A	Academic Intervention Specialist	stacey@arisehighschool.org
Josue Caribay	9th Grade	Student Success Advisor	josue@arisehighschool.org
Coach Matthew	N/A	Athletic Director	matthew@arisehighschool.org
STEAM			
Josette Neal De Stanton	12th Grade	Integrated Science 1/TSA	josette@arisehighschool.org
Dean Covalt	11th Grade	Chemistry/ Integrated Science	dean@arisehighschool.org
Dana Leindecker	12 Lead	Integrated Science	dana@arisehighschool.org
Anthony Long	9th Grade	Trig/Pre-calculus & Algebra 2	anthony@arisehighschool.org
Elizabeth Lopez	10th Lead	Algebra 1 / College Math	lopez@arisehighschool.org
Jonathan Lockett	11th Grade	Algebra / Geometry	jonathan@arisehighschool.org
Gisella Ramirez	9th Grade	Applied Research Methods	gisella@arisehighschool.org
Mr. Nils	12th Grade	Art	nils@arisehighschool.org
Humanities			
Natalie Lizardo	9th Lead	Ethnic Studies & Leadership	natlizardo@arisehighschool.org
Alberto Salcedo	11th Grade	World Cultures	alberto@arisehighschool.org
Jason Gardner	N/A	U.S History / Government	jason@arisehighschool.org
Jenny Sklar-Gilbert	10th Grade	Espanol 4	jenny@arisehighschool.org
karen salazar	10th Grade	English 3-4	karen@arisehighschool.org

Nhi Truong	11th Lead	English 2 & 4	nhi@arisehighschool.org
Rod Guadalupe	9th Grade	English	rod@arisehighschool.org

Calendar

2016-2017 Parent Academic Calendar - Calendario Académico

If your student will be absent or tardy, please call 310-436-5487 x400 and leave a message.

Key
 Special Minimum day - Día Mínimo Especial
 PD or Work Day - no school - Día de Desarrollo Profesional - No Clases
 Holiday or School Break - no school - Día Festivos

AUGUST/AGOSTO						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/17 - First Day of School / Primer Día de Clases

SEPTEMBER/SEPTIEMBRE						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/1 - Back to School Night / Noche de Regreso a clases
 9/28 - Advisory Retreat / Retiro de Asesoría

OCTOBER/OCTUBRE						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/7 - End of Q1 grading period / Término del Primer Período
 10/10-14 - Student Led Conferences / Conferencia dirigida por el estudiante

NOVEMBER/NOVIEMBRE						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/16 - Early Proficiencies / Presentaciones Tempranas de Habilidad
 11/18 - Early Proficiencies / Presentaciones Tempranas de Habilidad

DECEMBER/DICIEMBRE						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/18 - 1st Semester Exhibition Night / Noche de Exhibición del Primer Semestre
 12/15 - End of Q2/1 Grading period - Término del Segundo Período-Primer Semestre
 12/13-15 - Proficiency Defenses / Defensas de Habilidad

JANUARY/ENERO						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/3 - Second Semester Begins / Empezar del Segundo Semestre

FEBRUARY/FEBRERO						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2/16 - Deadline to sign in "Intent to Re-enroll forms to guarantee your enrollment for next year" / Fecha límite para entregar "Intención de reinscribirse para garantizar su inscripción para el próximo año escolar"

MARCH/MARZO						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
					1	2
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/8-10 - Student Led Conferences / Conferencia dirigida por el estudiante
 3/10 - Applications due to be eligible for 17-18 Lottery (Fecha límite para entregar aplicaciones para la lotería el año escolar 17-18)
 3/21 - Lottery for 2017-18 Admission / Lotería de admisión para el 2017-18

APRIL/ABRIL						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/28 - Early Proficiencies / Presentaciones Tempranas de Habilidad
 4/28 - Early Proficiencies / Presentaciones Tempranas de Habilidad

MAY/MAYO						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
						1
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5/11 - End Semester Exhibition Night / Noche de Exhibición del Segundo Semestre
 5/16-19 - Proficiency & Bridge Defenses / Presentaciones de Habilidad y Puente
 5/18 - End of Q4/1 Grading period - Término del 4o período y del 2o semestre

JUNE/JUNIO						
Sun/ Dom	Mon/ Lun	Tue/ Mar	Wed/ Mié	Thu/ Jue	Fri/ Vie	Sat/ Sab
						1
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/7 - Postopen Exhibition Night and Family Dinner / Noche de Exhibición y Cena de Familia
 6/11 - Postopen Grades Due / Término de Grados de Post sesión
 6/9 - Graduation, No Class / Día de Graduación, No Clases

School Hours

Regular Week Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Boost (25) 8:30- 8:55	Morning Boost (25) 8:30- 8:55	Advisory (65) 8:30- 9:35	Morning Boost (25) 8:30- 8:55	Morning Boost (25) 8:30- 8:55
Per 1 (60) 9:00-10:00	Per 5 (60) 9:00-10:00	Per 5 (100) 9:40- 11:20	Per 3 (100) 9:00-10:40	Per 1 (60) 9:00-10:00
Per 2 (60) 10:05-11:05	Per 4 (60) 10:05-11:05			Per 2 (60) 10:05-11:05
Per 3 (60) 11:10-12:10	Per 3 (60) 11:10-12:10	Per 4 (100) 11:25- 1:05	Per 2 (100) 10:45-12:25	Per 3 (60) 11:10-12:10
Lunch 12:10-12:45	Lunch 12:10-12:45		Lunch 12:25-1:00	Lunch 12:10-12:45
Per 4 (60) 12:50-1:50	Per 2 (60) 12:50-1:50	Professional Development 1:45- 4:30		Per 4 (60) 12:50-1:50
Per 5 (60) 1:55-2:55	Per 1 (60) 1:55-2:55		Per 1 (100) 1:05- 2:45	Per 5 (60) 1:55-2:55
Advisory (45) 3:00-3:45	Advisory (45) 3:00-3:45		Advisory or RISE UP (55) 2:50-3:45	Advisory (45) 3:00-3:45
Office Hours and Enrichment 3:45 - 5:00	Office Hours and Enrichment 3:45 - 5:00		Office Hours and Enrichment 3:45 - 5:00	Office Hours and Enrichment 3:45 - 5:00

Office Hours

The front office will be open as follows:
 Mon, Tue, Thu, Fri: 8:00am-4:00pm
 Wed: 7:30am-2:30pm

Graduation Requirements

From its inception, ARISE High School has worked in partnership with our families to develop, support and sustain the school.

Introductory orientations for both students and staff are a critical part of every school year, and include information about all aspects of the school program, with a special emphasis on the sequence of courses and activities leading to graduation and college matriculation. Our UC-approved courses are translated into easy to understand transcripts that align with A-G requirements. Transcripts follow each individual student's personalized graduation plan. These plans are updated regularly and, along with student portfolios and performance-based assessment presentations, provide the substance of quarterly exhibitions of student work and student-led parent conferences.

Students fulfill course requirements through coursework at ARISE High School or through approved coursework at one of the community colleges in the Peralta District. Students have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. By virtue of completing required coursework, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the chart below. The chart below contains graduation requirements. Additionally, ARISE High School collaborates with other local high schools to ensure transferability both of our courses to other schools and other schools to ours.

Subject Area	Example of Course Titles	UC/CSU Requirements	ARISE Requirements
Social Studies	Ethnic Studies World Cultures U.S. History U.S. Government Afro Latino History	Requirement A: 2 years	3 years
Language Arts	English 1-4 Shakespeare and Our Lives Berkeley City College English 1A: Composition & Reading	Requirement B: 4 years	4 years
Mathematics	Algebra 1 Geometry Advanced Algebra Trigonometry/Pre-Calculus College Math AP Calculus	Requirement C: 3 years	3 years (4 years recommended)
Science	Integrated Sciences 1, 2, 3 Biology Chemistry Ecology Physics	Requirement D: 2 years	3 years
Foreign Language	Spanish 1-4 Espanol Para Hispanos 3-5 Laney College Spanish 22A/B: Spanish for Native Speakers	Requirement E: 2 years	3 years
Visual & Performing Arts	Dance Illustration Theatre Intro to Mural Arts	Requirement F: 1 year	1 year

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	Youth Roots Critical Media Integrated Art 1 Integrated Art 2		
Academic Electives	Media & Event Production Media Literacy Multicultural Arts Creating Social Change ² Applied Research Methods in Social Change	Requirement G: 1 year	1 year
Physical Education	Outward Bound Bicycling Kayaking Soccer	Not Required	1 year
College Courses	Illustration Dance English 17: Shakespeare Spanish for Spanish Speakers American Sign Language Anthropology Administration of Justice	Not Required	2 courses
Supplemental Educational Program	Oakland Leaf Youth Roots Mills Educational Talent Search Summer Program Outward Bound Girls Inc BuildOn BayPeace Love Cultivating Schoolyards Ever Forward Boys	Not Required	2 programs
Cultural Immersion Experience	Summer Search Bicycling Postsession Trip Southern CA College Tour Outward Bound AFS Foreign Exchange Trips BuildOn Treks	None	1 experience
Proficiency Presentations	Scientific Inquiry Mathematical Thinking Literary Analysis Historical Research and Understanding	None	4 Proficiencies completed

Course Listings

A typical sequence of courses by ARISE students is provided below:

9th	10th	11th	12th
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² Completion of this course in junior and senior year earns students college credit from San Francisco State University. All of ARISE's academic classes are UC approved and the school is accredited by the Western Association of Schools and Colleges.

Ethnic Studies	World Cultures	US History	Government
English 9	English 10	English 11	English 12
Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or Pre-calculus/ Trigonometry	Pre-calculus/ Trigonometry, or Calculus, or College Math ³
Integrated Art 1	Integrated Science 1	Integrated Science 2 Science Electives: Chemistry, Physics, or Ecology	Integrated Science 3 Science Electives: Chemistry, Physics, or Ecology
Research Methods in Social Justice	Espanol Para Hispanos 3 (Spanish 3)	Leadership, TA, College Spanish, Art, Science Elective, Concurrent College Enrollment Class, Credit Recovery, or Other Elective Based on Student Need	Leadership, TA, College Spanish, Art, Science Elective, Concurrent College Enrollment Class, Credit Recovery, or Other Elective Based on Student Need

³ ARISE High School has developed a partnership with CSU East Bay to allow students to take an introductory college math class through concurrent enrollment in their Senior Year. Completion of the class allows students to waive the remedial math requirement, should they not place into college math. Negotiations are in place to broaden transferability to all CSUs, in addition to CSU East Bay.

Proficiency Grading

What is Proficiency Grading?

Proficiency Grading is an assessment system based on the idea what is most often called “mastery learning,” a process that involves: setting clear objectives, providing students with opportunities for practice, checking for understanding, reteaching in different and new ways if needed, and, finally, giving students more than one chance to demonstrate the attainment of a learning goal.

ARISE utilizes proficiency (or standards-based) grading because we believe it is important to assess students knowledge of the subject matter and ability to demonstrate core academic skills as the key indicators of their proficiency in a class and, therefore, the foundation for their grades. Additionally, proficiency grading gives teachers the most accurate sense of how students will perform in future academic endeavors such as upper grade classes, Proficiencies, and college courses. Proficiency grading allows teachers to focus on knowledge and skills.

We have established the following grading principles to help teachers navigate the complex task of proficiency grading at ARISE:

- We expect each student to try their hardest and be the best student they can be
- High challenge, high support classrooms lead to maximum academic progress and student success
- Differentiation of instruction is essential for all students to grow and progress
- Grading is a tool for establishing high expectations but not the only way to do so
- Students should be allowed multiple opportunities to demonstrate proficiency in various ways
- For assessments (especially major assessments) of Learning Targets multiple opportunities for achieving proficiency are required through revisions and/or retakes
- Grades should reflect WHAT students know and can do but also HOW they are engaging in learning as part of the ARISE community; therefore we include our Core Values as a significant element of student grades
- Homework should be meaningful, purposeful, of high quality, and aligned with LTs (see Purpose of HW below)

GRADING POLICY

- Teachers are expected to update grades in MasteryConnect at least every two weeks
- At the end of every quarter teachers will upload grades to Powerschool and report cards will be sent home to families
- Learning Targets ideally should be assessed at least 3 times in order to be included in a final grade
- All major assignments and Performance Assessments should have LTs clearly identified and should be assessed using rubrics made accessible to students ahead of time
- Grading Scale
 - A = 90% - 100% of LTs at Meets or Exceeds
 - B = 75% - 89% of LTs at Meets or Exceeds
 - C = 64% - 74% of LTs at Meets or Exceeds
 - NC = 0% - 63% of LTs at Meets or Exceeds
- We use a decaying average to determine FINAL Grades.
- In the 2016-17 school year, we added Core Values LTs to assess elements such as:
 - Attendance
 - Homework Completion
 - Adhering to deadlines
 - Work Habits
 - Behavior
 - Participation
 - Leadership

All courses will use the same Core Values LTs and these LTs should not represent more than 20% of a student's final grade.

Core Value	Learning Target	What are students doing?
Respect	I can uphold our school wide Codes of RESPECT by arriving to class on time every day, staying engaged through the entire class period, and using empowering respectful language in class. I RESPECT my peers, teachers, space, and the learning content.	<ul style="list-style-type: none"> ● Students in their seats with materials out when class starts ● Focus and attentiveness during direction instruction and student presentations ● Students are actively listening to each other and teacher (One Mic) ● On-task discussions, pair-shares, Socratic seminars, etc
Persevere	I can PERSEVERE through challenges, uncertainty, and struggles by asking for help, advocating for myself, and collaborating with my peers.	<ul style="list-style-type: none"> ● Students use "ask 3 then me" strategy when they get stuck ● Students use various resources to find the answers to questions ● Students use retake/revision workplan
Build	I can BUILD the skills, knowledge, and agency by meeting ALL deadlines and completing 100% of my work in class TO THE BEST OF MY ABILITY.	<ul style="list-style-type: none"> ● Student completes all assigned homework ● Students study, revise, and work to make up Learning Targets when not proficient on the first attempt
Lead	I can LEAD with integrity, courage, and action by participating in class every day, supporting my peers who are struggling, and sharing my knowledge, insights, and strengths in both small group and whole class situations.	<ul style="list-style-type: none"> ● Students hold each other accountable for staying focused, engaged, and productive during independent work time

What is the purpose of homework?

Within the learning environment of the classroom, homework is usually assigned. There are important reasons for these assignments. These are:

1. to finish assignments that were not completed in class.
2. to work independently on a reasoning-based assignment.
3. to have further practice with skills taught in class

Assignments that were not completed in class: These are assignments that the teacher gave during practice/application time that students did not finish. These assignments are used for independent practice and are assessed

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but grades will not be entered into the grade book. If a student chooses not to use class time wisely, their unfinished work may be assigned for homework for that evening.

Reasoning-based assignments (connected to a Learning Target): This is work that students will complete at home over the course of several days. It is work that they have had practice with prior to the assignment and have received feedback from teachers and/or peers so that they can be successful with the assignment. These assignments can be used as summative assessments and entered into the grade book.

Practice work: Is work that is sent home after students have learned the skill in the classroom and teachers have checked that students can complete the task on their own / independently (independently means without the teacher, so students can work in pairs or groups if this helps students learn more successfully). The consistent completion of homework is essential to meeting Core Values Learning Targets.

Students at ARISE are expected to work hard to MEET or EXCEED at least 90% of the learning targets in order to earn an A in a given class. This means that it may be necessary for students to attempt assessments more than one time to earn proficiency. ARISE’s learning target re-submit policy is meant to support the goal of ALL students earning proficiency on 90% or more of the learning targets for a given class.

Learning Target Revision/Retake Policy:

- Students must attend office hours, re-submit work or retake a test/quiz WITHIN 2 WEEKS of receiving their grade.
- Students must complete the following 3 steps BEFORE re-submitting work or re-taking a test/quiz:
 1. Create a revision/retake work plan
 2. Revise PA project or study for test/quiz
 3. Attend teacher’s office hours or set up a time to meet with her/him outside of class to turn in the revised work or retake the test/quiz

How do we talk about grades?

Level:	We Say:	For Example:	What it’s Based on:
Assessments	Exceeds, Meets , Approaches, Begins to Approach, Does Not Provide Evidence	“Jose approached expectations for his performance on the Rotations Quiz”	Quizzes, Tests, Essays, Lab Reports, Class Discussions
Learning Targets	Exceeds, Meets , Approaches, Begins to Approach, Does Not Provide Evidence	“Based on an initial quiz as well as the unit exam, Jose is currently meeting Learning Target 1.3”	An average based on assessment proficiency with the most recent assignment weighted most heavily (51/49).

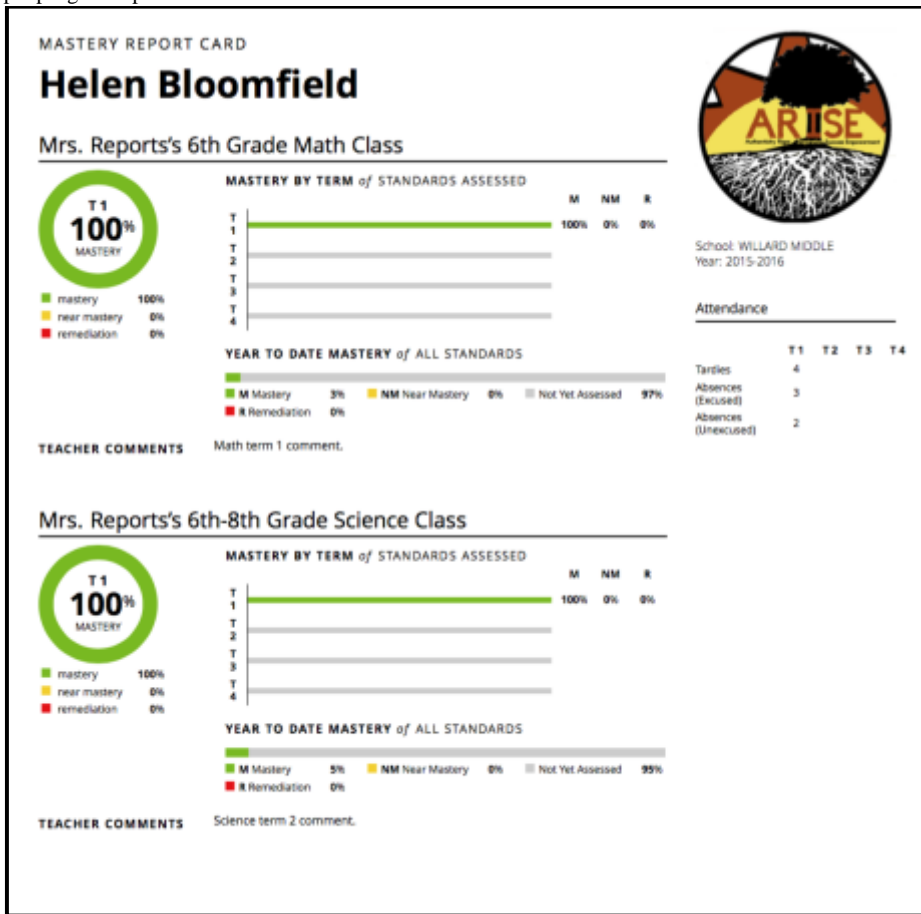
Course Proficiency	% Proficient % Competente	“Jose is currently 68% proficient in Geometry”	The percentage is based on how many learning targets a students has earned a Meets or Exceeds
Transcript Grades	A, B, C, NC	“For first semester, Jose has a B on his transcript in geometry”	Based on our grading scale 90-100% —> A 75-89% —> B 64-74% —> C <64% —> NC

MasteryConnect

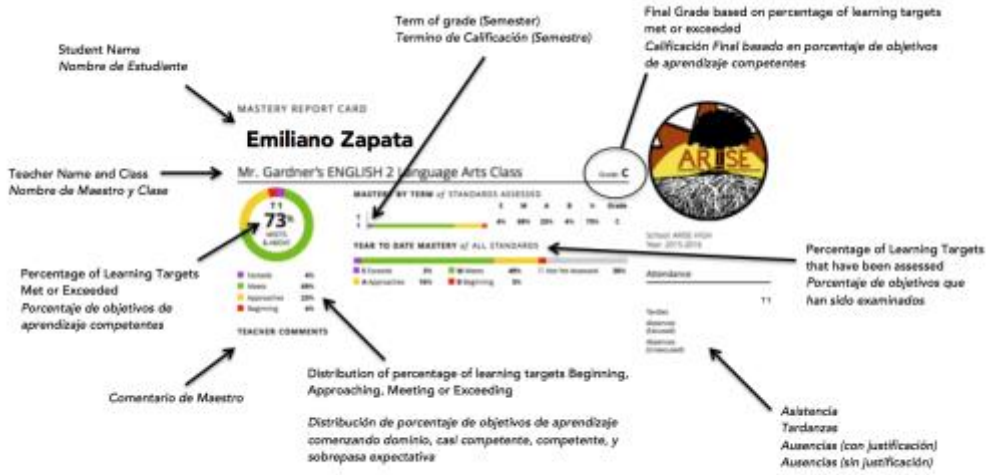
ARISE uses an online platform to track and monitor the academic progress of all students. Families receive printed progress reports four (4) times a year. In October during SLC's, at the end of the Fall semester during Spring SLC's and at the end of the Spring semester. However, students and parents have access to MasteryConnect year round by logging into student and parent accounts.

Mastery Connect Progress Reports

Sample progress report:



How to Read Your Progress Report:



Concurrent Enrollment

ARISE requires that all students enroll and complete at least 2 college courses as part of our graduation requirements. As such, we have a unique partnership with the Peralta Colleges and offer opportunities for students enrolled at ARISE to take college classes both on our campus and college campuses.

Peralta's High School Special Enrollment (concurrent enrollment) provides enrichment opportunities for high school students who can benefit from college level instruction.

High school students enrolling in a college level course must meet assessment requirements. The student must follow all the regulations and policies of the college, including adhering to any prerequisite requirements. It is recommended that the student brings a high school transcript to assist the college in determining the correct level of courses.

Special part-time high school students are exempted from paying the California Community College enrollment fees and all other fees. High school students enrolled in more than 11.0 units are required to pay enrollment and all other mandatory fees (See the current Peralta Colleges class schedule for current health, campus use and transportation fees).

The High School Special Enrollment is specifically designed to accelerate the academic or vocational career of high school students.

Access to the Special Enrollment Program **is NOT allowed for:**

- Remedial work (any classes in any discipline that are not college level and cannot be applied to an associate degree or higher). Remedial course numbers are 250 or higher.
- Work to make up for failed high school or middle school classes.
- Recreation or hobbies.
- Any class that can be taken at the local high school.

Steps for High School Special Enrollment:

STEP 1 – Peralta Application Process:

1. Complete the [Peralta Admissions Application](#). Once the application is completed please print or write down the confirmation number of the application.
2. Read the class schedule and choose a course you would like to take.

STEP 2 – High School Special Enrollment Program Form:

1. Complete a [High School Special Enrollment form](#) and take it to your school counselor to obtain his/her signature and discuss your selection. The form must include classes recommended by your high school counselor.
2. Obtain your school Principal's signature.
3. Schedule an English, ESL and/or math assessment (placement test) only if the college pre/co- requisite course has not been completed. Assessment results will be used by counseling faculty to help you choose your classes. (Contact the Assessment Office on campus for schedule information).
4. To enroll, submit the High School Special Enrollment form in person to the Admissions & Records Office on campus. You must fill out a separate form for each semester you wish to attend.

STEP 3 – Passport Student Center Page Activation:

1. Go to passport.peralta.edu
2. Click the "Forgot password?" link and select "I don't know my User ID".
3. Enter the requested information in the pop-up window.
- 4.
5. Use the User ID and Password you are given in the log-in box. Please email reset@peralta.edu if you are unable to log into the Passport System.
- 6.
7. Click the "Student Center" link.
8. High school students are only allowed to drop classes and view personal information online in their PASSPORT Student Center Page.
9. High school students can only enroll in classes in person at the Admissions & Records Office on campus.

For more information please contact Natalie Hernandez, College and Career Coordinator, (510) 436-5487 or email natalie@arisehighschool.org

Advisory

	Monday	Tuesday	Wednesday	Thursday	Friday
9	Talking Circle & Academic Mentoring/ Supports	Core Values & Facing History	Future Focus	Academic Consultancy/ Rise Up/ Community Service	Flex Fridays
10			Service as Purpose		
11			Embracing the Future Me		
12			Reaching for Tomorrow		

While the primary function of advisory is not solely career readiness it still supports students professional growth and development. ARISE has developed a 4 year sequence that incorporates key components needed for post-secondary success:

9th grade

Core Values (Facing History & Ourselves) and Academic Identity provides students with the language, pedagogy, and resources to build a humanizing, respectful, supportive school-wide culture at ARISE. This cultural focus ensure all students can use Facing History language (upstander, bystander, perpetrator, victim, Universe of Obligation, brother's/sister's keeper) to hold themselves and others accountable to creating a humanizing, respectful, supportive culture. In addition, 9th grade advisory focuses on concrete academic organizational skills. Deliverables at the end of the school year include an academic profile for each student where they establish their organizational system, personal and academic goals, and how they fit into the culture of ARISE.

10th grade

Service as Purpose (buildOn)/ Puente Prep For the 2016-17 school year we will be piloting buildOn's themed curriculum in 10th grade. Their curriculum explores critical global issues and explains to students how they relate to our own lives here in the U.S. We will be incorporating some of their Local and Global Education curriculum that focuses on challenges young people face in their immediate communities, like youth violence, hunger, and poverty and aim to help students understand the impact of education on breaking the cycle of extreme poverty. We are intentionally including this curriculum in 10th grade to support students ability to explore potential career options through service opportunities. Their participation in service also readies them for the expectations and etiquette required to navigate professional spaces.

At the end of 10th grade our students are required to present a capstone called Puente/Bridge. This cumulative and reflective presentation is an opportunity for students to highlight their academic experience at ARISE, their personal growth and development, and their future goals and aspirations. Deliverables at the end of the school year include an academic portfolio, presentation, reflection, and resume or curriculum vitae.

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11th grade

Embracing the Future Me (College and Career Readiness) We've adopted and modified BigFuture's College Planning and Career Exploration curriculum for our junior advisories. Using this as a grounding text students explore who they are, where they are going, and how they are getting there. This curriculum provides scaffolded activities and curriculum where students explore their personal, academic and career interests. Junior year is vital to supporting and strengthening student's academic and cultural identity at ARISE.

This year preps and supports students for junior and senior capstones called Proficiencies Defenses. Deliverables at the end of the school year include a mock admissions college application and personal statement, experiencing a mock interview, and a tentative post-graduation plan.

12th grade

Rising Up (Post-Graduation Planning) College advising, post-graduation planning, and career are the major tenets of our senior advisory program. In order to support students transition out of ARISE and transition into the "real world". Senior advisory leverages a formal conferencing structure to build relationships and support student planning. Following College Board's suggested advisory curriculum senior advisors will help their advisees reflect upon and monitor their academic progress, develop and maintain relationships between and among advisees and the adviser, help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life, and finally, to provide advisees with the resources and information necessary to make thoughtful decisions about the future.

PostSession

At the end of every year we take learning outside the walls of classrooms. Through PostSession students earn Art and PE credit in intensive 3 week courses. See course descriptions for a sample of courses that have been offered in the past.

Sample Course Descriptions	
OM all the holy places we'll go!	Put your walking shoes on and keep your minds open! We will visit spiritual and religious places all over the Bay Area to see the intersectionality and commonalities amongst practices. We will use our eyes and all our senses to perceive. Every day we will have a field trip including hiking and nature days so this will count for PE credit.
Action Athletics	Need PE credits? Have the will to compete? Want to learn a new sport? Do you like fun? Do you breathe air? Then Action Athletics is for you! I'm talking your major sports (baseball, basketball, soccer, football) mixed with some awesome non traditional sports, such as boxing, mixed martial arts and foot golf. Get active. Make it happen.
Heading to Ukiah!	Project Engage will be doing a post session in Ukiah! Students will participate in multiple fun and exciting art, natural building, sports and gardening projects over two weeks (May 23rd thru June 2nd). We will be staying in Ukiah multiple night each week. We will come home for the weekend and holidays. We will break into two groups: Group 1 (Girls with Jenny), Group 2 (Boys with Gardner). Some activities will be with our break out groups and some will be whole group. Students will get PE credit.
OURt: Art For Healing & Activism	Do you have an interest in street art? Photography (fine art and social media)? Spoken word and Poetry? Hip-hop music? Do you want to know how to apply your art to make a change in your community? Then join our teachers in creating OURt (Our Art)! We will explore all of the above art mediums and so many more!
Bikes. Like? Join	Learn foundational skills needed to ride in Oakland and beyond. We will wrench on bikes and ride, ride, ride! We will also visit local bike-related organizations and discuss transportation justice. Must be down for challenging themselves physically and be able to follow basic traffic safety rules in order to ride enjoyably as a group! We will also go on an overnight bike-camping trip.
Oh the Places You'll Go!	In Oh, the Places We'll Go! we will explore attractions throughout the Bay Area, such as Coit Tower, the Golden Gate Bridge, the Exploratorium, and other hidden nature spots right in Oakland. All these exploring skills will be tested on a 3-day backpacking trip to one of the Bay Area's most scenic spots. All fitness levels welcome!
WE SLAY!	"I woke up like this!" Beyonce wakes up looking fly in the morning and YOU can too! If you have a passion for fashion, then we are looking for you! Come learn about fashion illustration, how to make fashion trends work for you, do & don'ts for dressing for success, and visit local clothing companies that will inspire you to create your own. Regardless of your style, size, gender, or any other social standards and biases, we want to embrace your inner-creativity! #fashionisanart
Sailing	The ARISE Wind, Waves, & Water Crew will be introduced to the world of boating – including both WIND and MUSCLE powered boats. Students will learn basic

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	boating skills and learn how to use the wind to propel and direct their sailboat safely around Oakland's own Lake Merritt. Students will also learn the basics of kayaking, canoeing, and more. By the end of the class, students will receive a Small Sailboat Certification Card that will allow them rent sailboats on Lake Merritt safely by themselves - for free! No previous boating or swimming experience required.
Electronic Art	What is electronic art? Is it making beats? Is it DJ'ing and mixing new sounds? Maybe it's video games and creating game trailers? The answer is it's all of these things. If you want to get your hands on some cool gear, learn how to DJ, make a wet track that really go, and learn about and create a video game trailer, come and join me Mr.P for a post section dedicated to Electronic Arts.
Love Cultivating Schoolyards	This is a leadership development class with opportunities for future paid internships this summer and next school year. We will cultivate the gardens at 5 different schools in East Oakland, learning how to grow food, how to identify different plants and how to take care of the land. We will also explore the natural parts of Oakland, hiking in the hills and along the bay. There will be an overnight component as well in Northern California. Sign up for this class ONLY if you are serious about being outside and getting dirty!

Special Education & 504's

Special Education

Pursuant to the Individuals with Disabilities Education Improvement Act (20 U.S.C. §§ 1400 et. seq) and relevant state law, ARISE High School is responsible for identifying, locating, and evaluating children enrolled at ARISE with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or are wards of the State. To ensure that eligible students are receiving the services to which they are entitled, we would like to request your assistance.

If you know of a child who has a disability or that you suspect may have a disability, you may refer that child's parent or guardian to ARISE High School by calling the *Adelante* Dean at (510) 436-5487. Please note: All referrals are considered confidential. The parent, legal guardian, or surrogate parent retains the right to refuse services and other procedural safeguards under federal and state law.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified disabled individual in the United States...shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to students with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact an Administrator.

Adelante Student Services

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, Adelante Student Support Services is both structure and philosophy at ARISE to provide more intensive support. While there are systems and programs that exist within the Adelante canopy, Adelante itself cannot be reduced to a process or policy. Adelante Student Support Services creates the conditions, procedures, and resources to support struggling students academically and socio-emotionally using the following approaches: Personalization, Response to Intervention (RTI), and Restorative Praxis. The following section provides details on the Response To Intervention program, and the Universal Education Model within which it operates. While this model is squarely focused on integrated services throughout the school program and day, services to different subgroups are detailed below through individual sections in accordance with education code.

Unconditional Education

ARISE High School serves a diverse student population with a range of academic and socio-emotional needs. This includes students who are performing below grade level, students who are performing above grade level, students who qualify for special education services, and students who are learning English as a secondary language. Serving all these students well is a core design element of the ARISE High School program.

ARISE High School has partnered with the Seneca Family of Agencies in the implementation of a Multi-Tiered Model for proactive support and intervention across the domains of academics, behavior, social, and emotional well-being.

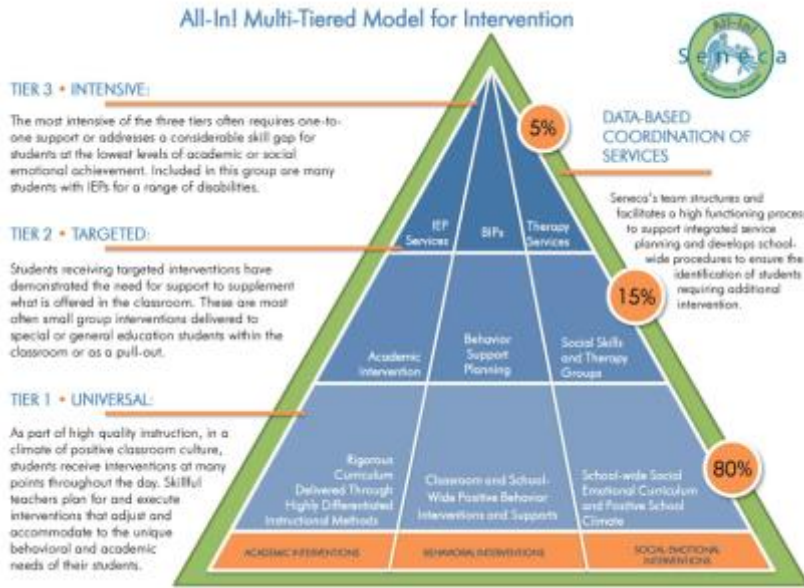
The Unconditional Education (UE) Model aligns academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated, responsive interventions that are attuned to the child and family's specific needs. This model establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The Response to Intervention (RtI) tiered services are described in more detail below.

Seneca utilizes a "Coordination Of Services Team" (COST) made up of school leaders, service providers, general education teachers, and support staff that is responsible for the coordination of intervention services. At ARISE High School, the Director of Adelante Student Services oversees this team and is an employee on Seneca. The team regularly reviews school-wide data including academic, behavioral and/or social emotional health reports and progress assessments to inform decisions around intervention service. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach, such as school transitions, anger management, relationship violence, and alcohol and drug issues.

Response to Intervention

Under the UE Model, ARISE High School will utilize a robust Response to Intervention (RTI) program with all students. The RTI framework will be used to monitor student development academically, socio-emotionally, and behaviorally and provide interventions as needed to ensure all students grow at their optimal pace. **Figure A.TBD** provides an illustration of this model.

Figure A.TBD Seneca Unconditional Education Model



	ACADEMIC	BEHAVIORAL	SOCIAL-EMOTIONAL
Tier 3	Special Education and Related Services	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention	Behavior Support Planning (BSP) and Case Management	Social Skills and Therapy Groups
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and Positive School Climate

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

As illustrated in **Figure A.TBD**, this system includes three levels of prevention with three levels of intensity, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- Primary (Tier 1) prevention: high quality core instruction that meets the needs of most students

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- Secondary (Tier 2) prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- Tertiary (Tier 3) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary

The practices in the RTI program have also been identified to support specific subgroups of students as follows: Students Achieving Below Grade Level, Students Achieving Above Grade Level/Gifted Students, Students with Special Needs, English Language Learners, and Targeted Subgroups of Students. Each of these are discussed in depth below.

English Language Learners

ARISE High School is committed to supporting English Language Learners (ELL), who make up approximately 40% of the student population. ARISE High School holds the same rigorous expectations for all students, regardless of primary language, and will support them in meeting the same expectation we hold for all students. Both integrated and targeted English Language Development (ELD) will be designed in alignment with the California ELD Standards with the intent to align instructional support for ELLs in both settings with the knowledge, concepts, and skills they will need to master the Common Core State Standards, Next Generation Science Standards, California State Standards, and be college and career ready.

ARISE High School's English learners take the California English Language Development Test (CELDT) to determine their levels of proficiency in the English language, and will transition to the English Language Proficiency Assessments for California (ELPAC) following the state timeline. The test, as well as the NWEA test, the SAT writing prompt, and the school's own local assessments, determines the personalized educational plan best suited to each individual student. For example, a student who needs extra support in reading would be assigned to our Adelante reading intervention program.

As with all of the other sub-groupings of students, the school's English learners will also benefit from the highly personalized approach of ARISE High School by having an advisor and other teachers who serve limited numbers of students and are thus better able to respond to individual needs, offer extra attention and support. While students will be in heterogeneous classrooms for their core academic subjects, our Adelante support programs are designed to provide additional small group and individualized instruction for different purposes, including targeted English Language development instruction. Based on the needs of our students our extended learning time has the flexibility is flexible enough to add additional courses as necessary, such as the Wordsmith Writing Workshop, which has provided additional ELD support for students.

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

Attendance

Instructional time is sacred.

Being on time and present is a revolutionary duty. In order to embody our mission to empower ourselves with the skills and knowledge to develop our agency as leaders in our community it is imperative that we are present on time, everyday.

It is the legal responsibility of all parents and guardians to ensure regular school attendance. If a student is absent, he/she must bring a note explaining the absence.

The note must include the following:

- date of the absence
- reason for the absence
- signature of a parent or guardian.

Only NOTES from doctors, courts, and guardians EXCUSE AN ABSENCE (change from AU to AE). This means that guardians can send a note excusing their student if s/he is sick, even if the student did not go to the doctor. Phone calls and emails will NOT excuse an absence.

A note from a physician (or healthcare professional) is required for a continuous absence, in which the student is absent for three (3) or more consecutive school days, due to illness or injury. If a note excusing the student is not received by the school office within three (3) days after student's return to school, the absence will be marked as an unexcused absence.

The Board of Directors of ARISE High School adopted this policy on September 20, 2016 in recognition of the following:

- ⇒ Attendance patterns often have a direct link with student achievement.
- ⇒ Frequent absences hurt academic performance.
- ⇒ California State Law mandates that unless students have an excused absence as described above, they must be in school on time every day.

Because regular attendance is demonstration of the student and family's commitment to the student's education, perfect and regular attendance at ARISE will be rewarded. Students will be recognized for perfect attendance at the end of each grading cycle, semester, and end of year. In order for students to be recognized for perfect attendance, they must meet the following criteria:

- No full-day or partial absences (including excused absences such as doctor's appointments)
- No tardies (including DIRT and Advisory)

Except for reasons of illness or emergency, please make every effort to make your punctual attendance at school a priority. Parents must notify the school office by 8:30 AM if their child will not be in attendance for any reason.

There are two types of absences. Below are our general guidelines for absences.

Excused absences include the following:

- Illness (absences of 3 days or more require doctor's note)
- Medical, dental, and optometric appointments
- Family Emergency (absences of 3 days or more require a conference with principal)
- Appearance in Court*
- Funeral Service*
- Bereavement (for member of immediate family)*
- College Visit*
- Observance of religious holiday*

If your child has an unexcused absence the school will contact you. Routine medical appointments should be made after school hours in order that students do not fall behind in their work. If this is not possible parents must notify the school office in advance of any appointments that cause a student to miss school.

Excused tardies include the following:

- Illness
- Medical, dental, and optometric appointments
- Family Emergency
- Appearance in Court

Students with a pattern of absences and/or tardies will be reviewed at the Student Engagement Committee (SEC) meeting where intervention measures will be determined.

Cutting Class or School

Cutting class is defined as one or more of the following:

- Missing any portion of the school day in which neither parents nor the school have given permission for the student to miss school.
- Leaving campus without permission at any time of the school day.
- Any absence due to cutting is automatically unexcused.
- A student who cuts school may receive a truancy report in addition to the consequences such as mandatory office hours or Community Service.

Teacher	Hudson	SEC
Checks in with student who did not attend class	Checks in with student who did not attend class	Calls home to communicate to families about instructional time missed
Provides notes/classwork during Office Hours	Assigns mandatory office hours	

When we are alerted of a student cutting class the Dean of Adelante will follow up with the student. This is not meant to replace the conversation that occurs between teachers and students to understand the situation. During that check in Adelante Dean will assign mandatory office hours. Adelante Dean will contact SEC about conversation and SEC representative will call home. Three cuts are considered a truant event and will be treated as such. Truancy consequences will take into effect. If student does not show up to office hours they receive a Culture Referral. Culture Referral should be completed by teacher.

Truancy

A student shall be defined as a truant per Education Code section 48260(a) when they:

1. Are absent without a valid excuse for three (3) or more school days (consecutive or nonconsecutive) in one school year; or
2. Are tardy on three (3) or more occasion in one school year (a “tardy” is being defined as being absent for more than any 30 minute period during the school day without a valid excuse, i.e. cutting); or
3. Any combination of the above.

ARISE will generate a truancy report and will notify, by mail and phone, the parent/guardian each time a student is truant. Following the first truancy notification, a student is considered truant on every absence from school without a valid excuse, or every tardy or absence from class for more than thirty minutes. Students and parents are subject to the provisions regarding truancy and attendance pursuant to Education Code section 48260 eq. Seq.

In addition, according to California state law, legal action may be taken against a student/or parent when a student is declared a habitual truant. Habitual truancy is defined as being reported as truant three or more times during the school year. Before declaring a student habitually truant, a representative from the Student Engagement Committee (SEC) will attempt to meet with the student and their parent/guardian to develop a solution to the student’s attendance issue. If truancy problems continue, the student may be referred to ARISE’s SEC for a formal hearing or district attorney mediation program.

Consequences:

Concern	Action	Lead
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1st Truancy	<input type="checkbox"/> Student & Family Notification <input type="checkbox"/> <i>OneCall, phone call from SEC rep, letter home</i>	<input type="checkbox"/> SEC Committee
2nd Truancy	<input type="checkbox"/> Student & Family Notification <input type="checkbox"/> <i>OneCall, phone call from SEC rep, letter home</i> <input type="checkbox"/> Meeting with Representative from SEC <input type="checkbox"/> Develop Attendance Plan	<input type="checkbox"/> SEC Committee
3rd Truancy	<input type="checkbox"/> Student & Family Notification <input type="checkbox"/> <i>OneCall, phone call from SEC rep, letter home</i> <input type="checkbox"/> Meeting with SEC and Dean of Students <input type="checkbox"/> Student declared a habitual truant <input type="checkbox"/> Develop Attendance Contract	<input type="checkbox"/> SEC Committee <input type="checkbox"/> Dean of Adelante
4th Truancy	<input type="checkbox"/> Student & Family Notification <input type="checkbox"/> <i>OneCall, phone call from SEC rep, letter home</i> <input type="checkbox"/> Meeting with SEC and Principal <input type="checkbox"/> Initiation of process that may result in formal SEC hearing and/or District Attorney Truancy Abatement Program	<input type="checkbox"/> SEC Committee <input type="checkbox"/> Principal

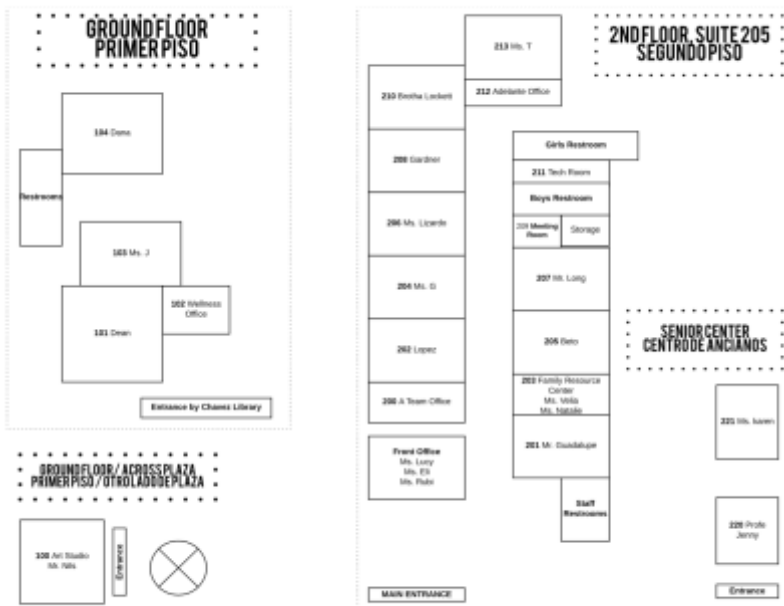
Consequences of Truancy

Person	Action	Lead
Student	<input type="checkbox"/> <i>Required to attend Mandatory Office Hours</i> <input type="checkbox"/> <i>Loss or disqualification of:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Sports Team <input type="checkbox"/> Work Permit <input type="checkbox"/> CalWORKS benefits <input type="checkbox"/> <i>Deferred Action for Childhood Arrivals (DACA)</i> <input type="checkbox"/> <i>Detention</i> <input type="checkbox"/> <i>Referral to counseling service</i> <input type="checkbox"/> <i>Loss of School Event Privileges</i> <input type="checkbox"/> <i>Student Retention</i>	<input type="checkbox"/> SEC Committee
Parent/Guardian	<input type="checkbox"/> <i>Required to shadow student</i> <input type="checkbox"/> <i>Loss or disqualification of:</i> <ul style="list-style-type: none"> <input type="checkbox"/> CalWORKS benefits <input type="checkbox"/> <i>Deferred Action for Childhood Arrivals (DACA)</i> <input type="checkbox"/> <i>Referral to counseling services and parenting workshops</i> <input type="checkbox"/> <i>Home visits by school personnel</i>	<input type="checkbox"/> SEC Committee

Open Campus

ARISE's location is unique and spread out in the Fruitvale Plaza. Therefore students must exit and enter the facility in different areas to access academic classes. While most of our classes are housed in the main hallway some are located in the senior center, around the corner near Cesar Chavez Library, and across the plaza next to Obelisco.

While students are expected to stay on campus at all times, all students have an off-campus lunch option if they chose to eat in the plaza, at home, or in neighboring businesses. Because we are at a major transit village students should always be aware of their surroundings and keep their valuables with them at all times. Students should report any suspicious activity immediately to Fruitvale Security or ARISE Staff.



Codes of Respect

Expectation	Code of Respect	Routine/Procedure/Consequence
<p>We attend school daily and are in class on time and ready to learn.</p> <p><i>Being on time and present is a revolutionary duty. In order to embody our mission to empower ourselves with the skills and knowledge to develop our agency as leaders in our community it is imperative that we are present on time, everyday.</i></p>	<p>Respect Self</p>	<p><u>Expectation</u> Students are expected to arrive on time to school (by 8:30) every morning and back in class after lunch.*</p> <p><u>Consequence</u> Morning tardies and after-lunch tardies <u>automatically result in a detention.</u></p> <p>Students who are tardy may not go off campus for lunch and must report to lunch detention for quiet mandatory study table. Not showing for detention may result in loss of off campus lunch privileges, may not participate in school related activities, loss of a work permit, or a parent conference.</p> <p><i>*Students with special circumstances in the morning must set up a parent conference with their Advisor and Mrs. Hudson to create an alternative plan.</i></p>

<p>We use electronics at allowed times - before school, during lunch and after school. <u>Electronics are turned off every morning before class.</u></p> <p><i>When it comes to our learning, every minute counts. Phones and electronics serve as unnecessary distractions to our learning and show disrespect to our teachers who have worked hard to prepare engaging and illuminating lessons.</i></p>	<p>Respect Space</p> <p>Respect Others</p>	<p><u>Expectation</u> Phones are to be turned off at the start of the day. Electronics are NOT permitted during passing periods or in classrooms during class time, including when working on the computers or during independent time, unless otherwise explicitly noted by a teacher for instructional purposes.</p> <p>If a student is caught with an electronic device and voluntarily gives it to the adult, and , if a first offense,can get it back from the teacher at the end of the day. If a student fails to give up the electronic the should be given a cultural referral to and dismissed the the Adelante office.</p> <p><u>Consequence</u> 1st Offense = Student gets the phone/electronic from the teacher at the end of the day - teacher calls / texts home.* 2nd Offense = Teacher will turn in phone to administrator (Mrs. Hudson or Ms. Solis) and a parent/guardian must come pick up the phone.* 3rd Offense (admin/ops tracks) = Teacher will turn in phone to administrator (Mrs. Hudson or Ms. Solis) and a parent/guardian must attend a pre-scheduled family conference before the phone is returned. A behavioral contract will be developed to address phone use. *</p>
<p>We work hard to stay engaged in every class. We do not check out, put our heads down on our desks, or sleep in class at any time.</p> <p><i>When it comes to our learning, every minute counts. While we understand how many factors can get in the way of learning and being fully present in class, we push each other to Persevere through uncertainty challenge and struggle.</i></p>	<p>Respect Self</p> <p>Respect Others</p> <p>Respect Space</p>	<p><u>Expectation</u> All students should do their best to come to every class prepared to engage and learn. If there are factors that make it impossible engage and stay focused, students should communicate this to her/his teacher at the beginning of class.</p> <p>Teachers will hold students accountable to being focused and will call on students to “engage” when they observe them putting a head down or falling asleep in class.</p> <p><u>Consequence</u> If the issue persists, students will be sent to the Adelante office and teacher will make a call home that same day.</p>
<p>We use the bathroom before school, passing periods, lunch and after school to maximize learning time. When we need to leave class for any reason, we carry the appropriate SUPER PASS.</p> <p><i>When it comes to our learning, every minute counts and when students are out of class they miss out on learning. While we</i></p>	<p>Respect Others</p> <p>Respect Space</p>	<p><u>Expectation</u> <i>In order to maximize learning time</i>, students are not allowed to leave a classroom during the first or last ten minutes of class. Furthermore, students should not ask to go to the bathroom during morning boost, advisory, and direct teacher instruction.</p> <p>Teachers may say “no” to a student who wants to go to the bathroom if the time is not appropriate during the lesson.</p> <p>Students will receive 2 SUPER PASSES per week.</p>

<p><i>understand that students have the right and the need to use the bathroom, we respect our education by only going when genuinely necessary.</i></p>		<p><u>Consequence</u> Once a student has used all her/his SUPER PASSES, she/he will not be allowed to leave class for any reason.</p> <p>If a student is in the hall without a pass they will immediately be asked to return to class and walked there by an adult.</p>
<p>We never use language that is disrespectful, oppressive, or harmful towards other members of our community.</p> <p><i>Language is a powerful tool which can both liberate and oppress. As a school community, we value the power of words and through our language we treat each other with respect and dignity, even when we disagree.</i></p>	<p>Respect Self</p> <p>Respect Others</p> <p>Respect Your Words</p>	<p><u>Expectation</u> All members of the ARISE community use language that is appropriate and humanizing. We take responsibility for our words and avoid using any language that is <i>racist, sexist, homophobic, or hateful and oppressive in any way.</i></p> <p>When we hear other members of our community using such language, we call them out and ask them to take responsibility for their words.</p> <p><u>Consequence</u> If a student swears it should be addressed immediately by teachers and you should invoke our Codes of Respect. If hateful, harmful, or oppressive language is used student is asked to leave class, receives a Culture Referral, and will be expected to abide by a reintegration plan</p>

Scholar Athletes

At ARISE, we believe that student athletics are important to cultivating key building blocks towards achieving our school's mission. These building blocks include developing teamwork, discipline, character, intentionality, and a supportive community. Student athletes at ARISE also work at being Scholar Athletes. As such, ARISE's policy is that **a student must be scholastically eligible** to compete in any athletic contest during that season of the sport.

Academic Eligibility

If a student is not academically eligible, he/she is not athletically eligible.

ARISE's Policy allows the **head coach** of each sport to determine whether not to:

- Allow a student-athlete to practice with a team while attempting to gain academic eligibility.
- Allow a student to join a team mid-season after becoming academically eligible.

In order to be academically eligible, a scholar-athlete must meet the following requirements:

- The student must maintain a **minimum progress** toward meeting the high school graduation
- The student is currently meeting a **minimum of 64%** of Learning Targets Met*.
- Maintains **75%** homework completion in all classes.
- Be on time** to all of his/her classes **everyday** and have **no unexcused absences**.
- Turn homework in** or **make up** a quiz for their last period class (**PRIOR TO CLASS**) **on game day**
- Get the homework** for their last period class (**PRIOR TO CLASS**) that is due the **following day**

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- Complete and submit Scholar Athlete Progress report to Team Captain AT LEAST 24 hours in advance before a game.

At the discretion of the student's advisor, athletic coach, and Principal, a student may qualify for temporary eligibility by meeting the agreed upon criteria as stated on an Academic and/or Behavioral contract. Other accommodations may be provided on a case-by-case basis.

If a student is not academically eligible, he/she is not athletically eligible.

Scholar Athletes as Warrior Intellectuals

Warrior Intellectuals follow strict codes to live life with integrity and love. At ARISE, Scholar Athletes are expected to uphold ARISE's Core Values at all times. A warrior intellectual disciplines themselves with the strength, courage, and conviction to hold true these foundational ARISE Core Values in order to help her or his self and the ARISE community rise up:

RESPECT: Respect Self, Others, Your Words, Space

PERSEVERE: Persevere through uncertainty, challenge, & struggle

BUILD: Build discipline, knowledge, self-esteem, agency, & community

LEAD: Lead with integrity, courage and through action

The following outlines the obvious areas of personal ethics along with the consequences for behavior in conflict with our Core Values and our expectations for behavior by Scholar Athletes **on and off the field:**

1. Any athlete who is approaching in more than 1 Code of Respect may lose eligibility to play.
2. Hateful, oppressive, or obscene language, or any act of vulgarity, is not acceptable on or off the field. Violators will be disciplined by the coach and may also face school disciplinary action.
3. Athletes are expected to treat their opponent with respect before, during, and after competition. Athletes showing poor sportsmanship towards opponents or officials, will be disciplined by the coach and may also face school disciplinary action.
4. Athletes are expected to attend all classes, be on time, turn in their assignments on time, seek help from the teacher when necessary, have a positive attitude toward their peers and teachers, and model being a Warrior Intellectual. Failure to do so will result in discipline from the coach.
5. An athlete must be in class for four full periods to practice or play in a game that day. If an athlete is not in four full periods of class, he/she becomes ineligible to compete or practice that day.
6. An athlete who receives a Temporary Exclusion from school may not participate in practices or games for the duration of the Temporary Exclusion, including holidays, weekends, and breaks.
7. Attendance at practice, scrimmages, team meetings, and games is required. Absences not excused by the coach in advance may result in disciplinary action and possible removal from the team.
8. Academic Honesty: Athletes are expected to uphold the academic honesty policy set forth by ARISE High School. Athletes found cheating will be disciplined by the coach and may also face school disciplinary action.



Scholar Athlete Progress Report

Student Name: _____ Week of: _____

ACADEMIC UPDATE

Minimum requirements to play: 64% Of LT's Met / 75% of HW Completed

PERIOD	COURSE NAME / TEACHER	% LTs MET	% OF HW	COMMENT	TEACHER INITIALS
DIRT					
PER 1					
PER 2					
ADV					
PER 3					
PER 4					
PER 5					

CODES OF RESPECT

Please indicate if Scholar Athlete is **Beginning**, **Approaches**, **Meets**, or **Exceeds** for each Code of Respect.

Minimum requirements: Any athlete who is approaching in more than 1 Code of Respect may lose eligibility to play.

PERIOD	RESPECT SELF I work hard to stay engaged in every class.	RESPECT WORDS I never use language that is disrespectful, oppressive, or harmful towards other members of our community.	RESPECT SPACE I only use electronics at allowed times.
DIRT			
PER 1			
PER 2			
ADV			
PER 3			
PER 4			
PER 5			

RESPECT SELF: ATTENDANCE *I attended school daily and am in class on time and ready to learn.*

Minimum requirements: **Be on time** to all of his/her classes **everyday** and have **no unexcused absences**.

Unexcused Absences	Unexcused Tardies	Staff Name / Signature

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****Progress Reports must be completed and turned into to School Secretary AT LEAST 24 hours before game day.**

Received by _____ Eligible to play Y / N Date _____

Dress Code

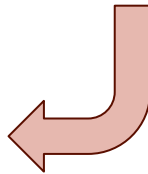
<p>We wear clothes that demonstrate dignity and self-respect.</p> <p><i>We understand that ARISE focuses on student voice, empowerment, and creativity. We seek to cultivate the ARISE Warrior Intellectual to hold her or himself with self respect and dignity who takes responsibility for her or his public self.</i></p>	<p><u>Expectation</u> We require these basic Codes of Public Appearance to be followed by each student:</p> <ol style="list-style-type: none">1. Clothing cannot contain images or words that have oppressive/hateful language, curse words, objectification & sexualization of women or men, gang references, drug usage references.2. Undergarments, whether female or male, should not be visible3. For any clothing worn, we should be mindful about how we represent who we are amongst the people who see us. It is important that we learn how to present our best selves when we are in academic spaces. <p><u>Consequence</u> Student will be asked to cover up or change clothes. If the student refuses to cover up they should be issued a cultural referral and dismissed to the Adelante office. If the issue persists, a parent conference will be set up.</p>
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Transportation & Parking



Drop off/ Pickup

Traffic can be very challenging during drop off and pick up. We recommend that you drop off your student at the Fruitvale BART Passenger pickup located BEHIND the BART station. You can access that location by driving down 35th ave.



Public Transportation

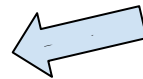
ARISE is easily accessible by multiple bus lines and BART trains.

Visitor/Parent Parking

There is no private parking available to ARISE parent visitors or students. Parking can be very challenging in this area and meter maids are very active. Please allow yourself at least 15 minutes to find parking. Parking is free after 3pm in the BART Parking lot (entrance on 33rd and e. 12th) and after 5pm in the Douglass Parking Lot located on the corner of e. 12th and 35th.



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Technology Use Policy

Appropriate Use of ARISE Technology

In order to maintain the quality of education that we provide our students, we ask that all students and their families sign this agreement in regards to the appropriate use of our technology.

❖ Computer use

Using technology resources is a vital part of providing a challenging and rigorous, and adequate and up-to-date education to the students of ARISE High School. The technology at ARISE High School is meant to provide support in enriching student knowledge about the world through projects, after school activities, independent research, and communication.

❖ Internet Access

ARISE High School believes that the benefits to students and educators from access to the Internet in the form of information resources and opportunities for collaboration far exceed any disadvantages of access. We ask that you support ARISE High School in creating a community of trust and integrity that includes appropriate use of the Internet.

Acceptable Use

ARISE High School believes that all students have the ability to be responsible leaders. Each student will have an individual password and folder on the school server, which will hold their work. Each student is responsible for that password and the content accessed with it, and that folder and the content saved in it. It is recommended that students not share their passwords with others, nor save other students' work within their folders. We expect our student leaders to inform the staff of any issue that may occur in relation to school technology.

Some ARISE guidelines for Internet and computer use are:

- Please avoid downloading, displaying, or sending inappropriate material (such as, pornographic, racist, or offensive in subject)
- Please avoid using inappropriate language
- Avoid behavior that could result in damage to any and all technology
- Do not engage in activity that violates copyright laws
- Avoid using our memory space with files that are not related to school or after-school activities
- Do not play games or view games related websites, unless directly related to a school project
- ARISE High School is an academic environment and our technology is not to be used for personal activity, unless approved by the classroom instructor for class purposes.

Students files are password protected, however the ARISE staff has access to all folders. Each student is limited to 10 GB of memory. If a student goes over this limit they will be asked to remove the overage and store it on personal computers or it will be removed with the periodic computer sweep.

All computers will be wiped clean at the end of each semester in order to maintain maximum use of our technology. Students will be reminded of this process and are expected to save the necessary files onto the server before this computer sweep occurs.

Students may lose, or be limited in, their use of ARISE technology if they do not behave responsibly and abide by the guidelines stated here. By signing this paper, students understand and agree to follow ARISE High School technology agreements.

Field Trips

Dismissal

- Students must remain with their class for the entire scheduled school day
 - If your field trip finishes early, you need to return to the school and
- Students must be dismissed from ARISE High School.
 - The only exception is release a student to go home if it makes it easier for them to go home. And they must have Written permission from a parent
 - For example: You may release a student from coliseum bart on the way back from a field trip if they have written permission and live near the Coliseum Bart station.

Written Permission Only

- Only written permission may be accepted as 'informed consent' to release the school from liability. Verbal permission (calling home) does not qualify and may not be accepted.

Chaperone Policies

- Field Trips must have at minimum a 20:1 student to chaperone ratio
- Chaperones must be 25+
- Chaperones must be fingerprinted if they will be alone with students or if the event is overnight
- Only Staff or Chaperones may drive (students may not)
 - If a chaperone will be driving they must provide a copy of their Driver's license and insurance to the Office Manager AT LEAST 24 hours before the field trip

Care of School Property

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Violence and Weapons

Substance Abuse: Alcohol and Drugs

Emergency Procedures

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example:

“Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”

STAFF AND STUDENT ACTIONS:

Inside

- Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and DROP, COVER and HOLD ON (if anything is nearby to hold onto).
- Upon the command DROP, COVER AND HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops.

EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

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Medical Procedures

If your student needs to take any prescription medications, you must have:

1. A doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication
2. A written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, students are not allowed to have medicine in their classrooms, lunchboxes, backpacks, or in their pockets. All medication must be dispensed through the office.

Parents/guardians may also come and administer medication to your student at the school, if needed. From time to time some parents request that their student be able to take acetaminophen (Tylenol) or ibuprofen (Advil) at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container. (Education Code 49312 & 49480) In order for school personnel to administer medication to students, the following is required:

A signed statement from a licensed physician that includes:

- Name of student
- Name of the medication with dosage and route (oral, topical, etc.)
- Frequency and time of administration
- Date of the order and the discontinuation date, if applicable
- Any known drug allergies or reactions
- Parent signature must be included

Please note that a Parent/Physician Statement must be provided each school year and/or before any medication is given at school. If the medication order is changed during the school year, a new, signed Parent/Physician Statement is necessary.

NOTE: Non-prescription medications may only be given according to the policy stated for prescription medications.

Fire Drills

In a drill, someone will be yelling "FIRE"

- Grab emergency kits (if available) and your keys
- Students should wait for further direction and when prompted calmly leave the room
- Follow the emergency exit path in your emergency kit to the your designated evacuation location with your class
- At designated evacuation location, make sure your class stays together

Visitors

ARISE has an open door policy and encourages community members who are interested in learning more about ARISE or becoming a part of ARISE's development or community to schedule a visit.

Parents/Guardians are always welcome at ARISE and do not need to schedule an appointment to visit the school, unless the parent has previously been disruptive to the educational environment. See below for more information regarding visiting our campus. It is the expectation that students will be welcoming to all visitors and treat all visitors with respect. When visitors are on campus, all ARISE rules apply.

Parents and Guardians

Parents are encouraged to visit ARISE throughout the year to become familiar with the ARISE college prep environment and to keep track of their student's progress. Parents are welcome to visit their student's classes or other school events during the school day. To ensure student safety, parents must sign in at the front office and receive a visitor's pass.

An appointment is not required to visit ARISE. If you would like to speak with a specific administrator or staff member, it is suggested you make an appointment in order to ensure the staff member's availability.

If parents are interested in visiting classes other than their student's classes, parents are encouraged to contact an administrator to arrange for a classroom tour. Please note that classroom visits may not be permitted if they are disruptive to the student learning (eg. During exams).

Other adult visitors

If you would like to be guaranteed time with an administrator, make an appointment at least one day prior to the visit

- Check in at the front office
- Wear a visitor's badge and be escorted to your destination

Non ARISE Student Visitors

All non-ARISE student visitors who are not part of the recruitment program may not be on the school campus during any part of the school day. If at any time any student visitor is disrupting the learning environment or in any way disturbing the community, he or she will be asked to leave. Visitors should be aware that ARISE campuses have a no tolerance policy in regards to gang related or gang affiliated dress or behavior. ARISE will not hesitate to notify the appropriate authorities.

Students who are interested in attending ARISE may visit ARISE during the school day only as part of the recruitment program. Students are allowed to participate in the shadow program where they will accompany a ARISE student throughout the school day to determine if attending ARISE is an appropriate decision. If a shadowing student disrupts the learning environment in any way, a parent will be called to pick up the student.

To shadow a student at ARISE:

- The parent/guardian of the non-ARISE student must make an appointment in advance
- The student must follow our dress code
- A student should bring a lunch from home or money for lunch—contact the school for the exact amount

Guests to School Events

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Students who wish to bring a guest to school dances must complete a guest pass and submit it at least 72 hours in advance.

GUEST BEHAVIORAL EXPECTATIONS

The following are expectations of all who attend ARISE High School dances.

1. ARISE students may bring one guest to a dance and a completed Guest Pass Application must be submitted to the Office Manager at least 72 hours in advance. This includes acquiring the administrative or supervisor's information and signatures from your guest's school or employer.
2. ARISE reserves the right to refuse entrance to dance to any guests. .
3. The use of tobacco, drugs, or alcohol are prohibited prior to, and while in, attendance of dance.
4. Guest must be at least a high school freshman to attend ARISE dances. College-age guests must have prior permission from student's parent/guardian and a ARISE Principal to attend. These guests are required to present a photo ID confirming their birth date prior to admittance. No guests over the age of 20 will be approved.
5. Guest attendance at ARISE activities must be approved in advance by an administrator prior to purchase of tickets. It is the ARISE student's responsibility to confirm the approval of their guest.
6. The administrator will not approve guest passes if the student has a past disciplinary incident or if their school or work supervisor does not recommend him/her.
7. Students and their guests must present their student identification cards or a valid photo ID upon entering the dance. Guests must enter with and leave when the host student leaves.
8. ARISE students are responsible for the behavior of their guest, and guests may be required to leave the event for misbehavior or violations of ARISE rules and regulations.
9. *If Senior prom guests must understand that the senior prom is a formal event, appropriate attire includes suits and tuxedos with dress shoes (no athletic shoes or sandals), semi-formal and formal outfits. Shoes must be worn at all times.

Mandated Reporting

ARISE is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services,

ARISE's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of ARISE must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

If the employee knows or reasonably suspects that the student has been the victim of child abuse or neglect, the employee must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The principal or designee does not need to inform the student's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect.

The student may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3)

When a social worker or police officer takes a suspected child abuse victim into custody, the principal or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

Restorative Praxis

ARISE High School utilizes a Restorative Praxis to discipline. Central to a practice of Discipline that Restores (DTR) is the understanding that an implicit social curriculum (Inlay, L., 2010) exists in schools - that teachers teach more than content, they teach who they are. ARISE High School acknowledges the existence of this curriculum and the preparation needed to create healthy, loving, rigorous, and challenging classrooms and schools. Through intentional preparation of teachers and production in our classrooms, ARISE High School fosters a culture which leads to increased community satisfaction, buy-in, and academic achievement. Grounded in the work of Keinfeld (1975), Ware (2006), Hollie (2011), Inlay (2010), and Claassen (2008), ARISE High School has developed a multilayered system that explicitly recognizes the work of educators as producers of culture. This culture is rooted in the ARISE Core Values of Respect, Persevere, Build, and Lead. Within the Core Value of Respect, ARISE High School has developed the “Warrior Intellectual Codes of Respect: Respect Self, Respect Others, Respect Your Word, Respect Space.”

Classroom Environment

There are three major components necessary for our Restorative Praxis program to be successful. These include approaching our teaching in the following ways:

1. **Warm Demander** - Teachers develop their students as human beings first
 - o Family & Culture - Teachers understand and honor the strengths of the community
 - o Authenticity - Teachers model the vulnerability, humility and the Codes of Respect, they serve as allies
 - o Clear Boundaries - Teachers show strength, listen and affirm, challenge and offer a choice
 - o Growth Mindset - Teachers believe in the “impossible” and embrace failure
2. **Safe Classroom Community** - Teachers protect their students in a potentially dangerous world
 - o Prevention - Teachers hold clear expectations, talk about values, and review the Restorative Praxis flow chart (see below)
 - o Core Values - Teachers develop class norms based on these so that students are clear about when they are upholding them and when they are not. They ground discussions on culture and behavior in the Core Values.
 - o Routines & Rituals - Teachers practice Mindfulness, Talking Circles, and Systems for Student Success (See Organization & Structure)
 - o Intervention - Teachers assume positive intent, keep things in perspective, and deliberate escalation, when to stop the curriculum, and when/how to remove students
3. **Knowledge of Students** - Teachers start where their students are, not where they want/imagine them to be
 - Prior Knowledge - Teachers take time to become familiar with who is in their classroom. They pay attention to how they interact with the space, materials, and each other. They explore what students know, their experiences, and their misconceptions.
 - Student Voice - Teachers explore what students care about and think
 - Individual Needs - Teachers differentiate without tracking, adjusting instruction based on form

Culture Referral

A Culture Referral at ARISE is not a punishment. It is a consequence based on the principle that when a violation of the central values (i.e. Warrior Intellectual Codes of Respect) occurs, that there must be an educational & restorative process by which the person(s) who did the violation must go through in order to reflect and gain insight as to how to restore value in and of the space we call ARISE. A Culture Referral usually occurs after a number of behavioral interventions have been attempted following the Restorative Praxis Flowchart. In essence, a Culture Referral means that a teacher needs assistance from a school leader to mediate a process (with a teacher and/or another student) where the student can make amends for his/her behavior in a way that allows him/her to safely & productively return back to class.

BEHAVIORS DEFINITIONS

MINOR BEHAVIORS:

Defiance/Insubordination – Student engages in refusal to follow directions or talks back

Abusive Language – Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way

Harassment – The delivery of disrespect messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class

Dress Code Violation – Student engages in refusal to cover up or change clothes when asked by staff

Physical Contact/Physical Aggression – Student engages in actions involving serious physical contact where injury may occur (e.g. hitting punching, slapping, hitting, throwing an object, kicking hair pulling scratching, etc.)

Disrespect – Student delivers socially rude or dismissive messages to adults or students

Technology Violation - Student engages in refusal to give their technology device(s) to staff upon request

MAJOR BEHAVIORS:

Physical Fighting – Student is involved in mutual participation in an incident involving physical violence

Use/possession of Drugs/Alcohol – Student is in possession of or is using alcohol or illegal drugs/substance or imitations

Use/Possession of Weapons – Student is in possession of knives and guns (real or look alike) or other objects capable of causing bodily harm

Theft of School or Private Property – Student is involved by being in possession of, having passed on or being responsible for removing some else's property

Searches

A student's attire, personal property, vehicle, or school property, including books, desks and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons, or other objects or substances, which may be injurious to the student or to others. Illegally possessed items shall be confiscated and may be turned over to the appropriate authorities.

Temporary Exclusions and Expulsions

Temporary Exclusion at ARISE is based upon the restorative justice principle that says when a violation of the central values (i.e. Warrior Intellectual Codes of Respect) occurs, there must be a process by which the person(s) who did the violation must be temporarily excluded from our community in order to reflect and gain insight as to how to restore value in and of the space we call ARISE.

Prior to a temporary exclusion, a school leader MUST dialog with the student(s) and elevate to consciousness how the student's actions devalued the ARISE Codes of Respect. The dialog must be rooted as an act of learning whereby the values of the school are stressed as central to how ARISE is working to counter oppressive forces & actions that might be normalized elsewhere. As different violations require different responses, the bare minimum work that a student must do is to write a written reflection letter around 1) interpreting the Codes of Respect, 2) describing in detail how he/she devalued the Codes, 3) apologizing to the appropriate people, 4) stating what commitments the he/she is willing to make in order to restore value and justice, and 5) illuminating what were the overall learnings from the experience. Upon returning to school, the student must meet with the person assigning the Temporary Exclusion and review the letter and the appropriate next steps.

Automatic Recommendation for Expulsion

The following offenses will automatically lead to suspension and a recommendation for expulsion:

- Possession, sale or otherwise furnishing a firearm when an ARISE employee verifies firearm possession
- Brandishing a knife at another person
- Sale of a controlled substance listed in Health and Safety Code 11053, et. seq.
- Committing or attempting to commit sexual assault or committing sexual battery

Please note that the list of offenses listed above is not meant to be comprehensive and there are other offenses that could have serious or severe consequences, which may include temporary exclusion or expulsion.

Personal & Community Expectations

ARISE High School believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

ARISE High School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

ARISE High School expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so.

Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, tARISE High School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The ARISE Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Harassing, intimidating, or annoying another person via electronic communications is considered "cyberbullying."
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Conflict Resolution

ARISE High School believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, ARISE High School will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

ARISE High School will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators (give location where listing of designated staff and students is posted).
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

Vandalism

Willfully damaging, defacing, or stealing any part of school property or private property is unacceptable and will not be tolerated. Students found damaging the school campus, private property or any property associated with ARISE in any way such as by tagging, littering, destroying foliage or writing on desks will earn a referral and are subject to suspension or expulsion, pursuant to the suspension and expulsion policy listed in this handbook.

Students and their parents/ guardians will be responsible for the cost of the damages or loss. If any accidental damage or loss occurs as a result of inappropriate behavior, a student and their parent/guardian are financially responsible for the damage or loss.

Harassment

ARISE is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, gender identity, gender expression, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberate impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

Respect Agreements

Respect Self looks like...	Respect Others looks like...
<p>We are here and on time.</p> <p>We stay focused, productive, and make thoughtful choices that bring success to everyone.</p> <p>Students recognize they're always learning and growing.</p> <p>Students love themselves and protect their reputations.</p> <p>Teachers prepare engaging and educational lesson plans and materials everyday, ahead of time.</p>	<p>We share one mic, we listen to each other attentively, we respectfully disagree, and we accept each other's uniqueness.</p> <p>Students treat others like they'd like to be treated.</p> <p>Students step up to help each other and recognize they co-create their learning space.</p> <p>Teachers have trust in students, treat them equally, and support students to reach their goals.</p>
Respect Words looks like...	Respect Space looks like...
<p>We use a tone of voice and language that is positive encouraging, and empowering.</p> <p>Students use respectful language, address each other by name, and don't put each other down.</p> <p>Teachers use respectful language, speak 1 on 1 with students, and respect student privacy.</p>	<p>We clean up after ourselves, keep our shared space organized, and step up to keep our space beautiful.</p> <p>We recognize that this is a shared space of learning and we all contribute to its success.</p> <p>Students keep space clean, develop a safe vibe, don't take or touch things without asking and help maintain school materials and facilities.</p> <p>Teachers set up a classroom where students can learn.</p> <p>Teachers keep their classrooms clean and organized.</p>

Academic Honesty

One of the ARISE Core Values is pride/orgullo. This means that we expect ARISE students to take responsibility for completing their own work. Students choosing to compromise their own academic integrity or the academic integrity of others through cheating, copying, plagiarizing or anything related is unacceptable. Students who cheat, copy or claim credit for work that is not theirs disrespect our core values, the ARISE Community, and themselves as learners. Assisting others in any form of academic dishonesty is also considered cheating.

ARISE does not tolerate cheating and will respond with significant consequences. Any form of cheating will result in a referral, zero credit on the assignment, immediate contact of the family, and in the case of a major assignment both parties will be placed on an academic integrity contract.

Sequence of consequences related to plagiarism:

- A student receives an NC for the assignment and is unable to resubmit it
- Teacher communicates plagiarism to principal and advisor of student
- Teacher calls home and communicates to parent what happened and the implications of that action or other consequences (for instance, another student is only allowed to submit essays written during office hours)

We cannot exclude parents from these important formative conversations. It is our responsibility as a school to maintain open and honest dialogue with families or we lose their trust.

5 Year Plan (3 Year Forecast) - ARISE High School

	Budget	Budget	Budget	Budget	Budget	Budget	Notes	Amount per ADA
	2014-15	2015-16	2016-2017	2017-2018	2018-2019	2019-20		
SUMMARY								
Assumptions								
P-2 ADA	-	247.02	243.00	243.00	243.00	243.00		
Revenue								
8011 LCFF State Aid	1,647,700	1,781,300	1,781,300	1,932,600	2,159,400	2,432,400		
8012 Education Protection Account	393,700	375,700	375,700	345,700	165,300	-		
8019 State Aid - Prior Years	8,200	-	-	-	-	-		
8096 In Lieu of Property Tax	513,700	513,700	496,600	496,600	496,600	496,600		
8000 General Block Grant (LCFF)	2,563,300	2,670,700	2,653,600	2,774,900	2,821,300	2,929,000		10,812
8290 No Child Left Behind	104,200	103,900	103,900	103,900	103,900	103,900		
8181-8182 Special Education - Federal	-	-	60,400	28,900	29,200	29,200		125
FedRevAO Other Federal Revenue	135,200	100,500	100,500	102,800	105,400	107,900		
8100-8200 Total Federal Funding	239,400	204,400	264,800	235,600	238,500	241,000		
StateRevSE Special Education - State	-	-	122,200	116,579	117,800	117,800		505
StateRevAO All Other State Revenues	351,100	366,200	366,800	357,185	328,300	318,700		
8600 All Other Local Revenues	83,000	118,000	244,100	194,400	194,400	194,400	Measure N + \$25,000 fundraising. Provisional Funding?	800
8300-8600 All Other State and Local Revenue	434,100	484,200	733,100	668,165	640,500	630,900		
Total Revenue	3,236,800	3,359,300	3,651,500	3,678,665	3,700,300	3,800,900		
Expenses								
1100 Certificated Teachers Salaries	795,600	876,500	876,500	879,100	896,700	914,700	Added new salary rubric	
1200 Certificated Pupil Support Salaries	9,100	6,800	6,800	7,000	7,200	7,400		
1300 Certificated Supervisors' and Administrators' Sal	243,600	260,000	260,000	265,200	270,500	275,900		
1900 Other Certificated Salaries	8,800	-	-	7,000	7,100	7,300		
1000 Certificated Salaries	1,057,100	1,143,300	1,143,300	1,158,300	1,181,500	1,205,300		
2100 Non-certificated Instructional Aides Salaries	43,300	15,000	15,000	15,300	15,700	16,100	Sub Costs only	
2200 Non-certificated Support Salaries	127,900	99,700	99,700	132,700	136,200	139,700	Adding Measure N funded Career position and Americorps College Support staff	
2300 Non-certificated Supervisors' and Admin Sal	130,200	149,400	149,400	152,800	156,600	160,300		
2400 Clerical and Office Salaries	95,000	144,000	144,000	147,300	151,000	154,600		
2900 Other Non-certificated Salaries	400	2,500	2,500	2,600	2,700	2,800		
2000 Classified Salaries	396,900	410,600	410,600	450,700	462,200	473,500	Adding Measure N funded Career position and Americorps College Support staff	
3100 STRS	114,200	143,800	143,800	167,100	192,348	218,500		
3300 OASDI/Medicare/Alternative	44,800	53,200	48,000	60,300	61,700	63,200		
3400 Health and Welfare Benefits	99,500	150,000	150,000	160,900	164,400	184,700		
3500 Unemployment Benefits	15,900	13,500	-	-	-	-		
3600 Workers Compensation	19,700	19,500	19,500	20,200	20,700	21,100		
3900 Other Employee Benefits	26,950	21,950	21,950	22,500	23,100	23,700		
3000 Benefits	321,050	401,950	383,250	431,000	462,200	511,200	Assuming rising costs of Health Benefits and STRS - See below	
Total Compensation and Benefits	1,775,000	1,955,900	1,937,150	2,040,000	2,105,900	2,190,000		
4100 Approved Textbooks and Core Curricula Materials	300	500	500	500	500	500		
4200 Books and Other Reference Materials	2,500	5,000	5,000	5,100	5,200	5,300		
4300 Materials and Supplies	38,000	42,800	42,800	43,800	44,900	46,000		
4400 Noncapitalized Equipment	55,200	46,600	46,600	22,700	23,300	23,800		
4700 Food	67,100	82,800	82,800	84,700	86,800	88,800		
4000 Books and Supplies	163,100	177,700	177,700	156,800	160,700	164,400		
5100 Subagreements for Services	-	-	-	-	-	-		

Three Year Forecast

5200	Travel and Conferences	40,100	87,700	87,700	89,700	91,900	94,100	
5300	Dues and Memberships	5,800	5,000	5,000	5,100	5,200	5,300	
5400	Insurance	21,200	18,000	18,000	18,400	18,900	19,300	
5500	Operations and Housekeeping Services	-	-	-	-	-	-	
5600	Rentals, Leases, Repairs, and Noncap. Improvements	343,500	377,100	377,100	388,400	400,100	412,100	Facility Relocation Costs not included
5800	Professional/Consulting Services and Operating Expeni	503,100	702,000	702,000	717,900	735,800	753,200	Change to EDCOE in 2016-17
5900	Communications	3,400	23,100	23,100	23,600	24,200	24,800	
5000	Services and Other Operating Expenditures	917,100	1,212,900	1,212,900	1,243,100	1,276,100	1,308,800	
6000	Capital Outlay	-	-	-	-	-	-	
7000	Other Outgo	2,509	2,509	-	-	-	-	
Total Expenses		2,857,700	3,349,000	3,327,800	3,439,900	3,542,700	3,663,200	
Operating Income (excluding Depreciation)		379,100	10,300	323,700	238,800	157,600	137,700	
Ending Fund Balance		328,368	338,700	662,400	901,200	1,058,800	1,196,500	
Variables								
	CPI + 1.00 (Most variables are based on CPI)	102.3%	102.0%	102.2%	102.3%	102.5%	102.4%	
	Health and Welfare Benefits (% of salaries)	6.8%	9.7%	10.0%	10.0%	10.0%	11.0%	
	STRS Rates	10.7%	10.7%	12.6%	14.4%	16.3%	18.1%	
	Rent Increat				3.0%	3.0%	3.0%	