Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to lean from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland.   In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process.   In the cells below, please describe your school's process.   To the left are the specific prompts that will provide the Commission an overview of your process and experience.

Implementation Successes

The continued development of a pathway was a challenging process for us in the 16-17 school year. ARISE High School was founded 9 years age with the intent of being a pipeline for underrepresented students into 4 year universities. While over the years we've had a challenging time fulfilling this promise consistently we have begun to make great strides in delivering humanizing, critically conscious, empowering, and college preparatory curriculum. Given the nature of our school and its small size, we are choosing to identify as a single pathway and we have engaged staff to develop consensus around this approach, including looking at adapting our existing courses to align with the career and college readiness goals of the pathway. For example, the YPAR and fieldwork done in all classes will provide relevant real world applicable learning to the pathway. Our Agents of Change/Education pathway is essential in preparing future educators in California as evidenced by the drastic teacher shortage in California.

We understand that in order to ground and connect our pathway to College and Career Readiness as well as 21st Century Learning and Leadership and linked learning we must include the following core tenents of Linked Learning:

* Rigorous Academics: We have an intentional cognitive focus. 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). We value critical and reflective routines. 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). Our planning is also intended to provide ample opportunities for learners to look back, to reflect, and to debrief about both what they know and don't yet know must be provided (Dewey, 1971; Doll, 1993; Freire,1996). We create learning experiences that are collaborative. Cooperative learning activities tap the social power of learning especially for students learning a second language. Learning is socially constructed; 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).

Lastly, we understand the value of adult professional learning communities and collegiality. Students learn best when their teachers are engaged in continuous and collaborative reflection and professional learning (Boudett & Steele, 2005; Darling-Hammond, 1993; Nelson & Hammerman, 1996; McLaughlin & Oberman, 1996). However, this collegiality must be data-driven. In order 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)

* Technical Training: Our technical training programming is still in development. As a core tenant of Linked Learning we understand that it, "ensure(s) that all students have the technical skills and knowledge to complete the requirements of specific pathways, to successfully engage in work-based learning experiences, and to prepare for high-skill, high-wage employment in those fields". (Ruiz de Velasco, Newman, and Borsato, 2016). However, outside of advisory we haven't integrated a strong enough program to train students in the skills and knowledge they need to enter the workforce. We've also fallen short in preparing student to enroll and continue in universities when they are accepted. We understand that this technical training can have a significant impact on the persistence of students in their academic or professional careers. Furthermore, as an Agents of Change Pathway we must prepare students to become the generation of change-makers. In order to do this students have to be prepared with the knowledge, skills, and agency to understand how they can affect change.

What are some implementation successes that you'd like to lift up and share with others?

As outlined by Ruiz de Velasco, Newman, and Borsato (2016) in their publication "Equitable Access by Design" performance assessment supports "student engagement and learning". As an important tenet of our academic program we value how it taps into students' higher order thinking skills -- such as evaluating the reliability of sources of information, synthesizing information to draw conclusions, or using deductive/inductive reasoning to solve a problem -- to perform, create, or produce something with transferable real world application. 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 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).

How do you know you were successful (evidence, data)?	Now that we are our own SELPA we are able to allocate resources how we see best and fund the continued support of students with special needs be they through the IEP or 504 process. We saw a significant increase in students identified to have special needs or circumstances that justified accomodations or evaluation. We've had 50 students take Spanish at ARISE through the dual enrollment partnership wth Laney and we hope to continue to expand course offerings. Project Engage has been an additional intervention for students to be able to meet the expectations of our academic program and receive the neccessary support and tutoring. We relaunched our College a& Career Symposium with over 15 presenters and panels exploring diverse career and college oppotunities. We were able to adopt Seneca's Unconditional Education model and will continue to frame our work through the RtI model.

Implementation Challenges

What are some implementation challenges you encountered this first year of implementation?	When ARISE's original charter was written in 2006 it included the ambitious expectation that all students would have access to and complete the rigorous expectations of A-G requirements in addition to a combination of other requirements including additional coursework, internships, cultural immersions, and capstones. While we've tried our best to continue to hold true to this ambitious goal we have found that our master schedule does not allow for flexibility of course offerings during the school year. This restraint interferes with our ability to provide additional courses that could provide academic support or credit recovery without jeopardizing their ability to graduate within four years or participate in summer programs.

This year the biggest barrier we encountered in our pathway development was human capital and capacity. Our inability to establish a design team that could propel the work of developing the pathway. Most of the work has been absorbed primarily by our school principal and its been challenging for her to hold that in addition the rest of her responsibilities. We are looking into the future and will hire a pathway cooridnator to address this need.

We were unable to meet all of the actios we set out for ourselves: we wanted to be able to continue the development of our pathway through the 2016-17 school year by having scheduled site visits and inquiry cycles grounded in action research. We also wanted to engage our students and families to gather more feedback to better develop our pathway. However some of the major challenges we encountered were:
Limited resources and capacity
Planned staffing did not come to fruition
Seneca staff learning curve
Students are struggling with numeracy
More consistent data dives |
| *How do you know these were challenges (evidence, data)?* | We felt in a very real way the walls we hit in trying to get this pathway off the ground. We didn't do enough intentional work around planning for engagement around Measure N. We did for charter renewal. I also feel like there is a real challenge for small independent charters, like ARISE, that hold all of the organizational needs and demands. In a charter renewal year pathway development took the back seat to the immediate pressures of updating our charter. The lack of engagemetn of stakeholders, limited opportunities for kids to experience the pathway theme, inconsistency due to staff turn-over were felt this year. |

Learning and Moving Forward

What did you learn?	Capacity is everything. With the reorganization of our leadership team we weren't able to intentioanlly plan and continue pathway development intentionally. We have so many of the moving parts in place but they feel haphazard and lack cohesion. That is not the experience I want my students or teachers to have. For the 17-18 school year we are tasked with answering: "What is the instructional vision and desired experience for students that will drive the pathway?" and we will need to take a step back to further inquire with our community around this question.

How are you revising your strategies and pathway development work going forward based on what you learned?	We are designating a .75 FTE Pathway Coordinator. We are engaging ina school-wide strategic planning process. We are developing teacher leadeship positions to support the further development of this work. We are attempting to become experts in the design process to launch into 17-18 more organized and focused.

1. ABOUT THE SCHOOL	*Complete this by:* **January 31, 2017**

Instructions: (For OUSD Schools Only)

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) **School Description:** Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) **School Mission and Vision:** Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

School:	ARISE High School	**School ID:**

1A. School Description

We believe education does not start or end in the classroom. True learning occurs at all times, when you succeed, when you fail, when you make mistakes, and when you accomplish your goals. We believe that as a school we are teaching all the time. Every hallway interaction, smile, check-in, home visit, and family meeting communicates who we are, what we value, and why we are here.

ARISE is a special place. We've carved out a small piece of East Oakland and made it our home. We've offered to this community a sanctuary where we attempt to disrupt toxic schooling practices, the trauma of poverty, and institutionalized oppression. By examining our living conditions, growing our skills in reading, writing, numeracy, and critical thinking, and applying what we've learned to our personal and community transformation we as a community can and will ARISE.

1B. School Mission and 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, & just society.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	6 years	*Last WASC Self-Study:*	2015-16	*Next Self-Study:*	2018-19

SCHOOL WASC GOALS	LCAP Goal Category
Focus on professional development that includes EL strategies and differentiation as part of academic RTI, and continue to identify struggling students and determine support services	4: English learners are reaching English fluency.
Continue focus on Algebra and ensuring a strong mathematical foundation for all students	2: Students are proficient in state academic standards.
Maintain Fiscal Solvency and build our financial reserves.	5: Students are engaged in school everyday.
Align learning targets and pacing guides to Common Core State Standards and continue to implement the grading system and teacher support	2: Students are proficient in state academic standards.

Formalize data analysis and use it for planning – determine academic achievement measures and how they are going to be assessed. Look at all formal achievement data, such as EAP and writing assessments, SBAC, and local assessments / learning targets.		3: Students are reading at or above grade level.
Provide regular, consistent stakeholder review of data, and have stakeholders analyze and generate annual progress report and action plan updates. This work should be shared between as many stakeholders as possible, and should not be created by an administrator. Include parent voice and input in annual review.		6: Parents and families are engaged in school activities.
Develop or purchase coherent, complete curriculum and establish specific learning targets, including benchmarks, for each subject. Organize this curriculum so that it can be shared between new and existing staff and re-used or improved upon each year (minimize the energy it takes to continuously create curriculum from scratch).		5: Students are engaged in school everyday.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	44.9%	55.1%	96.3%	93.6%	28.1%	61.3%	6.0%	100.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	2.1%	0.0%	1.4%	89.8%	2.5%	0.0%	0.03%	0.0%	0.0%

1E. School Performance Data

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	0.0%	0.0%	0.0%	30.0%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	0.0%	0.0%	0.0%	0.0%	57.0%	58.1%
Graduate Outcomes	**13-14 School**	**14-15 School**	**15-16 School**	**16-17 School**	**15-16 District Average**	**15-16 State Average**
Four-Year Cohort Graduation Rate (All Students)	66.7%	78.3%	87.9%	Data Pending	TBD	TBD
Four-Year Cohort Dropout (All Students)	11.1%	15.2%	0%	Data Pending	TBD	TBD
Four-Year Cohort Dropout (English Learners)	5.4%	12.5%	0%	Data Pending	TBD	TBD
Four-Year Cohort Dropout (SPED)	0.0%	16.7%	0%	Data Pending	TBD	TBD
Percent of Students Leaving	19.1%	14.8%	0%	Data Pending	TBD	TBD
On Track to Graduate (Grade 9)	n/a	n/a	89.4%	85.0%	46.7%	TBD
On Track to Graduate (Grade 10)	n/a	n/a	87.4%	85.3%	33.6%	TBD
On Track to Graduate (Grade 11)	n/a	n/a	79.0%	91.2%	35.4%	TBD
On Track to Graduate (Grade 12)	n/a	91.7%	98.1%	96.0%	44.8%	TBD
A-G Completion (Grade C or Better)	n/a	90.9%	83%	Data Pending	51.2%	TBD
A-G Completion (African American Students)	n/a	n/a	n/a	Data Pending	33.6%	TBD
A-G Completion (Special Education Students)	n/a	0.0%	50%	Data Pending	15.6%	TBD
A-G Completion (English Learners)	91.7%	78.6%	n/a	Data Pending	33.9%	TBD
A-G Completion (Foster Youth)	n/a	n/a	n/a	Data Pending	20.8%	TBD
Post-Secondary Readiness	**13-14 School**	**14-15 School**	**15-16 School**	**16-17 School**	**15-16 District Average**	**15-16 State Average**
AP Course Access (All Students)	n/a	n/a	n/a	n/a	25.7%	TBD
AP Course Access (African American Students)	n/a	n/a	n/a	n/a	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	n/a	n/a	n/a	n/a	7.9%	TBD

	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
% of Seniors with GPA > 3.5	n/a	n/a	37%	36%	TBD	TBD
Average Lexile Reading Level, Grade 11	871L	871L	871L	925L	TBD	TBD
Average Lexile Reading Level, Grade 12	979L	n/a	889L	835L	TBD	TBD
Dual Enrollment with Community College	12.2%	18.1%	18.1%	23.70%	TBD	TBD
Dual Enrollment (Grade C or Better)	10.4%	16.1%	89.3%	68.70%	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	71.0%	73.0%	76.0%	n/a	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	29.0%	18.0%	24.0%	n/a	TBD	TBD
Climate and Culture	**13-14 School**	**14-15 School**	**15-16 School**	**16-17 School**	**15-16 District Average**	**15-16 State Average**
Chronic Absence (All Students)	12.1%	9.6%	16.0%	9.6%	11.2%	TBD
Chronic Absence (Special Education Students)	11.1%	0.0%	0.0%	7.0%	18.7%	TBD
Chronic Absence (Foster Youth)	n/a	n/a	n/a	0.0%	19.2%	TBD
Suspension Rate	2.7%	3.7%	3.8%	3.0%	TBD	TBD
No Suspensions (African American Males)	0.0%	0.0%	0.0%	0.0%	91.2%	TBD
No Suspensions (Foster Youth)	0.0%	0.0%	0.0%	0.0%	86.6%	TBD
School Climate Assessment Inventory (SCAI) Survey	n/a	n/a	92%	n/a	TBD	TBD
Rigorous Academics	**13-14 School**	**14-15 School**	**15-16 School**	**16-17 School**	**15-16 District Average**	**15-16 State Average**
English Learner Reclassification Rate	n/a	39.7%	15.5%	Data Pending	13.2%	TBD
Long Term English Learner Reclassification Rate	n/a	39.6%	11.5%	Data Pending	17.1%	TBD
SBAC Proficiency (ELA)	n/a	21.0%	51.0%	n/a	19.5%	TBD
SBAC Proficiency (Math)	n/a	6.0%	8.0%	n/a	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	n/a	n/a	n/a		23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*	*Complete this by:* **February 1, 2017**

2A. Schoolwide Strengths and Challenges

Instructions:	*Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.* • What strengths and challenges do you see in your current data? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? *IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.* *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Focal Area	Strengths	Challenges *(List all challenges impacting each focal area.)*	Highest Leverage Challenge *(List one challenge.)*

Graduate Outcomes	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.

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

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. | 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. | All of our courses are A-G and leave little room for remediation or credit recovery. We want to ensure all of our students whether they have special needs or are ELs have access to completing A-G requirements. We also want to ensure that we are providing the appropriate amount of support so even if students come in below grade level they can sill be supported through the A-G completion process. |

| 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. | 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. 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. 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. | While our college acceptancce rates are high we've had too many students opt out of enrolling in college or they do enroll and leave after a semester. College persistence after graduation is a significant indicator of whether we are truly preparing them for college or if we are simply preparing them for admission. |
|---|---|---|---|

Climate and Culture	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 are excited about our partnership with Seneca Family of Agencies and how that will support the academic and social development of even more youth.	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.	Developing a culture of perseverance and excellence. Chronic absenteeism is still a ersistent issue. I find it incredibly challenging as a small school to know how to best approach truancy without criminalizing our students and families. We revised our truancy policy this year and will work towards implementing it with fidelity in 1718.

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. | As mentioned, 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 | We need to better support students to score proficient or exceeds on the Math SBAC. Without having test scores until June we won't know how our students performed on the SBAC. We hope to see significant growth in math based on the the MAP benchmarks we've administered and the ongoing blended learning support through ALEKS. |

| Pathway Development | 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. | The leadership reorganization and charter renewal process this year took a toll on Measure N planning, development, and implementation. This is primarily because our new principal model shifted responsibilities. As such, we struggled with getting all neccessary moving parts finalized. In addition we had significant staff turnover and that also led to some investigation as to our advisory model and planning for the 17-18 school year. While we were able to continue our planning and implementation of EL strategies, interventions for students who are struggling academically, and piloting blended learning in our mathematics classrooms.

Some of the challenges that we encountered is that The Unity Council did not receive funding to place AmeriCorps interns at ARISE. Therefore, our plan to have interns to support college and career planning was not able to materialize in the same way. In addition, our partnership with buildOn did not result in what we had expected. They were unable to place a full-time staff person here so the work to develop our internship and WBL experiences was put on hold.

Lastly, I took a small team to the Linked Learning Conference. It was a very valuable experience that was humbling and inspiring. Through the workshops we attended we were able to conduct some real self-reflection and came to the conclusion that we needed to reset our pathway theme with our school community. While the conference itself was very informative, we recognized just how much we needed to do to truly have a pathway that is responsive to our community. | Time and resources and benchmarks adopted that are dedicated to our pathway theme development (or redevelopment). As I mention in another section this year was particularly challenging given our leadership reorgranization and charter renewal process. It is incredibly important that while we have many of the right systems and supports, that they be held together by a clear vision that contains the work. |

2B. Schoolwide Root Cause Analysis from Measure N Design

| Instructions: | *Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.*

• For each priority, identify at least one root cause for a challenge you listed above.
• Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).
• Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.

Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified. | Root Cause Analysis Primer. |

Focal Area	Highest Leverage Challenge *(from the table above)*	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria

Graduate Outcomes	All of our courses are A-G and leave little room for remediation or credit recovery during the school year.	When ARISE's original charter was written in 2006 it included the ambitious expectation that all students wold have access to and complete the rigorous expectations of A-G requirements in addition to a combination of other requirements including additional coursework, internships, cultural immersions, and capstones. While we've tried our best to continue to hold true to this ambitious goal we have found that our master schedule does not allow for flexibility of course offerings during the school year. This restraint interferes with our ability to provide additional courses that could provide academic support or credit recovery without jeopardizing their ability to graduate within four years or participate in summer programs.	Program of Study & Master Scheduling
Post-Secondary Readiness	Student persistence and academic readiness	While our students are accepted into 4 year universities at a rate much higher than the district our students struggle with enrolling and persisting within university spaces. However, the little data we have is mostly anecdotal. We haven't developed an alumni tracking system and struggled with purchasing the National Clearinghouse tracking tool. We now have 5 years of graduates that we don't have data on therefore we cannot, with certainty, say our students are attending and graduating from 2 or 4 year colleges.	Equity/Access/ Achievement
Climate and Culture	Developing a culture of perseverance and excellence (keep chronic absense rates down)	Given the significant leadership reorgranization and staff turnover this year we found that a real gap at ARISE is an intentional and thoughtful school culture and climate that promotes academic rigor and joyful learning. Our culture initiatives this year were lackluster. We understand that school culture and climate along with strong adult-student relationships are pivotal to any successful academic program and ned to spend more thoughtful time unpacking and planning for next school year.	School Leadership & School Vision
Rigorous Academics	We need to better support students to score proficient or exceeds on the Math SBAC.	While we won't have our SBAC results until the summer I am confident that it'll show an increase of students placing as proficient or advanced. However, until the data tells us otherwise we have to continue to focus on student preparation for tests that a gatekeepers for our success. ARISE wasn't properly prepared for the shift to common core and that resulted in the signifiant underperformance of students. We lacked common-core aligned curriculum, interim benchmarks, or even staff properly prepared in understading what the math SBAC was measuring.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Time, resources and benchmarks adopted that are dedicated to our pathway theme development (or redevelopment).	This year the biggest barrier we encountered in our pathway development was human capital and capacity. Our inability to establish a design team that could propel the work of developing the pathway. Most of the work has been absorbed primarily by our school principal and its been challenging for her to hold that in addition the rest of her responsibilities. We are looking into the future and will hire a pathway cooridnator to address this need.	Program of Study & Master Scheduling

2C. Current Strategy Analysis

Instructions:	*Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.* In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness

		Yes	Not Yet	In year 1 of our Seneca pratnership we have many learnings. While they have a robust program to support our school we have to be prepared to recieve those supports. What I mean by that is that a significant amount of adult learning needed to happen to understand what Seneca has to offer and how to best support the adoption of so many new structures within a years time frame. The structures we were able to get into place were a regular Coordination of Services Team, Tier 3 support for students with IEPs and 504's, and gathering culture and climate data from consituents. This year we focused on EL strategies through new prtnership with EL Achieve. We've had our Deans of Instruction, a teacher leader, and our student succes advisor attend their professional development and support school-based initiatives through our in-house professional development.
Schoolwide Instructional Improvement Strategy:	Leverage resources to strengthen RtI systems (both academic and behavioral) through our Seneca partnership and a robust ELD implementation across content-area and grade-level through work of Critical Inquiry Groups and E.L. Achieve implementation (investigative year)			
Culture & Climate Improvement Strategy:	Integrate technology to provide earlier interventions that build up our students academic identity, teach them perseverance, and support them seeing quicker "wins" as a form of motivation	Not Yet	Not Yet	We purchased two laptop carts for our math courses to be dedicated to two of our three classrooms. One class used a free online tool while we purchased ALEKS for the other class. Both teachers received support and coaching from our Dean of STEM. While we do not have final greade data to cite yet both teachers have expressed a sense of increased ability to support students at different skill levels while they continue to strengthen their basic mathematical concepts.
Pathway Development Strategy:	As part of our longterm strategy we will partner with buildOn to develop a scope and sequence of community service, internship, and work based learning opportunities	No	No	buildOn was unable to support our continued pathway developement. We relied on the support of outside partnerships that did not yield expected results. We have decided to create a new position in house, a pathway coordinator, to work towards reengaging our school community towards continuing to develop our pathway.
Design Feature #1 (New/Emerging):	Piloting Applied Research Methods in Social Justice Course in 9th grade	Yes	Not Yet	Our ARS course and instructor has been one of our most innovative classes we currently offer in that it's emphasized critial thinking, personal development, and collabroation. The 9th grade team has leveraged this class to support cross-content collaboration and skill building. There have been two cross-content projects this year. One, a gentrification project, was a cross-collaboration between ARS and Algebra 1. The second, was a community reserach project in collaboration with Ethnic Studies. Both courses and instructors supported students being able to successfully complete these projects and leverage the digital media and reserach skills from ARS could be applied in math and humanities courses. Given the newness of the course we didn't establish a baseline assessment for students to measure growth. Since the instructor is returning they will be working with their coach to establicsh a baseline and end of year assessment to measure student growth in the target areas of the course: computer literacy, qualitative and quantitative reserach, project management, and collaboration.
Design Feature #2 (New/Emerging):	Developing a 4 year sequence of community service, internships, and work based learning into our advisory and core academic classes	Not Yet	Not Yet	Like aforementioned buildOn was unable to support our continued pathway developement. We relied on the support of outside partnerships that did not yield expected results. We have decided to create a new position in house, a pathway coordinator, to work towards reengaging our school community towards continuing to develop our pathway.

Design Feature #3 (New/Emerging):	Incorporate blended learning to support remediation, intervention, and enrichment.	Yes	Yes	For the 2016-2017 school year we at ARISE (with the supervision of Chris Rozeville) took on and began experimenting with the blended learning model. We did so in our Algebra 1 and Algebra 2 classes looking at two different models, the integrated model, and the support model. In the integrated model, computers (Chromebooks) were used seamlessly in the class throughout the year and were used with the aid of Gooru to provide differentiated (both up and down) instruction and supplement course work allowing students the opportunity to work at their own pace. In our Algebra 2 class we utilized ALEKS as a support program, allowing students to continue to work on the set course work (if they had mastered their basic skills) but also allowed students to work on previous unmastered skills that our Algebra 2 teacher could not spend time on. The strengths of blended learning in both models have been the ability for these teachers to do a wide range of differentiated instruction in the classroom. More specifically, the blended learning model with these associated programs allow students to work at their own pace based on where they are in the content. Some challenges of blended learning this year have been adjusting and working with the computer based software, more specifically, aligning the computer software to match our curriculum/content in a more cohesive way. Another challenge has been that other teachers wishing/wanting to implement this model are unable to due to lack of technology.
Signature Element #1 (Established):	Early identification of students who are struggling academically in 9th and 10th grade and differentiated programmatic supports to reengage them	Yes	Not Yet	We leveraged our student services team to identify students that were struggling to provide additional academic support, mentoring, and positive incentives. We prioritized kids who were already repeating a grade. Some strengths are the ongoing monitoring of students in need of the most support, providing additional support for students who struggle academically, and decreasing NC's for project engage participants. In addition, we been able to provide a a point person for each PE participant seek support from, have tutors outside of the school to support our students, and a budget to provide a reward sytem. Some of the challenges we've encountered are teacher's updating grades & assignments, teacher to tutor/mentor communication in general, keeping students motivated, tutoring schedules and spaces, and consistent follow through and support from mentors.
Signature Element #2 (Established):	Professional development including 1-1 coaching for every teacher focused on culturally relevant teaching and student engagement	Yes	Yes	By adding an additional instructional support position with the Dean of STEM we were able to expand our ability to provide coaching to all staff both teaching and non-teaching in the building. Teachers are much happier about the suport they are receiving to address their practice. We implemented a coaching survey mid-year where we were able to gather data around teacher satisfaction in relation to coaching . Through this survey we were able to gather that: *100% of teachers felt like coaching was a good use of their time. *93% of teachers felt like their coach was effective. *80% of teachers were observed 1x or more a month. One teacher even shared: "She has been extremely supportive. I don't think I would have survived my first semester if it weren't for her constant help."

Signature Element #3 (Established):	Multiple measures of success (such as YPAR, Proficiency & Bridge Defenses) prepare students for the academic expectations of post-secondary environments	Yes	Not Yet	Like aforementioned buildOn was unable to support our continued pathway developement. We relied on the support of outside partnerships that did not yield expected results. We have decided to create a new position in house, a pathway coordinator, to work towards reengaging our school community towards continuing to develop our pathway.

3. EQUITY IMPERATIVE FOR YOUR SITE — Complete this by: February 1, 2017

As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
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.	ARISErs will 1. Graduate and attend a college or university or begin a career that will lead to happiness, wealth, critical consciousness, and empowerment. 2. Be prepared to navigate barriers that keep them from educational attainment (SAT, SBAC, ACT). 3. Return to Oakland as Agents of Change

4. ANNUAL SCHOOL GOALS — Complete this by: February 1, 2017

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.

FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Students will have more opportunities within our four year program to complete A-G requirements.	On Track to Graduate	English Learners	83%	85%	87%	Focus on professional development that includes EL strategies and differentiation as part of academic RTI, and continue to identify struggling students and determine support services
Post-Secondary Readiness	Students will be prepared to navigate barriers that traditionally keep them from eduational attainment (SAT, ACT, SBAC). All graduates need to be prepared and empowered to succeed in college and careers. ARISE has collected feedback from ARISE Alumni through interviews and surveys. Through this data collection and our EAP data, we have found large numbers of our students need additional remediation and support when they enter college. Alumni data has also helped us to understand that students need additional skills and work experience in order to be prepared to enter a career directly after graduating from college.	Social Emotional Learning	All Students				Formalize data analysis and use it for planning – determine academic achievement measures and how they are going to be assessed. Look at all formal achievement data, such as EAP and writing assessments, SBAC, and local assessments / learning targets.

Category	Description	Measure	Student Group				Notes
Climate and Culture	ARISE will strengthen existing attendance structures to address the increase in chronic absence rate. At ARISE, we are constantly analyzing and reflecting on causes of student success and failure. We have found that the students who come to ARISE and learn to embody our core values are nearly always successful academically and continue to fulfill the mission and vision of ARISE after graduation. Those who struggle to embody these values often fail to graduate, have poor attendance, are dissatisfied with their school experience or experience other challenges while at ARISE. This analysis has made clear to us that quality curriculum, instructions and postsecondary preparation does not explain everything makes a school successful. The values, culture, or climate of a school is also necessary to create a positive learning experience.	Culture/Climate: Student	All Students	16%	14%	12%	Formalize data analysis and use it for planning – determine academic achievement measures and how they are going to be assessed. Look at all formal achievement data, such as EAP and writing assessments, SBAC, and local assessments / learning targets.
Rigorous Academics	ARISE will focus on developing a math sequence that is common-core aligned and provides remediation for students. ARISE has found there is a significant variation in the instructional quality, curriculum, performance assessment, scope and sequence, and learning targets between some departments and some courses. We have found this through teacher coaching cycles, classroom observations, and teacher survey data. This variation leads to inconsistent learning outcomes for our students.	SBAC Math	Low-Income Students	8%	13%	18%	Continue focus on Algebra and ensuring a strong mathematical foundation for all students
Pathway Development	Develop an action plan for reviewing our current pathway offering and create a multi-year implementation plan to increase student participaiton in our pathway.	Pathway Participation	Low-Income Students	25%	50%	75%	Focus on professional development that includes EL strategies and differentiation as part of academic RTI, and continue to identify struggling students and determine support services

5. STRATEGIES	Complete this by: **February 1, 2017**

Focused Annual Plan (FAP) Major Improvement Strategies		
Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Schoolwide <u>Language &</u> <u>Literacy</u> **Improvement Strategy:**	To embrace literacy across content, including mathematical literacy, as the building block for all curriculum and instruction.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Schoolwide <u>Mathematics</u> **Improvement Strategy:**	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.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	To build strong school culture and systems that support students' achievement, grades, attendance and behavior across the 9-12 span	School Leadership & School Vision	Equity/Access/ Achievement

Pathway Development/ Implementation Strategy:	Designate pathway coordinator that will collaborate with school community (staff, students, and families) to develop vision for Agents of Change pathway.	Program of Study & Master Scheduling	Work-Based Learning

Measure N Design Features		
Identify up to three Measure N design features that support your goals.	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Measure N Design Feature #1: Developing a 4 year sequence of community service, internships, and work based learning into our advisory and core academic classes	Program of Study & Master Scheduling	Work-Based Learning
Measure N Design Feature #2: Develop our graduate profile and revise capstones to better align to pathway.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Measure N Design Feature #3 Establish clear vision for Agents of Change Pathway rooted in stakeholder input.	School Leadership & School Vision	Equity/Access/ Achievement

Signature Elements (Established Practices)		
Identify up to three established signature elements that support your goals.	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Signature Element #1 (Established): Early identification of students who are struggling academically in 9th and 10th grade and differentiated programmatic supports to reengage them	Personalized Student Support	Equity/Access/ Achievement
Signature Element #2 (Established): Professional development including 1-1 coaching for every teacher focused on culturally relevant teaching and student engagement	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Teacher Conditions
Signature Element #3 (Established): Multiple measures of success (such as YPAR, Proficiency & Bridge Defenses) prepare students for the academic expectations of post-secondary environments	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	*Complete this by:* **February 1, 2017**
Instructions:	**Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.** *Target Student Group:* For each action, choose a primary student group that you expect to benefit. *Title I Requirements:* If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers). *REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.*

Schoolwide Language & Literacy Improvement Strategy:	**To embrace literacy across content, including mathematical literacy, as the building block for all curriculum and instruction.**						
Strategic Action	**Associated LCAP Action Area** *(required for all funded actions)*	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
EL Consultants and Materials	A3.4: Teacher Professional Development focused on Literacy	English Learners	LCFF Concentra	$10,000.00		Provide all Englis	Targeted Suppor
Teacher Leadership Roles	A6.3: Professional Learning for School Site Council Teams	All Students	(Salary Only)	$14,000.00			
Literacy for Liberation Course Materials	A3.2: Reading Intervention	English Learners	Measure N	$5,000.00		Provide all Englis	Targeted Suppor

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Schoolwide Mathematics Improvement Strategy:	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.						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Dean of STEM to continue supporting the building of comprehensive, rigorous, and appropriately sequenced math curriculum	A2.1: Implementation of CCSS & NGSS	All Students	Measure N	$53,121.00		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.	Differentiation for
Development of 9th grade numeracy course and materials	A1.3: A-G Completion	Low-Income Students	Measure N	$20,000.00		Early identification of students who are struggling academically in 9th and 10th grade and differentiated programmatic supports to reengage them	Differentiation for

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Numeracy Teacher	A2.9: Targeted School Improvement Support	Low-Income Students	Measure N	$64,575.00		Early identification of students who are struggling academically in 9th and 10th grade and differentiated programmatic supports to reengage them	Differentiation for

Culture & Climate/SEL Improvement Strategy:	To build strong school culture and systems that support students' achievement, grades, attendance and behavior across the 9-12 span						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Dean of Students	A2.2: Social Emotional Learning	All Students	LCFF Concentra	$100,000.00		To build strong school culture and systems that support students' achievement, grades, attendance and behavior across the 9-12 span	Targeted Suppor

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Student Success Advisor	A1.3: A-G Completion	Latino Students	Measure N	$30,000.00		Early identification of students who are struggling academically in 9th and 10th grade and differentiated programmatic supports to reengage them	Differentiation for
Project Engage (Tutors, Mentors, Materials)	A1.6: After School Programs	Low-Income Students	Measure N	$50,000.00		Early identification of students who are struggling academically in 9th and 10th grade and differentiated programmatic supports to reengage them	

Pathway Development/Implementation Strategy:	**Designate pathway coordinator that will collaborate with school community (staff, students, and families) to develop vision for Agents of Change pathway.**						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Pathway Teacher	A1.1: Pathway Programs	All Students	Measure N	$64,575.00		Developing a 4 year sequence of community service, internships, and work based learning into our advisory and core academic classes	
Pathway Coordinator	A1.1: Pathway Programs	All Students	Measure N	$55,000.00		Designate pathway coordinator that will collaborate with school community (staff, students, and families) to develop vision for Agents of Change pathway.	

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION						

Instructions:			KEY:			
Please complete this self-assessment for your school.			1: Beginning & Designing		3: Meeting and Advancing	
Click here for the full	Measure N rubric.		2: Developing & Approaching		4: Excelling and Sustaining	

1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	4	4	2	We felt that we had a strong academic and cultural identity as a school and we still do. However, we've fallen short in being able to engage more than our teacher leadership structure to build out an Agents	While we made progress in some aspects or our pathway develment we've struggled to merge our school mission & vision with our Agents of Change (AOC) Pathway. We've encountered capacity	ARISE experienced a significant change in leadership this year. This change, with two new Co-Principals, required a reworking
Leadership Configuration	3	3	1			
Distributive Leadership	3	3	1			

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	4	4	4	As a small school our entire student body is "tracked" into a college pathway. We ensure that all of our graduates are able to have access to 2 year or 4 year college options and trade schools.	We are proud of our equitable admissions processes and practices. However, we do mainly serve the Fruitvale community which means that our student demographics reflect our neighborhood, which is prominently Latino.	ARISE experienced a significant change in leadership this year. This change, with two new Co-Principals, required a reworking and strengthening of basic
Diverse Student Representation	2	2	2			
Closing the Opportunity Gap	2	2	3			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	3	1	We have an idea of our pathway theme but have not been able to really flesh out the pathway.	While our team in engaged and bought into the process, we need to continue to solicit feedback on our theme from additional stakeholders. Our current challenge is to build more robust	ARISE experienced a significant change in leadership this year. This change, with a single principal required a reworking
Integrated Core	2	3	2			
Cohort Scheduling	3	3	2			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	3	3	3	We've had some wins this year. Our Applied research Methods Course has been very successful in collaborating with content teachers in 9th grade. We are working with our other teachers	Our Proficiency and Bridge defenses continue to grow stronger every year, both in terms of instructional systems and structures as well as riger and alignment to both Common Core and	ARISE was founded as a school that was grounded in assessment practices that involved the design and public defense of rigorous
Collaborative Learning	2	2	3			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	3	3	3	Still working on providing staff with collaboration time that feels productive and strengthens our pathway identity.	This year we had less collaboration time than earlier years, because we were engaging in so many other professional development cycles. However, our ability to have teachers observe one	We are trying to pack so many aspects of professional development into our once a weekly Wednesday time. A
Collaboration Time	3	2	2			
Professional Learning	2	2+	1			

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	1	1	1	We do not have movement on this other than realizing we need a pathway coordinator.	While ARISE has some basic structures in place and is actively building the partnerships needed to create further growth, we are still in the building stages with a tentative plan and timeline to	ARISE hasn't had the capacity in staff to be able to establish WBL placements.
Pathway Outcomes	1	1	1			
Pathway Evaluation	1	1	1			

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	3	3	3	By increasing our College & Career coordinator to fulltime we've had the opportunity of providing students more opportunities to explore college &	Our College & Career Coordinator is full time this year and she's had increased capacity to provide stuednts with experiences. However, out	ARISE needs to put our money where our mouth is; a Pathway Coordinator to lead the work of
College & Career Plan	2+	2+	3			