2016-2017 Measure N Expenditure Plan

School: **ARISE**

CDS Code:

Principal:

Date of this revision: 5/2/2016

Contact: **Position:** Principal

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The Measure N Commission approved this revision of the Measure N Plan on: TBD

School Description

ARISE High School is a small, independent charter school serving approximately 264 students in the Fruitvale district of East Oakland, California. Founded in 2007 by a unique partnership between Mills TRIO Program, Oakland Community Organizations (OCO), and the Unity Council, ARISE brought together educators, organizers, and families to create a school that serves the Fruitvale community. Currently, the student body is predominantly: Latino, low-income, and native Spanish speakers who will be the first in their families to attend college. ARISE prides itself on having a diverse staff and faculty that provides wrap around services for our student body and community. This year, ARISE has 15 teachers in addition to ten more staff members including administrators and office support.

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.

School Demographics

	% Male	% Female	% LCFF	% English Learners
Special Populations				
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	Filipino	Pacific/ Islander	Caucasian	Multiracial

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes

ARISE has a solid record of students with an A-G Completion rate. This number far exceeds comparable schools' completion rates. In addition, English Learners have shown significant improvement with an approximate 8% rise in A-G Completion.	We see an approximate 8% drop in overall A-G Completion rates from 13-14 to the current reporting year of 14-15. This is most likely due to the number of students with IEPs who are completing California mimimum graduation requirements. We are also still challenged by the percent of students leaving ARISE. While the number is down approximately 4.5% from the previous school year, we are still above the district average.	We see a large number of students who leave ARISE, higher than the district average. Simply put, ARISE has rewarded passively compliant students while challenging students who do not fit into this traditional "student" norm. Our school discipline data coroborates this analysis, as does qualitative data from both students and staff. We have not served our Latino male students, English Learners and students with IEPs at the level that's required to both retain and rigorously support them. Even without a formal root cause analysis, ARISE had embarked on a path to improve retention with a focus on Latino males, English Learners and students with IEPs. This improvement includes strengthening instructional practices that emphasize clear structures, culturally proficient approaches to teacher and learning, and explicit literacy building across content. In addition, after many years of applying to the El Dorado Charter SELPA, ARISE was accepted for the 16-17 school year. This partnership with El Dorado and the Seneca Family of Agencies will allow for incredibly robust intervention systems that catch our focal students early and provide informed wrap-around services to ensure both academic and socio-emotional success.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
ARISE is proud of our ability to prepare students for college and career. It has been an integral part of our mission and vision from the founding of the school. Our data far exceeds district averages. For example, our percentage of students with concurrent enrollment grew from 12.2% to 18.1% between the 13-14 and 14-15 school years. In 14-15, the district average was 7.1% In addition, the number of students enrolling in four-year colleges continues to increase, from 71% in 13-14 to 80% in 14-15.	We do not offer AP courses. However, we do offer a rigorous CCSS & NGSS-alligned performance assessment-based graduation requirement which challenges students to present and defend their academic knowledge before a panel of experts and peers. 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. Our goal is to see the metrics around GPA, Concurrent Enrollment, and Number of Students Enrolling in Four/Two Year Colleges continue to rise.	Like many urban schools that serve low-income English Learners, ARISE experiences a large number of graduates who are required to take remediation courses in order to be college-ready. Simply put, ARISE has historically considered external measurements such as SBAC suspect and incompatible with the school's mission and vision. It has taken a concerted push to reframe and shift that mental model this (15-16) school year. The shift has been acomplished through implemention of 5 W's Protocol, teacher-led literacy and numeracy-focused Critical Inquiry Groups that reward and push teacher-leadership in reframing the narrative around SBAC, and targeted professional development that focuses on text and problem-based culturally proficient teaching practices.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes

Our suspension rate and chronic absense rate are lower than the district average because we do provide a small, intimate learning community where students are well-known by adults. In addition, we offer a broad range of activities for family through our College Access Program and through both weekly morning and monthly evening meetings with our Parent Coordinator.	While we are proud that our suspension and chronic absence rate are lower than the district average, that is not enough. We continue to work with our Student Engagment Committee and our COS Team (called Palante Circle) to support a strong climate and culture that will continue to build systems to support the lowering of both the suspension and chronic absence rates.	While our chronic absense rates are lower than the district average, we aim to lower our rate to 0%. Simply put, the students and families of East Oakland are put under intense pressure through interlocking systems of oppression. Depression, chronic health issues, and a lack of resources means that sometimes families and students make choices that involve a short-term gain but a long-term loss. This short-term gain often means missing out on instructional time in the name of a more pressing concern. In our final analysis, chronic absence is often best approached through trauma-informed practices and through looking at both student and family perceptions of schooling and school. We hope to leverage our partnership with the Seneca Family of Agencies as well as strengthen our existing Student Engagment Committee to continue to identify how best to support our students with chronic absences.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Our metrics under Rigorous Academics are a work-in-progress. We are proud of the work we've done with year to better use internal assessment data (NWEA's MAP test) to look closely at student performance - particularly for EL students - and SBAC readiness. By using data-based cycles of inquiry we have, as a teaching staff, created clear goals for instruction and student outcomes.	As mentioned above, we are proud of our rigorous CCSS & 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 metric is not reflected in the most current EL Reclassification rates or SBAC scores. We are proud of the work we've done this year to prepare our 11th graders more thoroughly for SBAC and we do expect to see our scores rise. In addition, we are actively investigating approaches to ELD that will better serve our English Learners. This includes investigating the viability of implementing the E.L. Achieve curriculum, as well as leveraging our impending shift to the El Dorado County Charter SELPA and the concurrent partnership with the Seneca Family of Agencies that we are commmitting to for the long-term.	Simply put, ARISE historically has considered external measurements such as SBAC suspect and incompatible with the school's mission and vision. It has taken a concerted push to reframe and shift that mental model this (15-16) school year. The shift has been acomplished through implemention of 5 W's Protocol, teacher-led literacy and numeracy-focused Critical Inquiry Groups that reward and push teacher-leadership in reframing the narrative around SBAC, and targeted professional development that focuses on text and problem-based culturally proficient teaching practices.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Increase Humanities teacher effectiveness through professional development and targeted coaching
- Provide greater direction and feedback on classroom curriculum and instruction
- Implement culturally relevant programs that emphasize community engagement
- Increase STEM teacher effectiveness through professional development and targeted coaching
- Develop a consistent practice of mathematical instruction

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related WASC Goal
Graduate Outcomes:	Increase Retention	Implement culturally relevant programs that emphasize community engagement & Provide greater direction and feedback on classroom curriculum and instruction
Post-Secondary Readiness:	Decrease Remediation at the college-level (in both Math & English)	Develop a consistent practice of mathematical instruction
Climate and Culture:	Keep lowering chronic absence rates	N/A
Rigorous Academics:	Raise ELA (and Math - see above) SBAC scores	Increase Humanities teacher effectiveness through PD and targeted coaching

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	**Percent of Students Leaving**	Low- Income Students	14.8%	11.7%	10%	Graduation Rate
Post-Secondary Readiness:	**SBAC Math**	Low- Income Students	5%	13%	18%	Concurrent Enrollment
Climate and Culture:	**Chronic Absence**	Low- Income Students	9.6%	8.5%	7.5%	Attendance Rate
Rigorous Academics:	**SBAC ELA**	Low- Income Students	20.0%	28%	35%	A-G Completion

School Theory of Action

If we continue to focus on our stance around equity and inclusion particularly where it pertains to our focal groups (Latino males, English Learners, and students with IEPs) by emphasizing the components of our Agents of Change pathway where focal students already demonstrate proficiency - which includes student directed dialogue and WBL & community service opportunities - and providing teachers with more robust training around ELD and academic/behavioral interventions, then we will see a marked improvement in retention rates, chronic absence rates and SBAC scores.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Robust ELD implementation across content-area and grade-level through work of Critical Inquiry Groups and E.L. Achieve implementation (investigative year)	Raise ELA SBAC scores	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	Leverage resources from El Dorado Charter SELPA and Seneca Family of Agencies to strengthen RtI systems (both academic and behavioral)	Keep lowering chronic absence rates	School Leadership & School Vision	Building a Rigorous Academic Core: Student Conditions
Pathway Development/ Implementation Strategy:	Partner with BuildOn and AmeriCorps to pilot year-one of WBL	Increase Retention	Program of Study & Master Scheduling	Work-Based Learning
New or Emerging Design Feature #1:	Embedding Work Based Learning into all Post-Sessions in May/June 2016-17	Increase Retention	Work-Based Learning	Program of Study & Master Scheduling
New or Emerging Design Feature #2:	Hiring Unconditional Education Coach to support RtI (Academic & Behavioral Interventions)	Keep lowering chronic absence rates	Building a Rigorous Academic Core: Student Conditions	School Leadership & School Vision
New or Emerging Design Feature #3:	Critical Inquiry Groups aligned with focus on ELD	Raise ELA SBAC scores	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
Established Signature Element #1:	Guided Reading	Raise ELA SBAC scores	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Established Signature Element #2:	YPAR connected to Work Based Learning	Increase Retention	Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #3:	Proficiency & Bridge Defenses	Keep lowering chronic absence rates	Program of Study & Master Scheduling	Personalized Student Support