

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-2233
Introduction Date	9/11/2024
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Jenine Lindsey, General Counsel  
Kelly Krag-Arnold, Director, Office of Charter Schools

**Meeting Date** September 11, 2024

**Subject** Submission – Arise High School - Petition and Charter (Renewal) – Grades 9-12 - July 1, 2025 – June 30, 2030

**Ask of the Board** Acceptance of Submission, as of August 1, 2024, of Arise High School - Petition and Charter (Renewal) – Grades 9-12 – July 1, 2025 – June 30, 2030, with initial Public Hearing set for 6:30 P.M., September 23, 2024, pursuant to Education Code Section 47605.

**Background** On January 25, 2017 the OUSD Board of Education voted to approve a five-year term for ARISE High School. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On August 1, 2024, ARISE High School submitted its renewal petition. ARISE High School was placed in the Middle tier by the California Department of Education and is consequently eligible for a 5 year term beginning July 1, 2025.

As outlined in Education Code Section 47605(b), the Initial Public Hearing for ARISE High School is taking place within 60 days of the renewal submission. Representatives from the school will present and the OUSD Board will have an opportunity to ask the lead charter petitioners questions following the presentation.

The OUSD Office of Charter Schools is conducting an evaluation of the renewal request and will prepare and post a Staff Report 15 days prior to the Decision Public Hearing, in accordance with California Education Code.

**Discussion** Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

**Fiscal Impact**            No direct fiscal impact.

- Attachment(s)**
- ARISE High School Renewal Petition – Redline
  - ARISE High School Renewal Petition – Clean
  - ARISE High School Initial Public Hearing Presentation

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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Jenine Lindsey, General Counsel  
Kelly Krag-Arnold, Director, Office of Charter Schools

**Meeting Date** September 23, 2024

**Subject** Charter Renewal Initial Public Hearing – ARISE High School

**Ask of the Board** Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

**Background** On January 25, 2017 the OUSD Board of Education voted to approve a five-year term for ARISE High School. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

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**Discussion** Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

**Fiscal Impact** No direct fiscal impact.

**Attachment(s)**

- ARISE High School Renewal Petition – Redline
- ARISE High School Renewal Petition – Clean
- ARISE High School Initial Public Hearing Presentation



## **ARISE High School**

Charter Renewal Petition

July 1, 2025 — June 30, 2030

Respectfully Submitted to Oakland Unified School District  
[DATE]

*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.*



## AFFIRMATIONS, DECLARATIONS, AND ASSURANCES

### Affirmation of Conditions Described in Education Code Section 47605(e)

ARISE High School (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
  - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
  - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
  - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
  - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))
6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last

known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

#### **Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)**

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

#### **Other Assurances**

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))



6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall 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, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall 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, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq.*) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
  - a. The California Code of Regulations
  - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
  - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)
  - d. Displaying all required postings at school site and online
  - e. Following the minimum and maximum age requirements for enrollment
  - f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific “District Required Language” (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

## ELEMENT 1 (EDUCATIONAL PROGRAM)

***“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” – Ed. Code § 47605(c)(5)(A)(i)***

***“The annual goals for the charter school 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, 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.” – Ed. Code § 47605(c)(5)(A)(ii)***

***“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)***

### **Local Control Accountability Plan (LCAP)**

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(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, including but not limited to 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.
- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

### **Western Association of Schools and Colleges (WASC) Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

### **Mathematics Placement Policy**

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

### **Independent Study**

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

### **Home and Hospital Instruction**

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

**Student Enrollment and Grade Levels Served**

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

<b>Grade Level</b>	<b><u>Projected Student Enrollment for Each Year by Grade Level and Total Enrollment</u></b>				
	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>
<b><u>TK</u></b>	--	--	--	--	--
<b><u>K</u></b>	--	--	--	--	--
<b><u>1</u></b>	--	--	--	--	--
<b><u>2</u></b>	--	--	--	--	--
<b><u>3</u></b>	--	--	--	--	--
<b><u>4</u></b>	--	--	--	--	--
<b><u>5</u></b>	--	--	--	--	--
<b><u>6</u></b>	--	--	--	--	--
<b><u>7</u></b>	--	--	--	--	--
<b><u>8</u></b>	--	--	--	--	--
<b><u>9</u></b>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<b><u>10</u></b>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<b><u>11</u></b>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<b><u>12</u></b>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<b><u>Total</u></b>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>

**Maximum Enrollment for the Charter Terms: 400**

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more;
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

**Student Enrollment and Grade Levels Served**

Charter School will serve a maximum student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Grade Level	Maximum Student Enrollment for Each Year by Grade Level and Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5
TK	#	#	#	#	#
K	#	#	#	#	#
1	#	#	#	#	#
2	#	#	#	#	#
3	#	#	#	#	#
4	#	#	#	#	#
5	#	#	#	#	#
6	#	#	#	#	#
7	#	#	#	#	#
8	#	#	#	#	#
9	#	#	#	#	#
10	#	#	#	#	#
11	#	#	#	#	#
12	#	#	#	#	#
<b>Total</b>	#	#	#	#	#

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year, per the schedule above, increases by either 5% or more or 20 students or more, whichever amounts to a lesser increase;
3. The total enrollment in a given year, per the schedule above, decreases by 10% or more or 20 students or more, whichever amounts to a lesser decrease.

**Special Education**

- ARISE is part of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) as a local educational agency (“LEA”) member, consistent with Education Code Section 47641(a).
- ARISE fulfills the child find requirements through a Multi-tiered System of Supports (“MTSS”) model.
- ARISE provides special education services in compliance with the Individuals with Disabilities in Education Act based on what is outlined in each students Individualized Education Program (“IEP”)
- ARISE will fund its special education using federal and state special educations funds in addition to general funds from LCFF. ARISE has budgeted funds from LCFF to cover expenses beyond what the school receives from special education revenue sources.

[Describe how the charter school will provide special education services, including but not limited to the following:

- Whether the charter school will join a special education local plan area (SELPA) as a local educational agency (LEA) (Ed. Code 47641), or be deemed a school of the district. (Ed. Code 47646). Identify the SELPA that the charter school will join.
- How the school will identify students who qualify for special education.
- How the school will provide special education services in compliance with the Individuals with Disabilities in Education Act.
- How the school understands, and will meet, its responsibilities to students receiving special education services.
- How the charter school will pay for special education services.]

### **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 17 years and looks forward to continuing this service during our next charter term. The school was developed through a unique collaboration 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 have 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. Over the past ten years, we have developed a Public and Community Health for the People Pathway<sup>1</sup> that serves as a pipeline for our students to college and career opportunities when they graduate. In 2022 ARISE implemented an Education for the People Pathway for students interested in exploring careers in the education sector. Through dual enrollment agreements with the Peralta Colleges, students access college-level courses in healthcare and education disciplines to help them earn college credit and prepare them for the rigors of college education. In deep partnership with community and industry partners, students have multiple opportunities to explore a broad range of college and career opportunities through relevant experiential learning experiences/internships. 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.

**WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE/TARGET POPULATION**

As required by Education Code Section 47605(ee)(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 Learners.

**TARGETED STUDENT POPULATION AND COMMUNITY INTEREST**

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. 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. ARISE provides students with a small school environment where every student has at least one adult who knows them well and supports them on their educational journey. At ARISE, education is not just about how well you do on a test. Rather, we emphasize knowledge of self, society, and history within a highly personalized and supportive learning environment. For many of our students, ARISE represents their last chance to succeed in secondary education. We educate high school students struggling with myriad challenges, including teen parents, caretakers of siblings or aging family members, those who have struggled with substance abuse, or who have simply not had a positive experience in their time in school. ARISE validates our students’ experiences and uses them to help students build character, rather than shame them into conformity.

<u>2023-2024</u>	<u>SED</u>	<u>EL</u>	<u>Foster Youth</u>	<u>Homeless</u>	<u>Migrant</u>	<u>Students with Disabilities</u>
<u>ARISE HS</u>	<u>88.3%</u>	<u>33.3%</u>	<u>0.3%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>17.3%</u>
<u>OUSD</u>	<u>80.5%</u>	<u>33.1%</u>	<u>0.5%</u>	<u>5.4%</u>	<u>0.0%</u>	<u>15.5%</u>

<u>2023-2024</u>	<u>African American</u>	<u>American Indian</u>	<u>Asian</u>	<u>Filipino</u>	<u>Hispanic</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More Races</u>
<u>ARISE HS</u>	<u>1.8%</u>	<u>0.0%</u>	<u>0.5%</u>	<u>0.8%</u>	<u>94.3%</u>	<u>0.0%</u>	<u>0.3%</u>	<u>0.3%</u>
<u>OUSD</u>	<u>20.0%</u>	<u>0.2%</u>	<u>9.4%</u>	<u>0.7%</u>	<u>50.2%</u>	<u>0.7%</u>	<u>10.1%</u>	<u>6.0%</u>

<sup>1</sup> Linked Learning initiative developed through Measure N funding.



## Academic Achievement: School Performance Over the Current Charter Term; Charter Renewal Criteria

### CHARTER RENEWAL CRITERIA

#### Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. ARISE is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, ARISE High School fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

ARISE documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

**Charter School Dashboard State and Local Indicators 2023**

The following chart reflects the Charter School’s 2023 Dashboard performance indicators (points above or below standard), and for comparison purposes, the District’s and the State’s.

<u>Indicator</u>	<u>ARISE</u>	<u>District</u>	<u>State</u>
<u>ELA (academic)</u>	<u>-24.2</u>	<u>-63.6</u>	<u>-13.6</u>
<u>Math (academic)</u>	<u>-93.7</u>	<u>-93.8</u>	<u>-49.1</u>
<u>ELPI (academic)</u>	<u>47.1%</u>	<u>44.2%</u>	<u>48.7%</u>
<u>College/Career (academic)</u>	<u>90% (very high)</u>	<u>37.9% (medium)</u>	<u>43.9% (medium)</u>
<u>Chronic Absenteeism (academic engagement)</u>	<u>25.4%</u>	<u>52.9%</u>	<u>24.9%</u>
<u>Suspension Rate</u>	<u>5.6%</u>	<u>3.8%</u>	<u>3.6%</u>
<u>Graduation Rate</u>	<u>90.1%</u>	<u>75%</u>	<u>86.4%</u>

**Local Indicators:**

<b><u>BASICS: Teachers, Instructional Materials, Facilities</u></b>	<b><u>STANDARD MET</u></b>
<b><u>Implementation of Academic Standards</u></b>	<b><u>STANDARD MET</u></b>
<b><u>Parent and Family Engagement</u></b>	<b><u>STANDARD MET</u></b>
<b><u>Local Climate Survey</u></b>	<b><u>STANDARD MET</u></b>
<b><u>Access to a Broad Course of Study</u></b>	<b><u>STANDARD MET</u></b>

As shown above, ARISE outperformed the District in both ELA and Math as measured by the distance from standard points. Additionally, ARISE outperforms the state and District on the English Learner Progress Indicator. This achievement is especially gratifying considering that ARISE serves roughly the same percentage of English Learners as the District.

Further, ARISE outperforms the state and District in on college/career preparedness and graduation rates. ARISE is exceedingly proud of these accomplishments given the student profile we serve. These outcomes speak to ARISE’s ability to execute against its mission and provide Oakland’s youth with a quality high school education that prepares them to enter the workforce or an institution of higher education upon graduation. Graduating from high school has enormous implications on the ability of adults to have a secure financial future. In a neighborhood where 20% of residents did not finish high school, ARISE’s contributions to closing the achievement gap are impactful for students and their families. Pairing these achievements with ARISE’s career pathways in high demand sectors (healthcare and education) beginning in the 9<sup>th</sup> grade, ARISE graduates are on solid workforce and college footing when they leave our campus.

**Numerically Significant<sup>2</sup> Student Subgroup ELA Performance on 2023 Dashboard**

Demographic	ARISE	District	State
<b><u>Socioeconomically Disadvantaged</u></b>	-21.6	-92.8	-42.6
<b><u>Hispanic</u></b>	-22.9	-83.9	-40.2
<b><u>English Learners<sup>3</sup></u></b>	-83.1	-92.5	-67.7

As shown above, ARISE outperforms the District and State for socioeconomically disadvantaged students and Hispanic students by more than double digits; ARISE outperforms the District on ELA for English Learners, however the State assigned no performance color to ARISE’s English Learner subgroup.

**Numerically Significant Student Subgroup Math Performance on 2023 Dashboard**

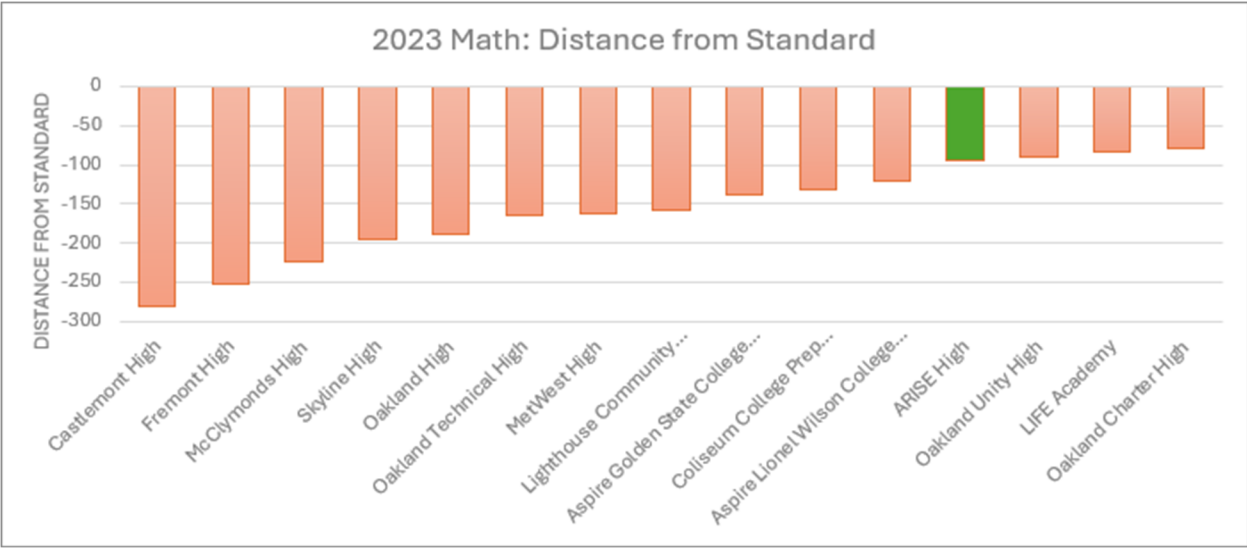
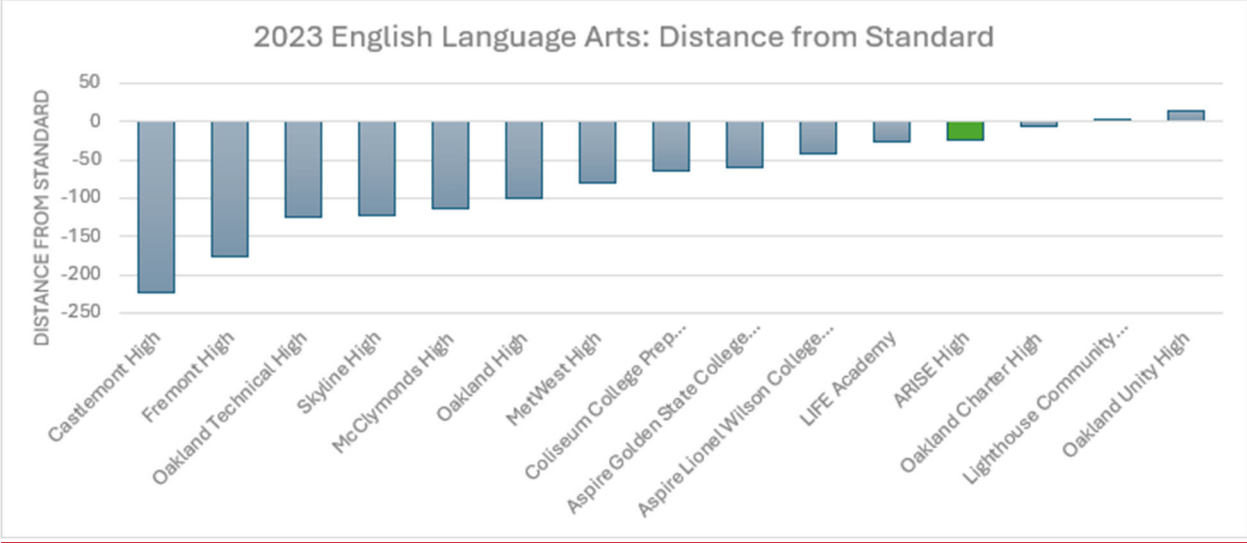
Demographic	ARISE	District	State
<b><u>Socioeconomically Disadvantaged</u></b>	-91.8	-123.2	-80.8
<b><u>Hispanic</u></b>	-94.8	-117.1	-80.8
<b><u>English Learners</u></b>	-127.2	-115.6	-93.4

ARISE performed better than the District in ELA and Math for its Hispanic and socioeconomically disadvantaged student subgroups, while achieving relative parity with the State on for its socioeconomically disadvantage and Hispanic subgroups.

ARISE is also performing well compared to neighboring schools, as shown in the figures below.

<sup>2</sup> The following subgroups did not have enough students at Unity for the Dashboard to provide a performance level for ELA or Math: African American (2 students), Students with Disabilities (9 students), White (1 student), Foster (1 student), Filipino (1 student), Asian (1 student).

<sup>3</sup> English Learners are a numerically significant student group at ARISE, however, the Dashboard assigned no performance color to this subgroup. ARISE is including the measurement here for transparency.



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 2018-19, 12.6% of Oakland youth dropped out of school. The statistics for students of color and other subgroups are bleak. The dropout rate for Latinos was 18.1% and for African Americans was 8.6%. Of this already low percentage of graduates, just over half (57.3%) graduated with the A-G credits to even be eligible to apply to a UC/CSU. While modest improvements have been made over the past several academic years, there is still plenty of work to do. ARISE’s track record is significantly better (1.6% overall dropout rate with 91.8% meeting A-G requirements), it is still something that we are working to improve further. Even though our postsecondary attainment numbers well above 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.

**STUDENT ENROLLMENT and DEMOGRAPHICS**

ARISE High School serves students in 9th, 10th, 11th and 12th grade. The enrollment breakdown for ARISE during the last charter period is reflected below.

<u>ARISE High School</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<u>Total Enrollment</u>	<u>274</u>	<u>288</u>	<u>317</u>	<u>369</u>	<u>387</u>	<u>404</u>	<u>404</u>	<u>400</u>
<u>Socioeconomically Disadvantaged</u>	<u>89.4%</u>	<u>85.4%</u>	<u>71.6%</u>	<u>81.6%</u>	<u>92.8%</u>	<u>74%</u>	<u>91.6%</u>	<u>88.3%</u>
<u>English Learners</u>	<u>28.1%</u>	<u>19.1%</u>	<u>16.4%</u>	<u>17.3%</u>	<u>20.4%</u>	<u>31.4%</u>	<u>34.4%</u>	<u>33.3%</u>
<u>Special Education</u>	<u>5.8%</u>	<u>6.9%</u>	<u>11.4%</u>	<u>11.1%</u>	<u>11.4%</u>	<u>13.4%</u>	<u>13.6%</u>	<u>17.3%</u>
<u>African American/Black</u>	<u>2%</u>	<u>2.7%</u>	<u>1.8%</u>	<u>1.8%</u>	<u>2.1%</u>	<u>2.2%</u>	<u>2.2%</u>	<u>1.8%</u>
<u>Asian</u>	<u>1.4%</u>	<u>1.0%</u>	<u>1.8%</u>	<u>2%</u>	<u>1.3%</u>	<u>1.7%</u>	<u>1.0%</u>	<u>0.5%</u>
<u>Filipino</u>	<u>2.5%</u>	<u>2.7%</u>	<u>2.5%</u>	<u>2.7%</u>	<u>1.6%</u>	<u>1.5%</u>	<u>1.2%</u>	<u>0.8%</u>
<u>Hispanic/Latino</u>	<u>89%</u>	<u>92%</u>	<u>92%</u>	<u>91.5%</u>	<u>92.8%</u>	<u>93.1%</u>	<u>95%</u>	<u>94.3%</u>
<u>White</u>	<u>0.03%</u>	<u>0.0%</u>	<u>0%</u>	<u>0.2%</u>	<u>0.5%</u>	<u>0.2%</u>	<u>0%</u>	<u>0.3%</u>
<u>Unreported</u>	<u>3.6%</u>	<u>1.0%</u>	<u>0.6%</u>	<u>0.2%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>2.3%</u>

## **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 approved calendar for ~~2021-2022-2024-2025~~ will include ~~178~~<sup>7</sup> instructional days, ~~three-two~~ 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 2021-2022 calendar 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 – ~~2021-2022~~<sup>2024-2025</sup>

# ARISE 2024-2025 CALENDAR

## KEY

- STAFF PD - NO SCHOOL
- HOLIDAY OR SCHOOL BREAK
- SPECIAL EVENT (SLC, FIELD TRIP, ETC)
- FINAL EXAMS (DIFFERENT SCHEDULE)
- FAMILY MEETING/EVENING EVENT
- ▼ FIRST DAY OF THE SEMESTER
- ▲ LAST DAY OF THE SEMESTER

## AUGUST

S	M	T	W	T	F	S
				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

- 8/1-9 Staff PD Days (No School)
- 8/6 9th grade Family Orientation
- 8/12 First Day of School
- 8/21 Grade Level Retreats
- 8/22 Dual Enrollment Family Meeting

## SEPTEMBER

S	M	T	W	T	F	S
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					

- 9/2 Labor Day
- 9/4 First day of Fall Enrichment
- 9/11 ARISE Charter Renewal Initial Public Hearing @OUSD Board
- 9/12 11th Grade Family Meeting
- 9/19 12th Grade Family Meeting
- 9/23 Staff PD Day (No School)
- 9/27 01 Interim Progress Reports

## OCTOBER

S	M	T	W	T	F	S
		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		

- 10/4 End of 01
- 10/6 01 Grades Due at Midnight
- 10/8-11 Student Led Conferences
- 10/14 Indigenous People's Day
- 10/21 Staff PD Day (No School)

## NOVEMBER

S	M	T	W	T	F	S
					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

- 11/6 College and Career Day
- 11/11 Veteran's Day Holiday
- 11/14 10th Grade Family Meeting
- 11/21 ARISE Charter Renewal Decision Public Hearing @OUSD Board
- 11/26 02 Interim Progress Reports
- 11/25-29 Fall Break

## DECEMBER

S	M	T	W	T	F	S
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				

- 12/2 Staff PD Day (No school)
- 12/4 Arts Showcase
- 12/11 Last day of Enrichment
- 12/16-18 Finals Week
- 12/17 Exhibition Night
- 12/19 End of 02 & S1 - Staff Day (No School- Grades Due)
- 12/20-1/6 Winter Break

## JANUARY

S	M	T	W	T	F	S
			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	

- 1/1 02 and S1 grades due at Midnight
- 1/6 Staff PD Day (No School)
- 1/7 03 and S2 Starts
- 1/20 MLK Holiday
- 1/23 9th Grade Family Meeting
- 1/29 Advisory Retreats

## FEBRUARY

S	M	T	W	T	F	S
						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	

- 2/5 First day of Spring Enrichment
- 2/6 10th Grade Family Meeting
- 2/10 03 Interim Progress Reports
- 2/14-17 Presidents' Day Weekend
- 2/20 12th Grade Family Meeting
- 2/24 Staff PD Day (No School)
- 2/26 College and Career Day

## MARCH

S	M	T	W	T	F	S
						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					

- 3/7 End of 03
- 3/90 Grades Due for 03 at Midnight
- 3/11-14 Student Led Conferences
- 3/28 Cesar Chavez Day (No School)

## APRIL

S	M	T	W	T	F	S
		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			

- 3/31-4/4 Spring Break
- 4/7 Staff PD Day (No School)
- 4/10 12th Grade Family Meeting
- 4/15 Exhibition Night
- 4/18 04 Interim Progress Reports
- 4/22 & 24 SBAC CAST ELPAC Testing

## MAY

S	M	T	W	T	F	S
				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

- 5/10 PROM
- 5/8 11th Grade Family Meeting
- 5/14 Art Show
- 5/21 Last day/Enrichment
- 5/26 Memorial Day
- 5/27-30 Warrior Intellectual & Bridge Defenses

## JUNE

S	M	T	W	T	F	S
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					

- 6/2-4 Finals Week
- 6/4 Last Day of School
- 6/5-6 End of 04 & S2 - Staff Planning Days & Closeout (No School- Grades Due)
- 6/14 Class of 2024 Graduation
- 6/9-11 Freire/hooks/CLT Planning Days
- 6/9-18 12 month Employee Work Days
- 6/19 Juneteenth
- 6/20-7/21 School Closed

## ARISE 2021-2022 Calendar

Key
PD, SLC, Bridge, WIPD - No School
Holiday or School Break
Special Event
Final Exams (Different Schedule)
Family Meeting/Evening event

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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						

10/3 Grades Due at midnight  
 10/14 Monthly Parent Meeting  
 10/11 Indigenous People's Day

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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 Q2 and S1 grades due at 11:59pm  
 1/3 Whole staff PD day  
 1/4 Second Semester begins - Grade level meetings  
 1/6 Monthly Parent Meeting  
 1/17 MLK Holiday

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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

4/1 Cesar Chavez Day

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

8/2-8/13 Whole staff PD 8/16-20 9th Grade Orientation 8/16 Firs

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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				

11/4 Monthly Parent Meeting  
 11/11 Veteran's Day Holiday  
 11/21 Q2 Interim Progress Reports

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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					

2/3 Monthly Parent Meeting  
 2/13 Q3 Interim Progress Reports  
 2/18-21 Presidents' Day  
 2/9 - Advisory Retreats

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

5/5 Monthly Parent Meeting  
 5/9-12 Mexico Intellectual & Bridge Defiance

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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		

9/2 Monthly Parent Meeting 9/6 Labor Day 9/12 Q1 Interim Proc

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	

12/2 Monthly Parent Meeting 12/13-16 Finals Week 12/17 Grad

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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 Monthly Parent Meeting  
 3/6 Grades Due for Q3 at midnight  
 3/16-18 Student Led Conferences (all day)  
 3/23 - College Tour and Day of Service

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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		

6/3 Post-Session Exhibition Night (Last Day of School)  
 6/4 Q1 and Q2 Grades due at 11:59pm

### School Day

The instructional day at ARISE High School is built to prepare the 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 3:15 pm Monday, Tuesday, Wednesday, Thursday and Friday (370 instructional minutes per day) and 8:30 am to 11:50 am on Half Days (200 instructional minutes) when students are released early to provide time for staff professional development. The annual instructional minutes in these grades will be 65,150 minutes (not including lunch). These exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for 9th through 12th grade.

### Bell Schedule



## 2024-2025 BELL SCHEDULE

TIME	MON	TUE	WED	THU	FRI
8:30 - 9:00	ADVISORY (30)	ADVISORY (30)	ADVISORY (115)	ADVISORY (30)	ADVISORY (30)
9:05 - 10:25	PERIOD 1 (80)	PERIOD 4 (80)		PERIOD 4 (80)	PERIOD 1 (80)
10:30 - 11:50	PERIOD 2 (80)	PERIOD 3 (80)	ENRICHMENT BLOCK 1 (80)*	PERIOD 3 (80)	PERIOD 2 (80)
11:50 - 12:30	LUNCH (40)	LUNCH (40)	LUNCH (40)	LUNCH (40)	LUNCH (40)
12:30 - 1:50	PERIOD 3 (80)	PERIOD 2 (80)	ENRICHMENT BLOCK 2 (80)	PERIOD 2 (80)	PERIOD 3 (80)
1:55 - 3:15	PERIOD 4 (80)	PERIOD 1 (80)	ENRICHMENT BLOCK 3 (80)	PERIOD 1 (80)	PERIOD 4 (80)
3:15 - 4:15	OFFICE HOURS	STAFF PD (NO OFFICE HOURS)		OFFICE HOURS	OFFICE HOURS
EVENTS					

### 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

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

ARISE reflects what it means to be an educated person in the 21st century in our graduate profile.

Graduate Profile:

## 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 21<sup>st</sup> century is someone who:

- ~~Is fully prepared for and ultimately graduates from a four-year college or career pathways certificate program~~
- ~~Has the skills and knowledge to be successful in college and the world of work~~
- ~~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 fully participate 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 among cultures different from their own~~
- ~~Has the skills and awareness to function effectively in a global society and economy~~

Additionally, 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 at 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 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.
- **Career Technical Education** - Through our Linked Learning Pathways in Public Health and Education, students will be able to demonstrate an understanding of the knowledge, skills, and opportunities relevant to these career sectors, and graduates prepared for the transition to postsecondary education, career training, or the workforce. All CTE courses use the California Career Technical Education Model Curriculum Standards as the foundation of the curriculum.

## **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, ARISE 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 ([CCSS, NGSS, the History-Social Science Framework, English Language Development, and the California Arts Standards for Public School](#)), utilizing standards-based grading
  - Allows for equitable, flexible, and individualized support 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 understandings 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 ponder. 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 [Head of School](#) 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, William, 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)
- **Anti-Racist & Abolitionist** – Dr. Bettina Love’s “Guide for Racial Justice & Abolitionist Social and Emotional Learning”.

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 AND INSTRUCTION DESIGN

We gauge these elements through the ARISE Instructional Core which is listed below:

#### Instructional Core Elements

##### Core Element 0: Preparation

- ❖ ARISE teachers complete detailed lesson plans using all elements of the ARISE Unit Design Template and backwards plan towards culminating assessments
- ❖ ARISE teachers use Warrior Intellectual rubrics (5Cs) and the PBL “Gold Standard” elements to guide development of RSAs and other major assessments
- ❖ ARISE teachers build Education and Public and Community Health Pathway connections into the curriculum
- ❖ ARISE teachers use data to inform/revise their instruction and plan for re-teaching based on data collected
- ❖ ARISE teachers differentiate their lessons for students with IEPs by reviewing all IEPs, attending IEP meetings, and collaborating with RSP teachers

##### Core Element 1: Restorative Justice and Warm Demander Classroom Engagement

- ❖ ARISE teachers use restorative practices and strategies to create a safe, accountable, and positive learning environment
- ❖ ARISE teachers’ actions, language, and tone are firm, humanizing, and positive
- ❖ ARISE teachers utilize a range of strategies and teaching modes (one mic, positive narration, urgency, small groups, etc.) to maintain a high level of engagement from beginning to end of class
- ❖ ARISE teachers uphold all Codes of Respect from beginning to end of class and addresses off-task behavior in the appropriate moment and redirects students back to the lesson

##### Core Element 2: Literacy

- ❖ ARISE teachers effectively uses the Literacy Order of Operations to support student’s abilities to read and write the word and the world
- ❖ ARISE teachers engage students in reading meaningful and relevant grade-level texts for significant amount of class time (text can be written, audio, video, or subject specific)
- ❖ ARISE teachers utilize highly structured academic discourse that asks students to think critically, discuss ideas, and make meaning of content multiple times per class

### Core Element 3: Cultural Relevance

- ❖ ARISE teachers plan lessons that include issues and topics related to student's culture and/or youth culture as a lever for engagement
- ❖ ARISE teachers use relationships to push students, especially disengaged students, beyond what they think they are capable of
- ❖ ARISE teachers express positive perspective about students' backgrounds, families, and/or cultures and build trust through genuinely "seeing" all students
- ❖ ARISE teachers create classroom environments that encourages multicultural viewpoints and allow for inclusion of knowledge that is relevant to the students

### Core Element 4: Rigor and Critical Thinking

- ❖ ARISE teachers hold students accountable to high expectations for learning
- ❖ ARISE teachers present students with grade-appropriate, challenging content and instruction that pushes them to work through productive struggle
- ❖ ARISE teachers plan and facilitate student-centered learning that is active with students taking on a majority of the cognitive load and continually build towards greater independence
- ❖ ARISE teachers builds critical consciousness by planning and facilitating lessons that guide students to make connections to self, others, other texts, and the world around them

### Core Element 5: Differentiated Student Support

- ❖ ARISE teachers differentiate and scaffold to ensure equitable access to learning targets, activities, and texts for all students, especially:
  - English learners
  - Students with IEPs
  - Students with 504s
- ❖ ARISE teachers consistently checks for understanding through high inference and low inference data collection (exit tickets, surveys, quick writes, academic discourse trackers, etc.) and adjust based on this data
- ❖ ARISE teachers integrate the why so that students have a clear understanding of the purpose of their learning

### Core Element 6: Classroom Aesthetics

- ❖ ARISE teachers arrange their classrooms to intentionally achieve the learning objectives, including whiteboard set up (objectives, agenda, homework), desk/table arrangement, break space, and wall use
- ❖ ARISE teachers create classrooms that feel welcoming to students by being kept tidy, clean, and well-organized

The Instructional Core has been informed by the following research-based pedagogical principles:

- **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 understandings 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 ponder. 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)
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- **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 Head of School 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)
- **Anti-Racist & Abolitionist** – Dr. Bettina Love's "Guide for Racial Justice & Abolitionist Social and Emotional Learning".<sup>4</sup>

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 Overview

ARISE High School shares the Coalition of Essential Schools approach as well as culturally responsive pedagogy and project based learning 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

ARISE 2020-2021 Ethnic Studies World Cultures US History Government English 9 English 10 English 11 English 12

<sup>4</sup> <https://abolitionistteachingnetwork.org/guide>

~~Algebra 1 or Geometry  
Geometry or Algebra 2  
Algebra 2 or Pre-calculus/Trigonometry  
Pre-calculus/Trigonometry, or Calculus, or  
College Math<sup>45</sup>  
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  
Español 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~~

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<sup>45</sup> ~~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.~~

## FOUR YEAR COURSE OVERVIEW

### 9th Grade

- Ethnic Studies
- English 1
- Algebra 1
- Art 1
- Health
- Elective

### 10th Grade

- World Cultures
- English 2
- Geometry or Geometry Honors
- Spanish (Español para hispanoblanes 4, Spanish 1 or Spanish 2)
- Biology and Public Health
- Elective or Dual Enrollment College Class

### 11th Grade

- US History
- English 3
- Advanced Algebra or Advanced Algebra Honors or Data Science
- Physics
- Pathway Course - Intermediate Public and Community Health or Education for the People: Pedagogy
- Elective or Dual Enrollment College Class

### 12th Grade

- Government/Economics
- English 4
- Pre-Calculus or Honors Pre-Calculus or Data Science
- Chemistry
- Pathway Course - Capstone: Public and Community Health or Capstone: Education for the People
- Elective or Dual Enrollment College Class

### Elective Courses

- Music 1
- Music 2
- Art 2
- Student Activities
- Ecology
- Computer Science
- Advanced Health: Sex and Drugs
- Reading Support

### Dual Enrollment College Courses

- Math: Precalculus, Trigonometry, Intermediate Algebra, Statistics

- Genomics Theory
- Interpersonal Communication Skills
- Child Growth and Development
- Medical Terminology
- Intro to Careers in Healthcare
- Healthcare Communications
- Spanish for Bilingual Speakers
- College Success

Students track their progress through the graduation tracker (seen below):

<u>REQUIREMENT</u>	<u>QUANTITY REQUIRED</u>	<u>9TH</u>	<u>10TH</u>	<u>11TH</u>	<u>12TH</u>
<u>A. Social Studies</u>	<u>3 years</u>	<u>Social Studies</u>	<u>World Culture</u>	<u>US History</u>	<u>Government</u>
<u>B. English</u>	<u>4 years</u>	<u>English 1</u>	<u>English 2</u>	<u>English 3</u>	<u>English 4</u>
<u>C. Math</u>	<u>3 years</u>	<u>Algebra 1</u>	<u>H Geometry</u>	<u>H Adv Algebra</u>	<u>Pre-Cal</u>
<u>D. Science</u>	<u>3 years</u>	<u>Biology</u>		<u>Physics</u>	<u>Chemistry</u>
<u>E. Foreign Language</u>	<u>2 years</u>	<u>Spanish</u>	<u>Spanish</u>		
<u>F. Visual and Performing Arts</u>	<u>1 year</u>		<u>Music A</u>		
<u>G. Academic Elective</u>	<u>1 year</u>	<u>Elective</u>	<u>Elective</u>		
<u>Pathway Classes</u>	<u>2 years</u>			<u>Int. Public Health</u>	<u>Capstone</u>

<u>Physical Education</u>	<u>1 Year</u>					
<u>Advisory</u>	<u>4 Years</u>	<u>Advisory</u>	<u>Advisory</u>	<u>Advisory</u>		
<u>Total Credits</u>						

In addition to carrying a full course load, ARISE High School students have additional academic commitments during extended weekly hours and the summers. An overview of what this might look like is as follows:

Year 1:

Year 1:

- Enrichment classes on Wednesdays in arts, STEM, athletics, leadership, wellness, life skills, and academic support.
- Advisory curriculum that supports students in building identity, community, and aspirations aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.
- College & Career lessons focused on personal skills and interests, and high school graduation requirements.
- Service Day engaged in community projects; College Day visiting local college campuses.
- Support applying for after school and summer internships, training programs, and college classes.

Year 2:

- Enrichment classes on Wednesdays in arts, STEM, athletics, leadership, wellness, life skills, and academic support.
- Advisory curriculum that supports students in building identity, community, and aspirations aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.
- College & Career lessons focused on high school pathways, types of colleges, and connections to future plans.
- Dual enrollment courses through Peralta Colleges in communications or medical terminology.
- Career Day visiting training and work sites; College Day visiting local college campuses.
- Bridge Portfolio Presentation reflecting on high school progress, demonstrating readiness to advance to upper grades.
- Support applying for after school and summer internships, training programs, and college classes. Access to METS TRIO Program.

Year 3:

- Enrichment classes on Wednesdays in arts, STEM, athletics, leadership, wellness, life skills, and academic support.
- Pathway Internships at Public Health and Education industry sites.
- Industry certifications in CPR and First Aid.
- Advisory curriculum that supports students in building identity, community, and aspirations aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.

- College & Career lessons focused on professional goals and alignment with post-secondary educational plans.
- Dual enrollment courses through Peralta Colleges in topics related to Public Health and Education Pathways.
- Career Day visiting training and work sites; College Day visiting local college campuses.
- Support applying for after school and summer internships, training programs, and college classes. Access to METS TRIO Program.

Year 4:

- College Preparation class on Wednesdays that supports students in college research, applications, funding, and enrollment.
- Industry certification in Mental Health First Aid, Phlebotomy, Food Handling, or Occupational Safety.
- Advisory curriculum that supports students in building identity, community, and aspirations aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.
- College & Career lessons focused on career networking and post-secondary life skills.
- Dual enrollment courses through Peralta Colleges in topics related to Public Health and Education Pathways, in addition to enrollment opportunities in various STEM courses.
- Career Day visiting training and work sites; College Day visiting local college campuses.
- Warrior Intellectual Defense Presentation reflecting on high school learning, demonstrating readiness to graduate.

- ~~Summer Bridge Program for incoming ninth grade students~~
- ~~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 (e.g., 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 (e.g., 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 (e.g., 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), [remaining](#) California State Standards (CSS), and Conley's Four Keys to College and Career Success are used as the 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 time in the classroom, supports students in meeting these standards. Teachers meet together in summer Professional Development, during dedicated 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 against 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, supported through internship agreements with local businesses, 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 rigorous summative assessments (“RSA”) before a panel of teachers, outside experts and community members. These presentations of their RSAs require students to demonstrate the application and transfer of knowledge and skills—a critical ingredient to postsecondary success. Ultimately, the required culminating presentations – 10<sup>th</sup> grade BRIDGE and 12<sup>th</sup> grade Warrior Intellectual – that ARISE students prepare and present demonstrate their proficiency in numerous key standards. For example:



- Two RSAs in scientific inquiry or mathematical thinking

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, 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.

- Two RSAs in literary analysis or historical research and understanding

- 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. 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 postsecondary success. Ultimately, the required Proficiency presentations—10<sup>th</sup>-grade BRIDGE and 12<sup>th</sup>-grade Warrior Intellectual—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 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 aligns all curriculum to the CCSS, NGSS, [History-Social Science Standards, California Arts Standards](#), and CA ELD Standards. At ARISE High School, there are two core departments overseen by a Dean of ~~Instruction~~ [Teaching and Learning](#) and [Director of STEM 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. [The figure below details the mathematics implementation plan.](#) [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.](#)

### Mathematics 4 Year Scope and Sequence

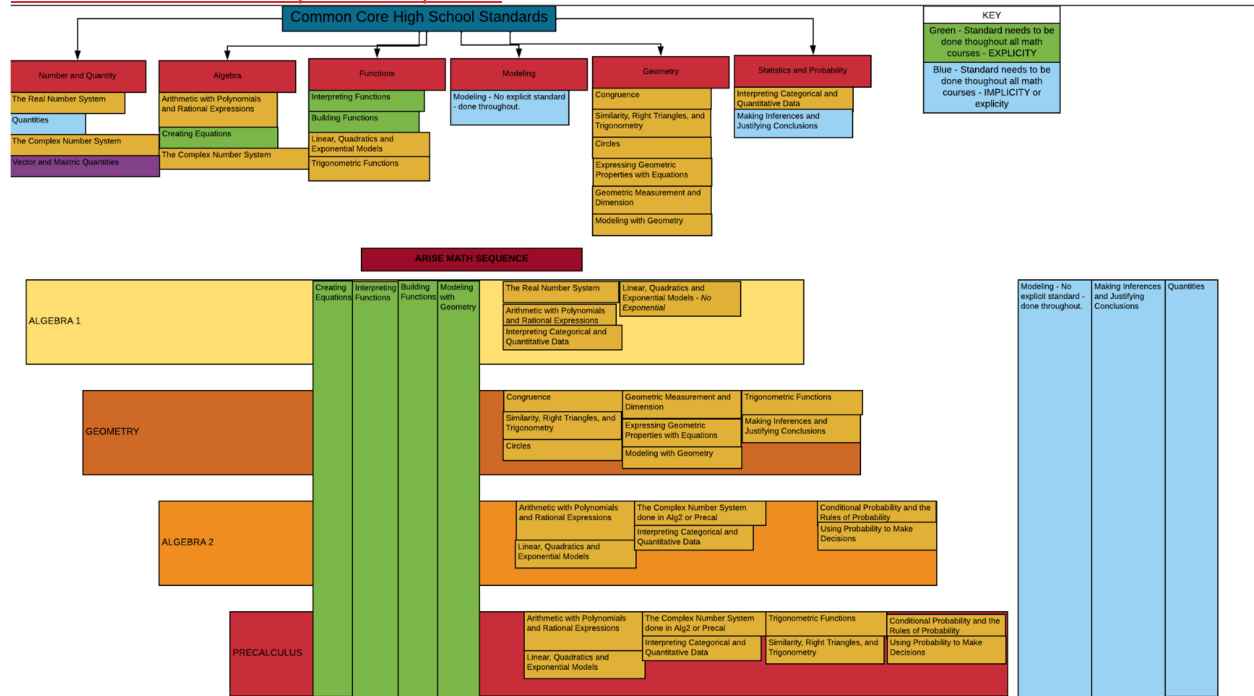


Figure A.4 Humanities Implementation Plan for Literacy and ELD

#### Integrated ELD

Deans of Instruction consult with a Professional Development for School Leaders 9th Grade Basic Writing Skills Course 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.

Look at data to identify the focus and highest needs for 9th grade

students. Students take NWEA/MAP language skills assessment in the Deans of Instruction and literacy lead teachers participate in EL Achieve “Constructing Meaning” training series. 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 Deans of Instruction and literacy lead teachers implement “Constructing Meaning” professional developments with all teachers. Evaluate effectiveness of writing skills class and refine curriculum to meet student needs. Continue to use data to inform school Deans of Instruction and literacy lead teachers continue to implement “Constructing Meaning” professional developments with all teachers. Evaluate effectiveness of writing skills class and refine curriculum to meet student needs. Continue to use data to inform school Deans of Instruction and literacy lead teachers continue to implement “Constructing Meaning” professional developments with all teachers. Evaluate effectiveness of writing skills class and refine curriculum to meet student needs. Continue to use data to inform school Grammar & Mechanics Revisions Word Study Independent Reading Program: DIRT (Daily Independent Reading Time) Spring and we use this data to inform writing skills course. 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).

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.

DIRT is

happening in all classrooms 4x per week for 20

minutes. Advisors are trained to find engaging texts. Advisors identify

inform writing level and key

writing errors for incoming 9th

graders.

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 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.

Classrooms will build libraries with high interest books. DIRT will begin to include student student

conversations. Each grade level

wide writing

strategies

instruction

New teachers will continue to

develop capacity for providing

feedback.

Experienced

teachers provide grammar and

mechanics

feedback on

student writing in all content areas.

All teachers

incorporate all 3 elements of word study 3x per

week for at least 10 minutes per day in every class.

Classroom will have dedicated library space with a voluminous, diverse set of high-interest

books. Continue to engage

wide-writing

strategies

instruction

New teachers will continue to

develop capacity for providing

feedback.

Experienced

teachers provide grammar and

mechanics

feedback on

student writing in all content areas.

All teachers

incorporate all 3 elements of word study 3x per

week for at least 10 minutes per day in every

class.

DIRT continues in all classrooms 4x per week for 20 minutes.

Continue to build and reinforce a culture of reading at home and at

wide-writing

strategies

instruction

New teachers will continue to

develop capacity for providing

feedback.

Experienced

teachers provide grammar and

mechanics

feedback on

student writing in all content areas.

All teachers

incorporate all 3 elements of word study 3x per

week for at least 10 minutes per day in every

class.

DIRT continues in all classrooms 4x per week for 20 minutes.

Continue to build and reinforce a culture of reading at home and at

Academic

Discourse

Content-Specific Literacy

Learning

Targets

Voluminous

Reading in

Classrooms

Family

Involvement

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.

All teachers

identify

difference

between

unstructured

student talk and academic

discourse.

Teachers use

academic

discourse

strategies at least once per class every day.

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.

Gather data

around content specific reading; determine how much is

happening in

classroom now and develop an ideal frequency for each content area.

Consult with

parent

coordinator to

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.

Academic

discourse is

happening at least 2x every day for experienced

teachers and 1x per day for new teachers.

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.

New teachers will build in more content-specific reading.

Experienced

teachers will be implementing content specific reading \_\_\_\_\_ amount every week.

Begin to

implement

school-to-home

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.

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 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.

Purposeful  
content-specific reading is  
happening \_\_\_\_\_ amount every week in every classroom (as determined by departments.)

Continue to  
implement  
school-to-home  
school. Build  
partnerships with local elementary schools that  
provide  
opportunities for ARISE students to read to  
younger students.

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.

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.

Purposeful  
content-specific reading is  
happening \_\_\_\_\_ amount every week in every classroom (as determined by departments.)

Continue to  
implement

school-to-home

school.

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.

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.

Purposeful

content-specific reading is

happening \_\_\_\_\_ amount every week in every classroom (as determined by departments.)

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.

Provide individualized pull-out and push-in support for EL Designated ELD

Add designated ELD Course Additional Language Learning Support 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. Based on identified need, students will receive additional one-on-one support during Advisory 1-2 times per week. ELD course to the master schedule for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.

Based on identified need, students will receive additional one-on-one support during Advisory 1-2 times per week. ELD course for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.

Based on identified need, students will receive additional one-on-one support during Advisory 1-2 times per week. ELD course for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.

Based on identified need, students will receive additional one-on-one

support during Advisory 1-2 times per week.  
ELD course for all EL level 1, 2, 3 students. CA ELD framework will be used to guide curriculum.  
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

##### Science

###### Academic

Tasks and implementation year 1

Tasks and implementation year 2

- Blended course created with dedicated chromebook cart implemented to approximately 75%-80% of incoming Freshman (based on MAP data 15-16, 16-17)
- First year of 9th grade academy

Tasks and implementation year 3

###### Math

- Continuing best practices of 9th grade academy.
- Continuing adjustment and alignment of course based on Alg1 data

Tasks and implementation year 4

- Continuing best practices of 9th grade academy.
- Continuing adjustment and alignment of course based on

Tasks and implementation year 5

- Continuing best practices of 9th grade academy.
- Continuing adjustment and alignment of course based on Alg1 data and No course

- Course Alignment with Common Core.

- Beginning usage of Blended

- Learning Model with Laptops and implementation.

- Continuing adjustment and alignment of course based on Alg1 data and MAP data.

~~-Beginning usage of AWPST~~  
~~-Beginning alignment with Alg1 curriculum.~~  
~~-Continuing to revamp and adjust to Common Core.~~  
~~-Approaching proficiency of usage of Blended Learning Models using at least two and MAP data.~~  
~~-Refinement of usage of AWPST.~~  
~~-Approaching proficiency with Alg1 curriculum alignment.~~  
~~-Meeting proficiency level of alignment of curriculum to Common Core with some minor adjustments.~~  
~~-Proficiency Alg1 data and MAP data.~~  
~~-Proficiency with Alg1 curriculum alignment.~~  
~~-Proficient usage of AWPST.~~  
~~-Proficiency in coarse alignment with Common Core.~~  
~~-Proficiency of usage of Blended Learning Models with some MAP data.~~  
~~-Absolute alignment with Alg1 curriculum.~~  
~~-Proficient and seamless usage of AWPST.~~  
~~-Seamless alignment with Common Core.~~  
~~-Seamless of usage of Blended Learning Models with using three or more models~~

Algebra 1

Technology using at least one model consistently.

-Beginning

proficiency in PA construction.

models

consistently.

-Approaching

proficiency level of PA construction, PA is aligned and integrated with at least 1 other course.

of usage of

Blended Learning Models with some adjustments using at least three

models

consistently.

-Meeting

proficiency level of

adjustments using at least three

models

consistently.

-Approaching

proficiency level of PA construction and PA alignment and integration

consistently.

-Meeting

proficiency level of PA construction and PA alignment and integration with at least 2

other course.

## Geometry

-Course

Alignment with Common Core:

-Beginning

proficiency in PA construction with an emphasis on construction, creation and

logic.

-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

-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

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

-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 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.  
-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  
-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  
-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 Algebra 2~~

~~Pre~~

~~Calculus~~

~~-Course~~

~~Alignment with Common Core.~~

~~-Beginning proficiency in PA construction with an emphasis on applications of functions.~~

~~-Course~~

~~Alignment with Common Core.~~

~~-Beginning~~

~~Conversation and Student-Centered Learning—Stage2~~

~~-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~~

~~-Continuing to revamp and adjust to Common Core.~~

~~-Approaching proficiency in the alignment of course based on MAP data.~~

~~-Approaching proficiency in Academic~~

~~Conversation and Student-Centered Learning—Stage2~~

~~-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

-Meeting proficiency level of alignment of curriculum to

Common-Core with some minor Academic

Conversation and Student-Centered Learning--Stage2

-Proficiency in course 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

-Proficiency in course alignment with Common Core.

-  
Academic Conversation and Student-Centered Learning--Stage2

-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 Stage 3

-Seamless

alignment with Common Core.

-

Meeting proficie

Calculus

proficiency in PA construction with an emphasis on applications of continuous functions

including

trigonometric functions.

-Course

Alignment with Common Core.

-Beginning

proficiency in PA construction with an emphasis on rates of changes and applications of integration.

-Students self select into

studying for and taking the AP exam.

-Continue

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.

-Beginning the

usage of AWPST in reference to Pre Calculus word

problems and

literacy.

-Continuing

adjustment and alignment of course based on MAP

data.

-Begin Academic Conversation and Student Centered Learning Stage 4

-Continuing to

revamp and adjust to Common Core.

-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.

-Beginning the

usage of AWPST in reference to

Calculus word

adjustments.

-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.

-Continual usage of AWPST in reference to Pre-Calculus word problems and literacy.

-Continuing adjustment and alignment of course based on MAP data.

-Approaching proficiency in

Academic

Conversation and Student Centered Learning--Stage4

-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 rates of changes and applications of integration, PA is aligned and integrated with at least 1 other

course.

Approaching proficiency level of PA construction and PA alignment and integration with at least 2 other

course.

-Continual usage of AWPST in reference to Pre-Calculus word problems and literacy.

-Continuing adjustment and alignment of course based on MAP data.

-Meeting

proficiency in Academic

Conversation and Student Centered Learning--Stage4

-Proficiency in course alignment with Common Core.

-

Approaching proficiency level of PA construction and PA alignment and integration with at least 2 other

courses.

-Continual usage of AWPST in reference to Calculus word problems and literacy.

cy level of PA construction and PA alignment and integration with at least 2 other course.

-Continual usage of AWPST in reference to Pre-Calculus 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 – Stage 4

-Seamless alignment with Common Core.

- Meeting proficiency level of PA construction and PA alignment and integration with at least 2 other courses.

-Continual usage of AWPST in reference to Calculus word problems and Literacy

Pre  
College  
Math  
Integrated Science 1  
Academic  
Conversation and Student Centered Learning – Stage 4

-A-G course approval and submission.

-Beginning proficiency in PA creation and construction.

-Continue Academic  
Conversation and Student Centered Learning – Stage 4

-A-G course approval and submission.

-Beginning proficiency in PA creation and construction.  
problems and literacy.

-Students self select into studying for and taking the AP exam.

-Continue Academic  
Conversation and Student Centered Learning – Stage 4

-Approaching proficiency in PA creation and construction.

-Beginning usage of the Senior Math Pathway.

-Beginning proficiency in

Academic  
Conversation and Student Centered Learning—Stage4

-Approaching  
proficiency in PA creation and  
construction.

-Beginning  
proficiency in  
curriculum

alignment with Math Department including PAs.

-Beginning  
Integrate Science Benchmark  
creation and  
implementation.

-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

-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.

-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  
-Course is a fully approved and  
functioning A.P. course.

-Continue

Academic  
Conversation and Student Centered Learning—Stage4

-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 Stage 4

-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

-Course is a fully approved and functioning A.P. course.

-Continue

Academic

Conversation and Student Centered Learning Stage 4

-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 Stage 4

-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 integrated Science 2

Integrated Science 3

-A G course approval and submission.

-No course

-Course

curriculum and scope and

sequence

construction.

~~-No course~~  
~~-Course~~  
~~curriculum and scope and~~  
~~sequence~~  
~~construction.~~  
~~-Beginning~~  
~~proficiency in PA creation and~~  
~~construction.~~  
~~-Beginning~~  
~~proficiency in~~  
~~curriculum~~  
~~alignment with Math Department including PAs.~~  
~~-Beginning~~  
~~Integrate Science Benchmark~~  
~~creation and~~  
~~implementation.~~  
~~-No course.~~  
~~-A G course~~  
~~approval and~~  
~~submission.~~  
~~-Course curriculum and scope and~~  
~~sequence~~  
~~finalization based on data and~~  
~~feedback from~~  
~~Integrated Science 1 and 2.~~  
~~proficiency in using Benchmark data to inform instruction.~~  
~~-Beginning~~  
~~proficiency in curriculum~~  
~~alignment with CS/ED course.~~  
~~-Approaching proficiency in PA creation and~~  
~~construction.~~  
~~-Approaching proficiency in curriculum~~  
~~alignment with Math Department including PAs.~~  
~~-Approaching proficiency in using Benchmark data to inform instruction.~~  
~~-Beginning~~  
~~proficiency in curriculum~~  
~~alignment with CS/ED course.~~  
~~-Beginning~~  
~~proficiency in PA creation and~~  
~~construction.~~  
~~-Beginning~~  
~~proficiency in curriculum~~  
~~alignment with Math Department including PAs.~~  
~~-Beginning~~  
~~Integrate Science~~  
~~alignment in~~  
~~CS/ED including PA.~~  
~~-Proficiency in using Benchmark data to inform~~

~~instruction.~~  
~~-Approaching~~  
~~proficiency in~~  
~~curriculum~~  
~~alignment with CS/ED course.~~  
~~-Meeting~~  
~~proficiency in the level of PA~~  
~~construction, PA is aligned and~~  
~~integrated with at least 1 other~~  
~~courses.~~  
~~-Proficiency in curriculum~~  
~~alignment with Math Department including PAs.~~  
~~-Proficiency in using Benchmark data to inform~~  
~~instruction.~~  
~~-Approaching~~  
~~proficiency in~~  
~~curriculum~~  
~~alignment with CS/ED course.~~  
~~-Approaching~~  
~~proficiency in PA creation and~~  
~~construction.~~  
~~-Approaching~~  
~~proficiency in~~  
~~curriculum~~  
~~alignment with Math Department including PAs.~~  
~~-Approaching~~  
~~proficiency in~~  
~~curriculum~~  
~~alignment in~~  
~~CS/ED including PA.~~  
~~-Continuous and proficient usage of Benchmark data to inform~~  
~~instruction.~~  
~~-Proficiency in curriculum~~  
~~alignment with CS/ED.~~  
~~-Approaching~~  
~~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.~~  
~~-Continuous and proficient usage of Benchmark data to inform~~  
~~instruction.~~  
~~-Proficiency in curriculum~~  
~~alignment with CS/ED.~~  
~~-Meeting~~  
~~proficiency in the level of PA~~

construction, PA is aligned and integrated with at least 1 other courses.

-Proficiency in curriculum

alignment with Math Department including PAs Computer Science 1 – Engineering and

Design

(CS/ED)

Computer Science 1 – Engineering and

Design

-No course

-Course approval and curriculum construction.

-No course

-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.

-No course

-Course approval and curriculum construction.

Benchmark

creation and

implementation.

-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.

-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.

using Benchmark data to inform instruction.

-Beginning

proficiency in curriculum



alignment with CS/ED course.

-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.

-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.

-Proficiency in using Benchmark data to inform instruction.

-Approaching

proficiency in

curriculum

alignment with CS/ED course.

-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.

-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 integration.~~  
~~Begin construction and implementation of CS Benchmark. Approaching proficient level of usage of CS Benchmark for the purposes of informing instruction.~~

### 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, which shares our courtyard and with whom we have a strong relationship, supports 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 the 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

Advisors play a critical role in the lives of their advisees throughout their 4 years at ARISE. Students remain in the same single-grade Advisories for their entire four years at ARISE. Advisories will be grouped into "Advisory Familias" (i.e., cohorts) to create continuity of student experience from 9th through 12th grades.

The advisors act as case managers for their advisees and are the primary "go to" people in terms of social-emotional wellness and academic success. Advisors are not responsible for providing all services for their advisees when it comes to social-emotional wellness and academic success; rather they are expected to be "in tune" with their advisees and do their best to make sure they receive the support needed. Advisors are the primary point of communication with other teachers, student support staff, and with their advisees' families.

In order for advisors to be able to both facilitate a highly structured and engaging classroom and to provide the support necessary for every advisee to thrive, we have revised the model so that every Advisory classroom has two advisors who equitably share responsibilities based on the overview below.

### Responsibilities of Advisors

- ★ Provide academic and personal guidance and support to an Advisory class of about 20-25 students, supporting students in attending school daily and passing all classes (through consultancies, monitoring student's grades, monitoring student attendance, phone calls home, etc.)
- ★ Build a sense of community and connection with students as well as among students in their Advisories

- ★ Exemplify and reinforce the school’s Core Values in (and beyond) Advisory, including using Core Values learning targets as the foundation for grading
- ★ Collaborate with students, parents/guardians and other teachers to address the academic, attendance, and social-emotional needs of advisees; provide consistent communication with students, parents/guardians, including attending IEP and SART meetings
- ★ Facilitate semi-annual Student Led Conferences
- ★ Coordinate engaged participation in the following school-wide events:
  - Grade level community building days
  - Spring Advisory Retreat
  - College and Career Days
  - End of Year Celebration

#### Advisory Weekly Flow

- ★ Monday - Announcements, check ins, community building/get organized for the week -(30 mins)
- ★ Tuesday - DIRT (30 mins)
- ★ Wednesday - DIRT, Announcements, Warrior Intellectual and/or Grade Level Curriculum, and Consultancy (115 minutes)
- ★ Thursday - DIRT (30 mins)
- ★ Friday- Circles/Community building (30 mins)

~~Each student meets daily in their advisory period and keeps the same advisor for all their years at ARISE High School. Advisories are single grade and have no more than 20 students. The advisor loops with a student all four years and acts as their main ally and advocate throughout their 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:~~

- ~~● Providing academic and personal guidance and support to an Advisory class of no more than 20 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 3:15 pm. Office Hours and Clubs are held on individualized schedules based on the activity from 3:15 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, as well as participate in clubs that developed based on student interests.

The school day runs from 8:30 am until 3:45 pm on Mondays, , 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,–

## **MEETING THE NEEDS OF ALL STUDENTS**

### **Strategies to Support Special Populations**

ARISE serves a student population that is under-resourced and historically disadvantaged. Additionally, in 2023-24, 92% of our students qualify for free and reduced-price meals and 34% are English Learners. Seventeen percent of our student population have IEPs NWEA data demonstrated that around 68% of incoming 9th graders are below grade level in ELA and math; 45% or more of our incoming students below 6th grade level. It is the Charter School’s goal to raise students’ achievement levels significantly and quickly. Toward this end, the curriculum is designed to actively engage and inspire students, with added supports to help raise achievement levels. ARISE has expanded student support services, both academic and socio-emotional, significantly, in recent years.

Per the daily advisory model, we work to cohort students based on need in part. For example, newcomers and students with IEPs will be placed in an advisory together (along with students who do not fall into those categories) in order to provide targeted and seamless academic supports.

It is ARISE High School's intent that the majority of incoming students will previously have been underserved and as a result have not reached their full academic potential. 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 advisory class where they receive targeted support for their academic progress and social-emotional wellbeing. Advisors are tasked with building meaningful relationships with their advisees and supporting an environment in which advisees can build meaningful relationships with each other. Advisory curriculum includes announcements of important information and opportunities for students, wellness lessons, community building opportunities, and time for advisors to consult individually with their advisees about their academic support needs. Advisors are the first point of contact for students who are struggling to access additional support services as needed.

### **Adelante Student Support Services Program**

In order for ALL students to meet the high expectations that ARISE High School sets, 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 provides more intensive support for students who may need it. Our team currently consists of the Dean of school culture and wellness, mental health clinicians, academic counselors, SPED teachers, case managers, our mentoring and tutoring coordinator, and our parent coordinator. The team meets weekly to process incoming referrals for student support and provide wrap-around supports for these students.

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 socioemotionally using the following approaches: Personalization, Response to Intervention (RTI), and Restorative Praxis. Additional details on Personalization are provided above in **Element 1** under "How Learning Best Occurs" and additional information on the Restorative Praxis is provided in **Element 10**. 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 in 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—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 educational 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.

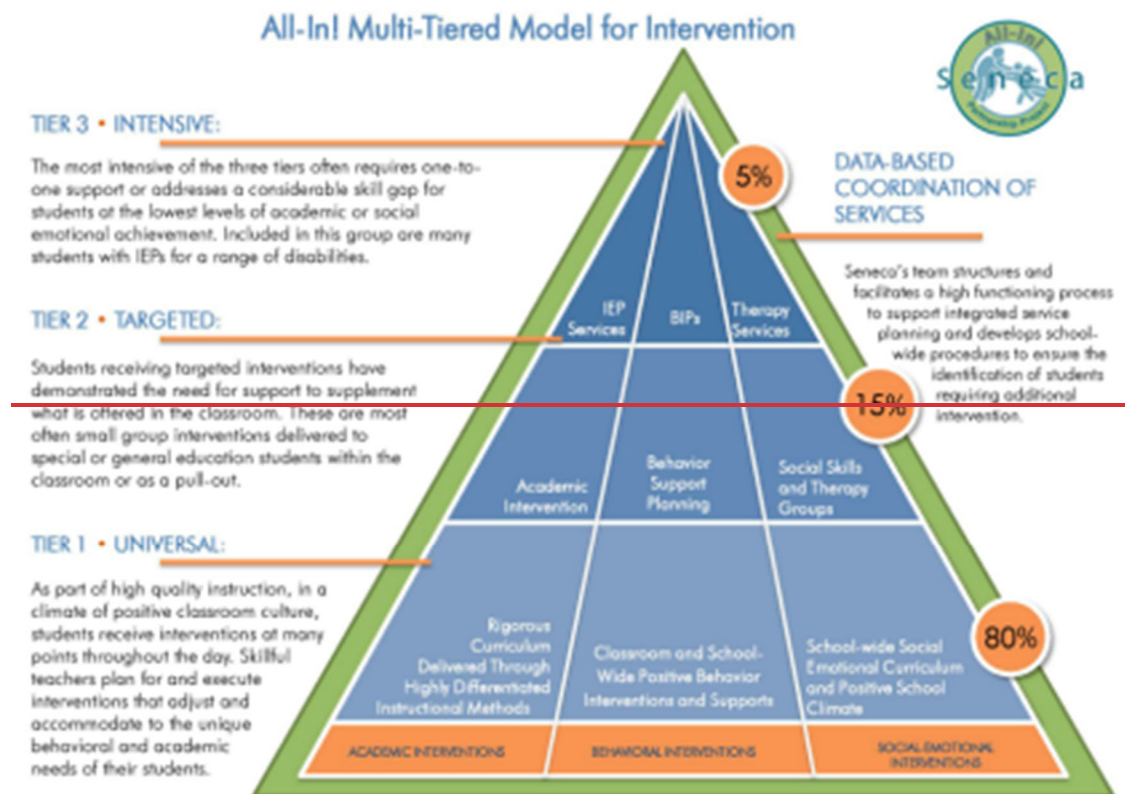
The Unconditional Education (UE) Model aligns academic, behavioral, and social-emotional approaches to ensure students and their families are provided integrated, responsive interventions that are attuned to the child and family's specific needs. This model establishes criteria for decision-making around 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 reviews school-wide data weekly, 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 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.

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 Learners, and Targeted Subgroups of Students. Each of these are discussed in depth below.

### **Multi-Tiered System of Supports**

ARISE High School utilizes a robust MTSS framework to support all students holistically and to provide appropriate and comprehensive interventions when needed. The MTSS framework is prevention-oriented and data informed and is used to monitor student wellbeing including academic, socio-emotional, and behavioral wellness. This system includes three levels of prevention with three levels of intensity, which represent a continuum of supports.

Primary (Tier 1) prevention: Rigorous and relevant high quality core instruction that meets the needs of most students. Clear and consistent school wide expectations. Two advisors and a grade level academic counselor to consistently monitor student wellbeing and link to services as needed. Proactively cohorting special populations to provide daily integrated support. SEL curriculum in advisory. Dedicated staff to create a warm, welcoming, and inclusive school culture. Two adults in each classroom to provide additional support to any student in need. Enrichment program for students to explore interests and

promote joy. Grade level student support trackers to foster grade level awareness about student academic progress, attendance, support systems, and interventions. Family grade level meetings every semester.

Secondary (Tier 2) prevention: Evidence-based intervention(s) of moderate intensity that addresses the learning struggles, or behavioral challenges, and/or mental health concerns of most at-risk students. Supports include reading and math interventions for small groups of students, grade level bi-weekly student talk, office hours, and Restorative Justice support including a student justice panel.

Tertiary (Tier 3) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary. This can include co-taught math and English classes with Education Specialists and general education teachers, social skills groups for student sub groups, push in and pull-out services, and RJ case management.

The practices in the MTSS 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 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 follows an MTSS model to 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 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 classroom seat assignments
- Implementing strategic grouping
- Increased checking for understanding by the classroom teacher
- Small group instruction during workshop time
- Giving fewer, but more targeted assignments or problems
- Providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.).
- Targeted academic mentor support and check ins

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 and teacher observation, the teacher would then nominate the student for student talk where a team of all grade level teachers, the grade level academic counselor, the grade level admin, and the grade level ed specialist will discuss what strategies have been utilized and what additional supports may be needed. An intervention plan is developed for that student that outlines the areas of strength, areas of concern, and a strategic plan to support that student 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/academic mentors within the core classrooms
- Check-in, check-out with support staff
- Behavior contracts
- Targeted intervention during Wednesday Enrichments through Office Hours and/or Small Group Programming

### Tier 3 Example

If the student makes inadequate progress at Tier 2, the team collects additional data and reconvenes after a predetermined amount of time. 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. Referrals for individualized support may be submitted by anyone in the community by filling out the online student support request form. The responses are reviewed by the Director of Student Support Services and the Director of Special Education to link the referred student to the appropriate supports.

- 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.
- This can also include co-taught math and English classes with Education Specialists and general education teachers, social skills groups for student sub groups (ASD for example), push in and pull-out services, and RJ case management.
- Additionally, referrals for mental health therapy or other socio-emotional supports may be put in place

To support students not meeting pupil outcomes, ARISE High School follows RTI to 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 3** 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 classroom seat assignments
- Implementing strategic grouping
- Increased checking for understanding by the classroom teacher
- Small group instruction during workshop time
- Giving fewer, but 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 3** for assessment tools), the teacher would then refer the child to the Services Team, led by the (who serves as the 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 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 referral system of support program is specifically designed to meet student needs, both those that have been identified through special education and those that have not. All students with identified special needs through an IEP, Section 504 plan, and those students who do not have an IEP but need academic supports will receive interventions and accommodations as 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.

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 public 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) for purposes of special education 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 (Section 504), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office ~~of~~ for 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 Charter 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 Individualized Education Plan ~~(IEP)~~. The charter 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 the~~ 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 with~~ 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 ~~team 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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

~~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.~~

#### Identification and Referral for Assessment

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

#### 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. 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.~~

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

~~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 Special Education and the grade level Ed Specialist will be responsible for gathering all pertinent information. 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:

~~The Director of Special Education 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 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)~~ team 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.

#### Individualized Education Plans-Programs

##### 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 Special Education-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 IDEIA. ARISE High School contracts with Seneca to provide the Unconditional Education programs and services and oversee IEP and 504 services. The [Head of School](#) and the Director of [Special Education](#), 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.

ARISE High School maintains a Uniform Complaint Policy and Procedures. Parents also have the right to file a complaint with OUSD and/or the California State Department of Education.

~~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 Special Educations 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 Read 180, targeted re-teach and small pull out groups. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.~~

~~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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 [Head of School](#) 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 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 Learners (EL), who ~~in the 2023-2024 school year made up 34% of the student population (23% of these ELs are Newcomer students). 58% of the population are reclassified English Learners. the student population (% are current ELs and another % are reclassified ELs 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 ELs 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, to determine their level of proficiency. The test, as well as the NWEA MAP reading test and the school’s own local assessments, determines the personalized educational plan best suited to each individual student.

Students with additional reading needs (those who score far below grade level on the MAP) are assigned to a Read 180 class and/or they are provided additional reading support during our Daily Independent Reading Time period 3x per week.

~~For example, a student who needs extra support in reading would be assigned to our Adelante reading intervention program. Please see **Element 3** for additional detail on assessments.~~

As with all student subgroups, 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 EL 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 EL students. ARISE High School will comply with federal, state, and district mandates regarding EL 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 is conducted utilizing the English Language Proficiency Assessment for California (ELPAC). 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 using the guidelines in [Figure A.15 the table below](#) based on the ELPAC as the tool for assessment for English Language proficiency.

[Figure A.15 Program Placement Options for English Learners](#)

<u>ELPAC Level</u>	<u>Level of Fluency</u>	<u>Program Placement</u>
<u>Level 1</u>	<u>Beginning Stage</u>	<u>ELD Newcomer Cohort; translated materials, alternate assignments and ELD strategies to support comprehension; Individual Tutoring and/or small group homework assistance</u>
<u>Level 2</u>	<u>Somewhat Developed</u>	<u>ELD Newcomer Cohort; translated materials, alternate assignments and ELD strategies to support comprehension; Individual Tutoring and/or small group homework assistance</u>
<u>Level 3</u>	<u>Moderately Developed</u>	<u>English Mainstream Classroom with ELD strategies to support as needed; Individual Tutoring and/or small group homework assistance</u>
<u>Level 4</u>	<u>Well Developed</u>	<u>English Mainstream Classroom with ELD strategies to support as needed; Individual Tutoring and/or small group homework assistance, as needed</u>

**9th-12th**

For the duration of the ELPAC as the State adopted tool, the following guidelines will be used in designating students as LEP:

Overall ELPAC Proficiency Level = 1-3

OR

Listening/Speaking = 1 or 2

Reading = 1 or 2

Writing = 1 or 2

For the duration of the ELPAC as the State adopted tool, the following guidelines will be used in designating students as IFEP:

Overall ELPAC Proficiency Level = 4-5

AND

Listening/Speaking = 3 or higher Reading = 3 or higher

Writing = 3 or higher



Families will receive notification of their child’s ELPAC 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 EL students attending the school to the county and the state.

Ongoing Assessment, Monitoring, and ~~Redesignation~~ Reclassification 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 “minimally developed” or “somewhat developed” 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

EL Reclassification Criteria

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

<u>EL Reclassification Criteria</u>	
<u>Criteria</u>	<u>Minimum Requirements</u>
<u>Assessment of Language Proficiency</u>	<u>ELPAC (overall), Level 4, Well Developed</u>
<u>Comparison of Performance in Basic Skills</u>	<u>NWEA MAP Assessment</u> <u>RIT/Lexile</u> - <u>9<sup>th</sup> – 900</u> - <u>10<sup>th</sup> – 1,000</u> - <u>11<sup>th</sup> – 1,025</u> - <u>12<sup>th</sup> – 1,050</u> <u>Grades and academic progress</u>
<u>Teacher Evaluation of Student Performance</u>	<u>Students must earn a “C” or higher in their English course</u>
<u>Parent and Student Opinion</u>	<u>Parent and Student Conference</u>

## ELPAC 2016

### Steps to Reclassification

In order to be reclassified, students must:

- Have an overall ELPAC Level 4 (Well Developed)
- Have NWEA MAP assessment results indicating average or above in Reading and/or Language Usage
- Maintain GPA (Grade Point Average) of 2.0 or higher
- Have their parents consulted for their opinion and approval of the process.
- Have their parents notified in writing once a student is reclassified

### Follow up on Reclassified Students

An annual review and conference with all reclassified students, the Assistant Director, and academic coach (teacher), must take place in addition to school wide tracking of students' progress that is done for all students. The students are monitored for four years to ensure academic progress and success.  
9th–12th

~~Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development.~~

~~For the duration of the ELPAC as the State adopted tool, the following guidelines will be used in measuring student English language proficiency:~~

~~Overall ELPAC Proficiency Level = 4–5 AND~~

~~Listening/Speaking = 3 or higher Reading = 3 or higher~~

~~Writing = 3 or higher~~

~~Teacher and Staff Input and Evaluation, including, but not limited to, a review of the student's curriculum mastery~~

~~Parental Opinion and Consultation, solicited through notification of reclassification~~

~~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.~~

ARISE High School will use a variety of assessment tools, including those discussed above, to diagnose the needs of our ELs. 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 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 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 EL 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 ELs 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 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 Learners are enrolled in regular classes alongside their English fluent peers. In this way, English 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.<sup>6</sup>

#### 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.

~~Designated ELD courses use the National Geographic Cengage curriculum, which includes Inside the USA, Fundamentals, and Edge. 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.~~

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

#### English Language Advisory Committee

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 [Head of School](#) 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 we educate a high percentage of English Learners, over one-third of our teachers are now trained in Constructing Meaning and use materials in their classrooms to ensure students are supported in using academic language functions (the mortar of language). Teachers also receive professional development on ELD Standards and how to use them, how to differentiate for ELs at different levels of proficiency, and how to best support newcomer students in a mainstream classroom.~~

~~Since we educated a high percentage of English 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. For the past four years, ARISE High School has partnered with the organization EL Achieve to support the rollout of Integrated and Targeted ELD in alignment with the California ELD Standards over the course of this charter.~~

#### **Transfer 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, ARISE High School 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\***

<b>Sample Courses &amp; Graduation Requirements</b>		
<u>Subject Area &amp; Course Title</u>	<u>UC / CSU Requirement</u>	<u>ARISE Graduation Requirement</u>
<u><i>Social Studies: World Cultures; U.S. History; U.S. Government/Economics</i></u>	<u>2 Years</u>	<u>3 Years</u>
<u><i>Language Arts: English 1 – 4; Peralta Colleges English 1A: Composition &amp; Reading</i></u>	<u>4 Years</u>	<u>4 Years</u>
<u><i>Mathematics: Algebra 1; Geometry; Advanced Algebra; Trigonometry/Pre-Calculus; Statistics; College Math</i></u>	<u>3 Years</u>	<u>3 Years</u>
<u><i>Laboratory Science: Anatomy/Physiology; Chemistry in the Community; Biology and Community Health; Intro to Public and Community Health</i></u>	<u>2 Years</u>	<u>3 Years</u>
<u><i>Foreign Language: Spanish 1-4; Espanol Para Hispanos 3-5; Laney College Spanish 22A/B: Spanish for Native Speakers</i></u>	<u>2 Years</u>	<u>2 Years</u>
<u><i>Visual &amp; Performing Arts: Multicultural Art; Integrated Art 2; Music &amp; Guitar; Dance; Illustration; Theatre; Intro to Mural Art</i></u>	<u>1</u>	<u>1</u>
<u><i>Academic Electives: Ethnic Studies; Creating Social Change; History of Latin America; Engineering; Film &amp; Literature; Creative Writing</i></u>	<u>1</u>	<u>1</u>

<b>Subject Area &amp; Course Titles</b>	<b>UC / CSU Requirement</b>	<b>ARISE Graduation Reqs</b>
<i>Social Studies: Ethnic Studies, U.S. History, U.S. Government, Afro-Latino History</i>	2 Years	3 Years
<i>Language Arts: English 1-4, Shakespeare and Our Lives, Berkeley City College English 1A: Composition and Reading</i>	4 Years	4 Years
<i>Mathematics: Algebra 2, Trigonometry, Pre-Calculus, College Math, AP Calculus</i>	3 Years (4 Recommended)	3 Years
<i>Laboratory Science: Integrated Sciences 1, 2, 3, Biology, Chemistry, Physics</i>	2 Years (3 Recommended)	2 Years
<i>Foreign Language: Spanish 1-4, Español Para Hispanos 3-5, Laney College Spanish 22 A/B: Spanish for Native Speakers</i>	2 Years	
<i>Visual &amp; Performing Arts: Dance, Illustration, Theatre, Intro to Mural Arts, Integrated Art 1, Integrated Art 2</i>	1 Year	
<i>College Preparatory Elective:</i>	1 Year	
<i>Presentations:</i>		

*\*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. We have adjusted our bell schedule to a block schedule and have made the majority of our classes semester long as a way to provide additional space for students to recover lost credit within their normal class schedule. Students will have the opportunity to earn 320 credits after four years, well above the 270 credits required for graduation.

~~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 the , 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 [Head of School](#), 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 [Head of School](#) has the discretion to issue a diploma based on the modifications required in the IEP.

#### College and Career Preparation Support

ARISE focuses on ensuring students are prepared and aware of college and career opportunities through a number of different avenues. We provide grade level specific advisory lessons that introduce College and Career terminology, requirements, and different post-secondary options. All students also participate in a College and Career Readiness class during their senior year. Students are required to submit 1 California State University application and 1 FAFSA/CADA application with the support of an Academic Counselor as part of their College and Career Readiness class. Additionally, all students participate in College and Career Day once per semester where they have an opportunity to visit a different college or career site. Additionally Academic Counselors meet with each student once a semester to ensure students are on A-G track and to discuss college and career goals.

#### Additional Exceptions

~~On a case-by-case basis at the discretion of the , 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.~~



## **ELEMENT 2 (MEASURABLE PUPIL OUTCOMES) and ELEMENT 3 (METHOD OF MEASURING PUPIL OUTCOMES)**

*“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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)*

*“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.” – Ed. Code § 47605(c)(5)(C)*

### **Increases in Student Academic Achievement, Overall and by Subgroup**

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) 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. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

[If Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, insert student academic achievement goals by subgroup in compliance with Education Code section 47605(c)(5)(B).]

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

### **Additional Measurable Pupil Outcomes**

[If the school is **not** adopting the District’s Collective MPOs, school should include their own MPOs here instead of the Collective MPOs below.]

#### **Collective MPOs**

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate. [Fill in target percentages in table below. Additionally, please choose two measurable pupil outcomes and associated measures/targets specific to your school's unique program (e.g. proficiency in another language, citizenship, arts proficiency, etc.).]

<b>Collective MPOs for Elementary Schools</b>	
1. Annually, at least 60% of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
<b>MPO</b>	<b>Target (%)</b>
2. Each year, at least _____ percent of families positively rate school safety.	[insert target]
3. Each year, at least _____ percent of families positively rate academic instruction.	[enter target]
4. Each year, at least _____ percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	[enter target]

<b>Collective MPOs for Middle and High Schools</b>	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
<b>MPO</b>	<b>Target (%)</b>
2. Each year, at least _____ percent of students positively rate school safety.	[enter target]
3. Each year, at least _____ percent of students positively rate academic instruction.	[enter target]
4. Each year, at least _____ percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	[enter target]

[Insert two measurable pupil outcomes and associated measures/targets specific to your school's unique program (e.g. proficiency in another language, citizenship, arts proficiency, etc.).]

<b>Collective MPOs for Middle and High Schools</b>	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
<b>MPO</b>	<b>Target (%)</b>

2. <u>Each year, at least _____ percent of students positively rate school safety.</u>	<u>75%</u>
3. <u>Each year, at least _____ percent of students positively rate academic instruction.</u>	<u>80%</u>
4. <u>Each year, at least _____ percent of students positively rate their voice in school decision-making and/or opportunity for feedback.</u>	<u>50%</u>
5. <u>Each year, at least _____ percent of student of graduating students will apply to an institution of higher education.</u>	<u>80%</u>
6. <u>Each year, at least _____ percent of students will be enrolled in a career-connected course.</u>	<u>100%</u>

**Application of Education Code section 47607.3**

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter 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) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

**GRADUATION REQUIREMENTS / 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

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 postsecondary success. Ultimately, the required Warrior Intellectual Defense Presentations that ARISE students prepare and present (in the topics of scientific inquiry, mathematical thinking, literary analysis, historical research, career and technical education, 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.
- **Career and Technical Education (CTE)** - Students will learn key skills through their CTE course work, and their pathway internships (in Community and Public Health or the Education Pathway). These skills will help students to be better prepared for future employment in a variety of industries or postsecondary education.

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.

#### Charter School Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(c)(5)(B), the LCAP provides a reasonably comprehensive description of 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 1 of the charter.

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. The Charter School shall comply with the requirements of Education Code Section 47606.5, including annual and mid-year reports, approvals, and updates.

#### Method of Measuring Pupil Progress

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, student cohorts, and schoolwide progress.

ARISE students are assessed on their ability to perform in academic as well as real-world tasks that demonstrate meaningful application of the essential standards-based knowledge and skills. We believe that in order to be empowered, students should become proficient at performing tasks that relate to both college and career. 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 rigorous summative assessments

(RSAs), project-based learning (PBL), portfolios, exhibitions, and demonstrations of mastery. The full continuum of assessment at ARISE High School as follows:

- Qualitative formative and summative assessment rooted in the classroom, data based on frequent checks-for-understanding to provide an ongoing record of student data that meets mastery across academic and non-academic domains.
- Traditional quantitative standardized formative and summative assessments in the classroom, this includes, interim assessments, as well as state assessments as required by Education Code 47605(d)(2) and the SAT or ACT (to provide incoming and benchmark data on student mastery and growth and to support college readiness),
- Student portfolios, RSAs, PBL, and student exhibitions (a biannual showcasing of student’s major work for the semester). Bridge Presentations and Warrior Intellectual Presentations are expositions of student work to showcase student learning for families and the community. During these presentations students engage in presenting and defending their mastery with an authentic audience.

#### *Classrooms Rooted in Formative & Summative Assessment*

The core of ARISE High School’s formative and summative assessment practice is rooted in the classroom. In each course, students are evaluated against course Learning Targets, their level of mastery of each Habit of Mind and Heart (Core Values) and 21st Century Skills (the Five Cs) 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.
- **Five Cs** - In alignment with essential 21st century skills and the ARISE Warrior Intellectual culminating task, students must show mastery of communication, collaboration, critical thinking, critical consciousness and community transformation through their four year course work.

#### *Formative Assessment*

During every class, the teacher uses formative assessment to collect data, analyze and track student learning. Examples of formative assessments include: asking questions, class discussion, group work, conferencing, mini-presentations, mini quizzes, 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 at least two times that summative assessments must occur: the mid-semester, and the end-of-semester. The mid-semester summative assessments are called Rigorous Summative Assessments or RSAs which are standardized by each department.

#### *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 proficiency on the learning targets. Every assignment is gauged by a mastery-based rubric, that which students are familiarized with.

Using the mastery-based rubric, students either Exceed, Meet, Approach, Begin or Do Not Meet the learning 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 course grades are calculated (via PowerTeacherPro) by averaging the number of learning targets mastered (meets or exceeds) by each student in each respective course. The raw percent of average learning targets met is then translated to a grade based on the following scale.

- A = 90% - 100% of LTs MET or EXCEEDED
- B = 75% - 89% of LTs MET or EXCEEDED
- C = 64% - 74% of LTs MET or EXCEEDED
- NC = 0% - 63% of LTs MET or EXCEEDED

The following scale was adapted from MasteryConnect in 2016, an organization that ARISE partnered with to establish mastery based. 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.

### Standardized Assessment

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

- Smarter Balanced Assessment Consortium (SBAC)
- California Science Test (CAST)
- English Language Proficiency Assessments for California (ELPAC)
- Physical Fitness Test (PFT)

### SAT and ACT

To support our students in their college preparation, ARISE High School will offer the PSAT on campus for 11th grade students. High school students may take the SAT or ACT 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 are assessed using NWEA MAP testing to determine baseline data for individual goal-setting and instructional accommodations. NWEA's computer-adaptive, value-added tests will continue to be administered three times per year until graduation to assess student growth and learning.

### RSAs, PBL, Portfolios, Proficiencies, and Exhibitions

Students maintain portfolios of their major RSAs and project-based work 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. These portfolios are also used for students' final culminating assessment, their Warrior Intellectual Defense.

### Student Led Conferences (SLCs)

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 Warrior Intellectual Defenses

At the end of Sophomore year, students are expected to demonstrate their readiness to move into the “Senior Institute”, via their Bridge Presentation. They do so through presentation of portfolio documents that demonstrate mastery of core learning targets, core values reflection and 21st century skills. At the end of their Senior year, via their Warrior Intellectual Defense, students are expected to demonstrate their readiness to graduate. They do so through presentation of their final portfolio defense that demonstrates mastery of core learning targets, core values, 21st century skills and a reflection of their college or career plans.

### Exhibitions of Student Work

At the end of each semester, 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).

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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 ELPAC 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 & Reporting 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. Data is collected by ARISE community members in the following ways:

- School administrators regularly review staff data (professional development data), whole school data (YouthTruth), attendance data and aggregate grades data.
- Teachers regularly collects and analyzes student achievement data (through quarter and semester grades, as well as Fall, Winter and Spring NWEA results in ELA and math), data is disaggregated



by different subgroups within the school, e.g., race, ethnicity, gender, class, etc. School staff use this data to address issues of predictability and inequitable distributions of student achievement.

- School staff engage in teacher-led inquiry and action research connected to classroom practice and student achievement goals (through professional learning communities during PD).
- Teachers observe one another and give each other feedback on their practice (interdepartmentally).
- School staff participates in Critical Friends/Inquiry Groups and hosts school visits from critical friends.
- School staff designs and participates in weekly 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 growth targets.

The school uses PowerSchool, and CORE to manage student data. Overall school data is available on our website. ARISE High School's School Accountability Report Card, 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., SBAC) 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.

### **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. 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.

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 1 of this charter. Pursuant to Education Code Section 47606.5, on or before July 1 of each year, 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 1 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.

### 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 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 postsecondary 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 1 of the charter.

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.

### **Figure B.1 School Outcomes Aligned to State Priorities**

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#### **Method of Measuring Pupil Progress**

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 progress.

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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.

#### **Classrooms Rooted in Formative & 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.

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### *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**.

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### **Standardized Assessment**

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)
  - (ELPAC)
  - Physical Fitness Test (PFT)
- 
-

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.

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#### 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.

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#### NWEA MAP

In addition to conducting and reviewing students' scores on state assessment tests, incoming ARISE High School students are 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.

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#### Portfolios, Proficiencies, and Exhibitions

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.

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#### 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.

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#### 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.

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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.

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#### 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.

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### 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).

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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 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.

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### Uses & Reporting 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 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, 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.

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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.

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### **Assessment Continuum**

As indicated in the introduction of **Element 3**, 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

## **ELEMENT 4 (GOVERNANCE)**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)*

### **Operation by or as a Nonprofit Public Benefit Corporation**

As an independent charter school, Charter 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 Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter 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 Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

### **Indemnification of District**

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

### **Governing Board Operation**

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

### **Required Notifications to the District**

Charter School shall notify 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

### **Charter School 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 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter 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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter 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 Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District 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 Charter School by law or charter provisions.

### **Charter School Ombudsperson**

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, “Ombudsperson”, is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual’s name and contact information should be clearly articulated in the Charter School’s student and family handbook or distributed widely.

### OVERVIEW

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

[Figure D.1 ARISE High School Organizational Chart](#)

~~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~~

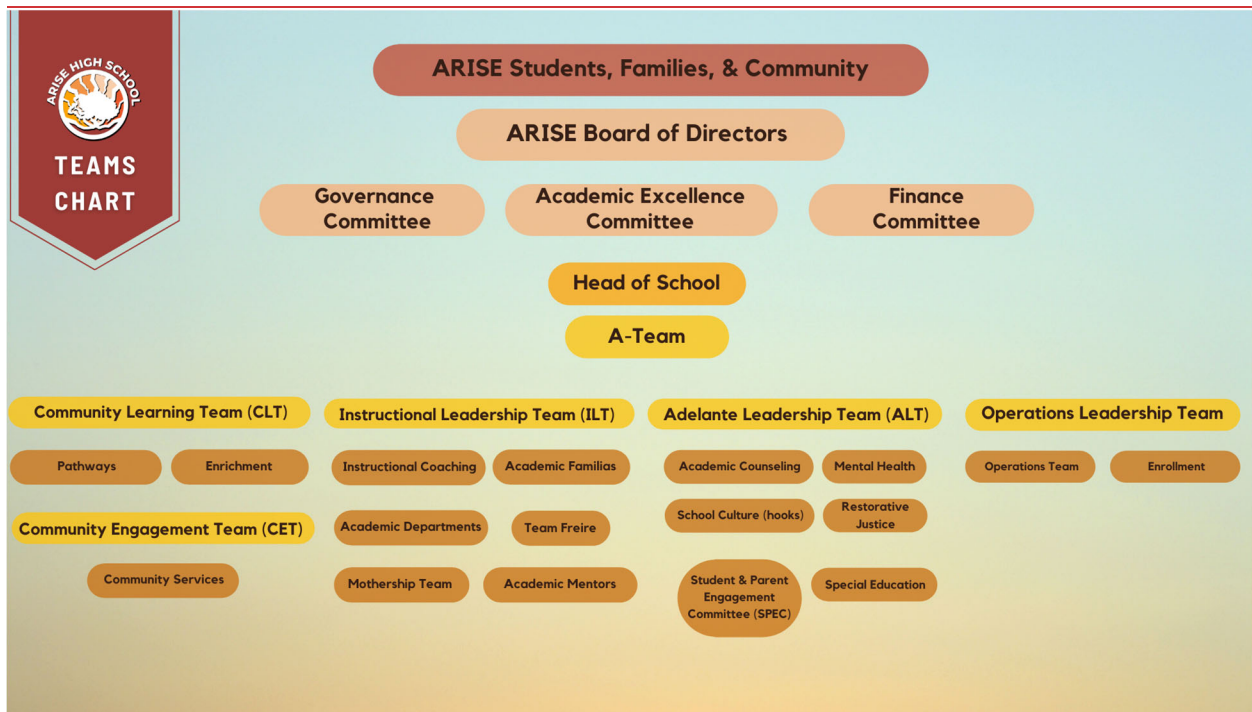
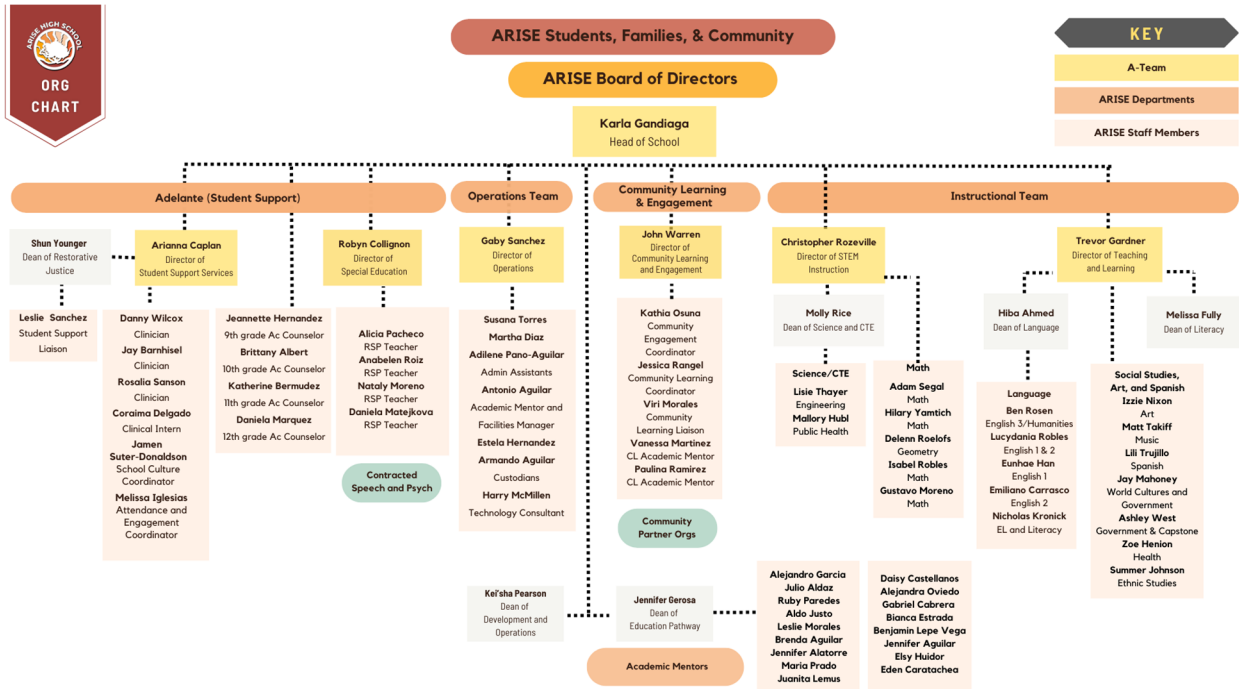
~~Faculty Leadership~~

~~Instructional Leadership Team~~

~~School Culture Leadership Team~~

~~Student Leadership – Creating Social Change Course~~

~~Governance at ARISE High School is a collective effort among 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.~~



Governance at ARISE High School is a collective effort among Board Members, school administration, faculty, and families.

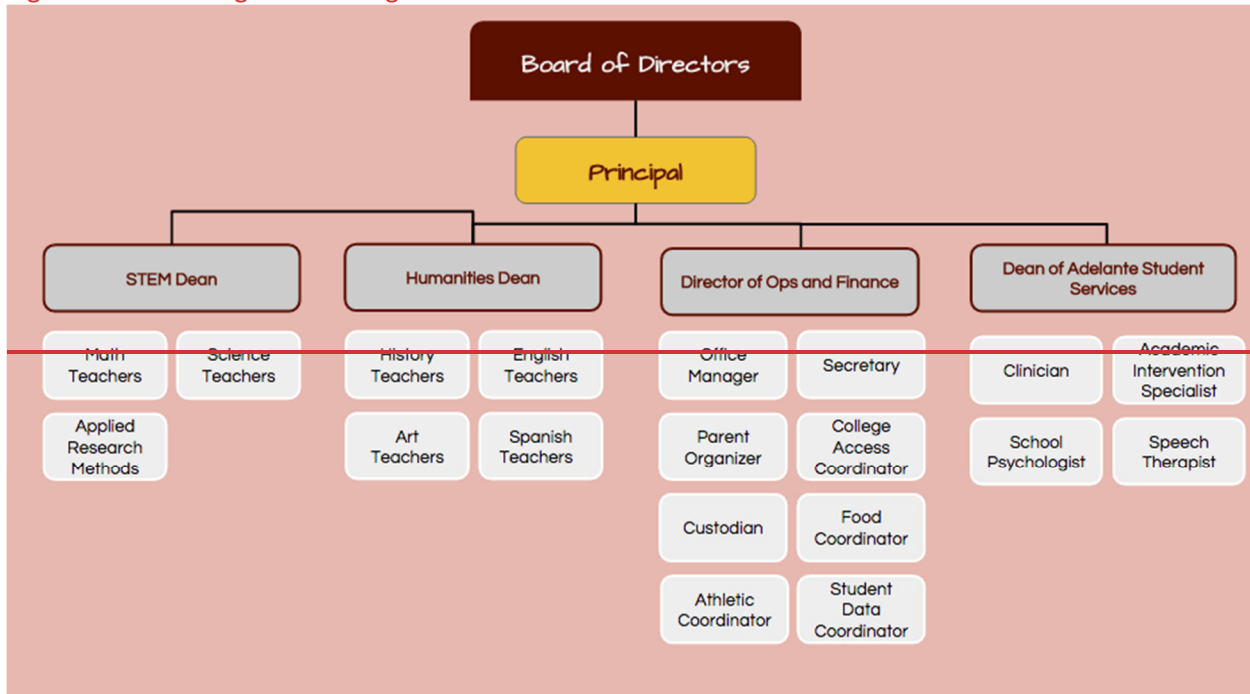
**NON-PROFIT PUBLIC BENEFIT CORPORATION**

ARISE High School’s Articles of Incorporation, 501c3, Corporate Bylaws, and Conflict of Interest Code are included in the appendices.

## 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: Composition and Duties**

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 may also include at least one parent representative whose child attends or has attended the school. 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.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

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 the table below.

<b><u>Board Member</u></b>	<b><u>Title</u></b>	<b><u>Term Expires</u></b>
<u>Ana Gomez</u>	<u>Board Chair</u>	<u>2028</u>
<u>Laura Flaxman</u>	<u>Director</u>	<u>2028</u>
<u>Maria Arechiga</u>	<u>Director</u>	<u>2028</u>
<u>Melissa Iglesias</u>	<u>Secretary</u>	<u>2028</u>
<u>DeVan Taylor</u>	<u>Director</u>	<u>2025</u>
<u>Deborah Meister</u>	<u>Director</u>	<u>2026</u>
<u>Romeo Garcia</u>	<u>Director</u>	<u>2026</u>
<u>Tiffany Pearson</u>	<u>Director</u>	<u>2027</u>

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 seeks members who may also have the following expertise:

Community & Public Relations,  
 Standards & Assessment,  
 Parent/Guardian Relations & Outreach,  
 Organizational Development  
 Facilities & Real Estate.

**ARISE Board Members & Areas of Expertise**

	Education	Finance	Nonprofit	Charter Operations	STEM
Dave Bryson, Board Chair	*			*	
Julie Obbard, Vice Chair	*		*	*	
Maria Arechiga	*		*	*	*
Razilee Tadeo		*	*		
Gabriela Netter	*	*		*	
Gihani Fernando		*			*

The board may also include at least one parent representative whose child attends or has attended the school. 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**.

**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 Education Code Section 47604.1(c), 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 through a prominent, direct link on the homepage, and in a place accessible by the public during the entire posting period, in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. ~~However, t~~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.

#### *Board Duties*

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

- Ensuring ARISE High School is operating in accordance with its mission, vision and values.
- Adopting the annual budget and overseeing the fiscal affairs of the school;
- Approving school wide 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~~ Head of School;
- Approving contracts above \$100,000;
- 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 Ralph M. 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, [ethics](#), fundraising, charter school finance, Conflict of Interest, the Brown Act, and all laws applicable to charter schools. These trainings are conducted [at least annually](#) by expert consultants or knowledgeable board members or staff.

#### **HEAD OF SCHOOL**

[The Head of School takes primary responsibility for the growth and well-being of ARISE as an institution for all stakeholders. The Head of School 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 Head of School demonstrates the competencies and look-fors described in the ARISE Leader Profile.](#)

The role is divided into the following categories:

- [Strategic Leadership](#)
- [People Management](#)
- [Human Resources](#)
- [Instructional Leadership](#)
- [Student Culture & Engagement](#)
- [Community & Family Engagement](#)

#### **Strategic Leadership**

##### **Strategy**

- [Engages Board of Directors, leadership team, staff, teachers, students, families, and community members in the development and implementation of a mission aligned, annual data-driven strategic plan](#)
- [Effectively communicates vision, mission, and core values to manage progress towards vision and mission fulfillment](#)
- [Develops and maintains a data dashboard that is aligned with the ARISE Mission, Vision, and Strategic goals](#)
- [Engages ARISE staff and the Board of Directors in using the Data Dashboard to drive decisions](#)

##### **Finance**

- [Serves as liaison between the school and all financial compliance agencies](#)

- Approves, codes, and manages all invoices and expenditures at ARISE in compliance with financial management laws and regulations and appropriate use of funds
- Manages Bank Accounts, Lines of Credit, Credit/Debit Cards, and other school accounts
- Creates financial priorities based on school priorities and adjusts the budget accordingly in partnership with EdTec
- Ensures that the school has the resources necessary to achieve its vision, mission, and goals and manages resources effectively to ensure ARISE's long-term fiscal health
- Ensures operational and financial compliance, develops the annual budget in partnership with EdTec, and monitors financial performance
- Responsible for certifying all transactions
- Manages restricted funds and ensures they are spent down and appropriately designated (Title I, II, III, Measure N, CTEIG, SWP)
- Oversees cash flow planning in conjunction with EdTec

#### **Audit and Year End Close**

- Ensures maintenance of appropriate internal controls in all aspects of the charter in order to meet audit compliance
- Coordinates the preparation of all documents for the annual audit
- Coordinates the preparation of all documents and submits statements for year end close
- Collaborates with auditors in order to meet all compliance requirements
- Collaborates with the Board of Directors Finance Committee and updates the board on financial and audit outcomes

#### **Charter Renewal**

- Leads all aspects of the charter renewal process
- Builds relationships with local stakeholders to ensure ARISE maintains a good reputation and is on solid ground for charter renewal
- Develops and implements a strategic plan for marketing and storytelling to ensure the school is on track to renew its charter

#### **Operations**

- Collaborates with Board of Directors to oversee governance of ARISE
- Collaborates with the Board of Directors to, as needed, update the charter
- Oversees day-to-day and year-long school schedule to ensure alignment with vision, mission, goals, and priorities (including but not limited to staffing, calendars, course offerings, and rosters)
- Ensures that the school operates on budget by meeting student enrollment and attendance targets
- Creates and maintains mission aligned student and adult policies as needed (students, staff, families)
- Ensures compliance with relevant regulations (e.g., IDEA), maintenance of external commitments (e.g., WASC Action Plan, LCAP), and coordination with key partners (e.g., Seneca Family of Agencies, El Dorado Charter SELPA)
- Lead and manage business, operational, and academic systems for daily operations
- Leads the response and communication to staff, students, and families in emergency situations

#### **People Management**

#### **Talent Strategy**

- Designs a multi-year strategy for talent programs that nurture ARISE's culture
- Makes working at ARISE more meaningful and rewarding

### **Talent Engagement & Retention**

- Builds staff capacity to support student and adult social-emotional development and promote a positive, safe, humanizing, and distinctly ARISE school culture
- Owns and monitors retention of effective teachers and staff
- Uses a data driven approach to measure and analyze staff engagement (teacher survey)

### **Talent Selection & Recruitment**

- Uses data to establish annual staffing plans
- Leads and is responsible for recruitment and selection of mission aligned teachers and staff
- Allocates resources to support teacher and staff recruitment, selection, induction, development, and retention

### **Talent Development**

- Cultivates, develops, and evaluates the members of a high-quality, aligned, and mission-driven leadership team
- Coaches key leaders on managing and developing their teams; designs and leads leadership development activities
- In collaboration with the instructional leadership team, provides teachers and staff the resources they need to successfully meet ARISE's annual priorities and empowers them in their professional learning:
  - Differentiated coaching, mentoring, and professional development aligned with identified needs;
  - Data-based goal-setting, rigorous evaluation, and actionable feedback on instructional practice (using the ARISE Teacher Evaluation Tool); and
  - Leadership opportunities for teachers and staff.
- Engages in difficult conversations with staff individually and collectively to drive professional growth
- Is responsible for conducting staff investigations, and issuing discipline when indicated
- Conducts annual evaluations of employees that are data driven and aligned to ARISE's strategy

### **Instructional Leadership**

- Sets the overall academic vision and annual priorities for student success, ensuring a focus on ARISE's mission and vision, and Linked Learning
- Manages the instructional leadership team and teachers to achieve ARISE's annual goals
  - In collaboration with the instructional leadership team, engages in regular classroom observations to advance strategic goals, and evaluates teachers
- Communicates high expectations for learning to all members of the school community and instills a growth mindset of continuous improvement across students and adults
- Oversees analysis of multiple forms of student data to identify gaps, areas for growth and to make strategic decisions about student achievement and instruction
- Is ultimately accountable for student achievement
- Oversees the Academic Counselor team to ensure supports are being offered to students and graduation tracks, college and career readiness, and long-term strategic planning are being implemented
- Supervises special education and ensures all reporting and legal requirements are met

- Supervises RSP Lead to ensure all IEPs and special education services are being appropriately applied and all compliance is being met

### **Human Resources**

- Responsible for the onboarding of all new employees
- Coordinates 401(k) benefits for all employees
- Coordinates Health benefits for all employees
- Coordinates CalSTRS benefits for certificated employees
- Develops all Employee Agreement Letters and ensures all staff has the appropriate human resource documentation to comply with HR regulations
- Oversees any Human Resources issues in collaboration with our HR, insurance, and legal partners
- Title IX compliance officer
- Manages any accommodation requests filed by employees and provides appropriate response
- Manages FMLA requests and provides appropriate legal, payroll, insurance, and HR responses
- Develops and submits biweekly payroll
- Collaborates with EdTec to ensure all payroll complies with local and state guidelines and regulations

### **Student Culture & Engagement**

- Demonstrates cultural competence and a commitment to equity by modeling explicit conversations about race, class, and equity
- Sets annual priorities and manages coordinated efforts to address key ARISE-wide student issues (including but not limited to truancy, student services, and engagement)
- Enhances ARISE's philosophy on student culture and management with systems and practices that are restorative, responsive, consistent, clear, and transparent
- Communicates and sets tone and expectations with students and families around overall expectations and school culture
- Collaborate with and supervise the Dean of Students to advance the school's philosophy on discipline with systems and practices that are restorative, responsive, consistent, clear, and transparent
- Leads discipline at ARISE and ensures students adhere to the Student Handbook
- Leads meetings and ensures all paperwork and processes are being met to regulation when disciplinary action is needed

### **Community & Family Engagement**

- Actively and regularly communicates and collaborates with families, guardians, and community members regarding school vision, expectations, and avenues for support
- Manages and evaluates the Family Coordinator, collaborating to update and maintain the family handbook
- Engage in direct and timely communication with students and families about issues of concern
- Drive community awareness of ARISE as a school option to increase community investment and enrollment and ensure that the school reflects the diversity and needs of the community
- Acts as an advocate for justice and equitable outcomes for students and community members
- Cultivates and manages strategic partnerships to bring the appropriate expertise and/or resources to ARISE in service of all students

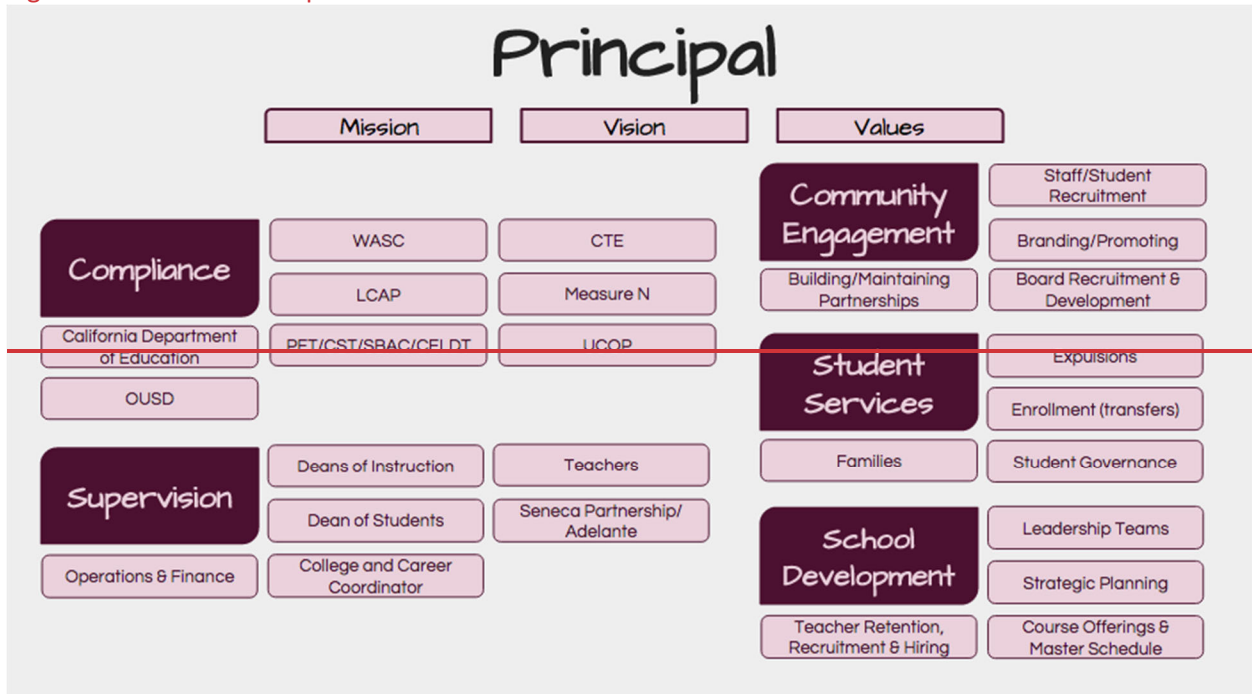
- Participate in key spaces that mediate positive school culture and engagement such as whole school community meeting, events, student leadership, service learning, scholar athletics, school spirit activities, and attendance motivators
- Leads the enrollment team and supports them in using data to meet enrollment targets
- Presents at middle schools and leads enrollment and recruitment efforts to meet enrollment targets

The Head of School directly supervises, manages, and evaluates the following staff members:

- Director of Teaching and Learning
- Director of STEM
- Director of Student Support
- Director of Operations
- Director of Special Education
- Director of Community-Based Learning
- Dean of Language
- Dean of Linked Learning and Development

The will effectively manage the day to day administration of the school such as program planning and implementation, including curriculum, instruction, assessment, and staffing. The 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.

Figure D.3 Roles and Responsibilities

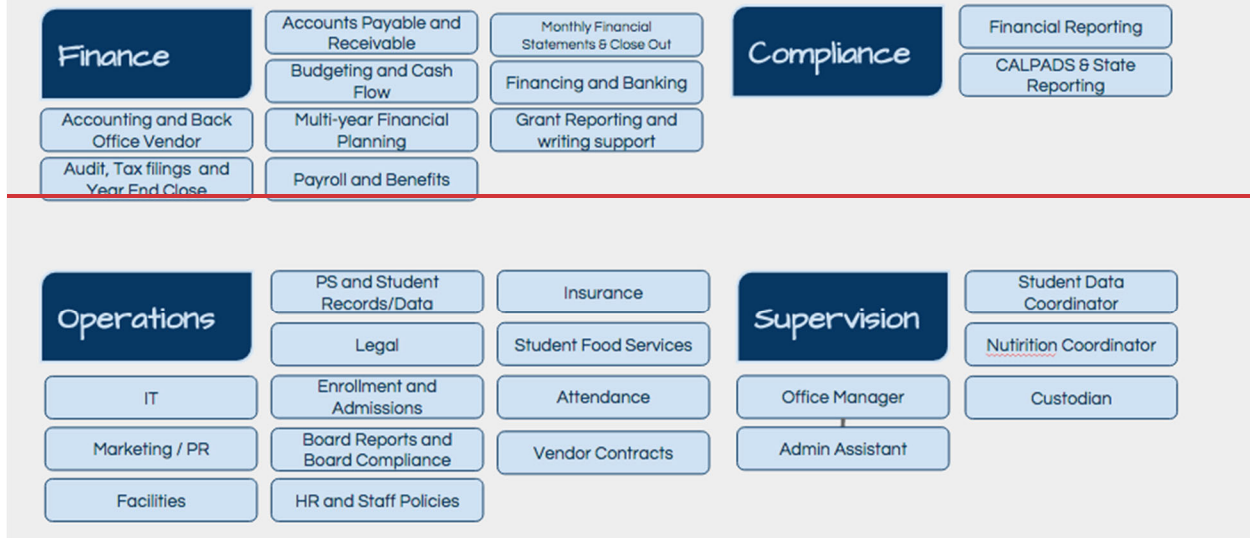


**DIRECTOR OF OPERATIONS AND FINANCE**

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

# Director of Ops and Finance

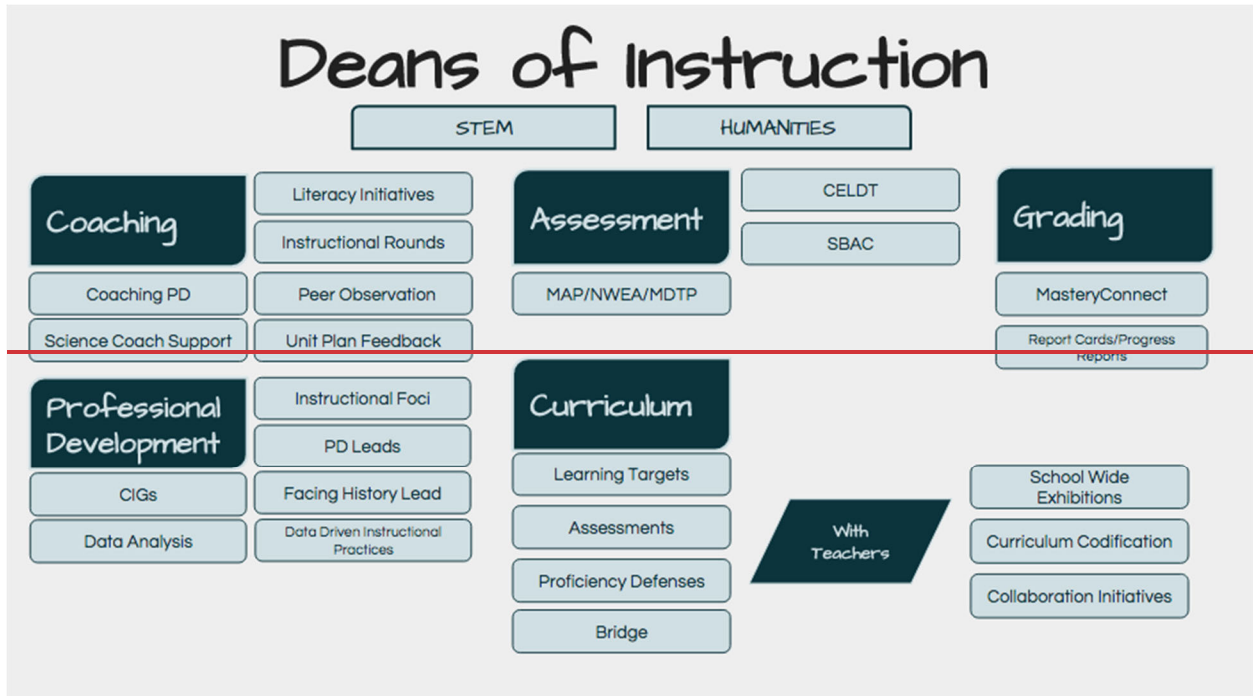


## **DEANS OF INSTRUCTION**

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

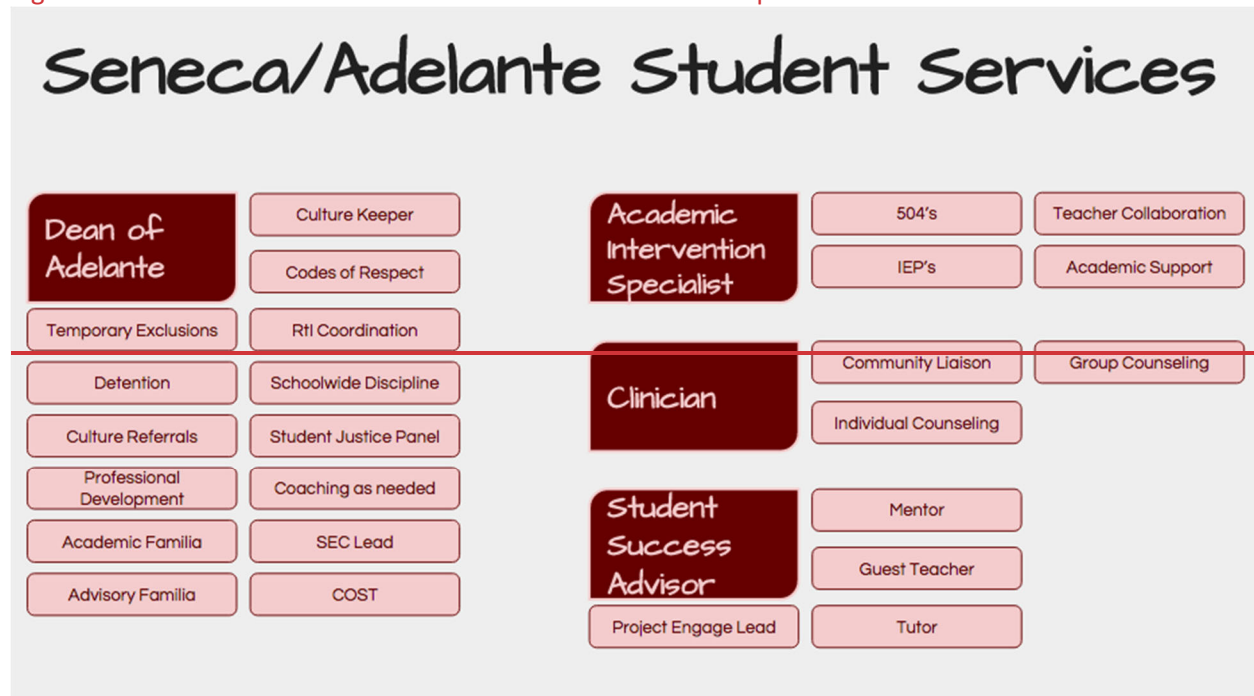




**DIRECTOR OF ADELANTE STUDENT SERVICES**

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 School Site Council (SSC) provides a forum for stakeholder voice and input on school operations as it relates to building community, accomplishing school goals, and the mission. The SSC is 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 . 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 committee 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-Learner Advisory Committee**

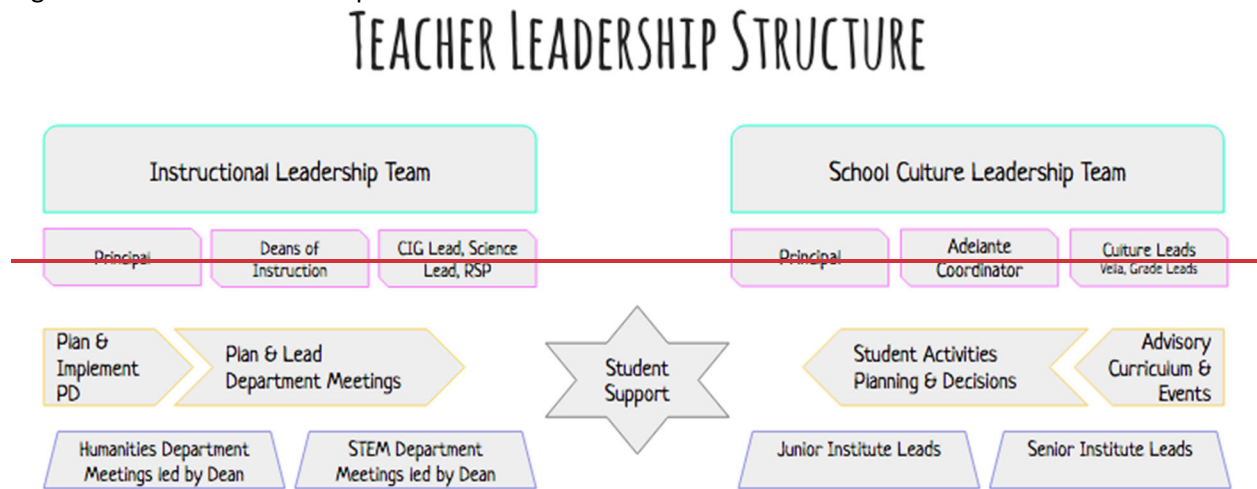
If there are more than 21 ELLs in attendance, ARISE High School will have an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, with parents of ELLs comprising at least the same percentage of the ELAC membership as ELLs constitute of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

### **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**

We have a Student Leadership Group (SLG) that provides leadership and student voice at ARISE. The SLG is a community of diverse young leaders with shared passion for a better future. In service of this vision, we nurture a safe environment to grapple with social injustices and their historical origins in order to empower ourselves and other students to create change within our group, our schools and larger communities. We work in solidarity to achieve a more just and inclusive world in which everyone's voices are heard and lives are valued.

The Student Justice Panel (SJP) at ARISE High is a restorative justice model of school discipline, the purpose of which is to uphold the ARISE Core Values by working to restore damaged relationships between individuals and the community. The SJP will work to hold community members accountable through consequences that are appropriate and impactful. The SJP will be made up of selected student (through a nomination process) leaders and is based on the beliefs that:

- ARISE culture is rooted in our Core Values: Build, Persevere, Respect, Lead
- Each individual at ARISE is responsible for the community as a whole
- ARISE functions best when students take leadership and are given a strong voice

### **Parent Involvement in Governance**

The ARISE Board of Directors holds a seat for a parent representative so parental voice is included directly in schoolwide decision making. Additionally, ARISE invites parents, as part of the parent group, to participate in the development of the LCAP and other schoolwide initiatives and/or policies. We also have a wolfpack group of families that are involved in a higher level of leadership and feedback, and that support other families in bringing their voices and concerns to governance.

### **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 the 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 5 (EMPLOYEE QUALIFICATIONS)**

*“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)*

### **Equal Employment Opportunity and Nondiscrimination**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter 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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

### **Teacher Credentialing Requirements**

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Reporting Educator Misconduct to the California Commission on Teacher Credentialing**

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

### **Employment of Felons**

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

### **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.

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 Head of School 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.

### **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.

### *ESSA and Credentialing Requirements*

ARISE High School shall adhere to all requirements of the Every Student Succeeds Act that are applicable to teachers and paraprofessional employees in California charter schools. ARISE High School shall ensure that all teachers meet applicable legal 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.

### **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. The Administrator positions at ARISE include: Head of School, Director of Teaching and Learning, Director of STEM Instruction, Director of Operations, Director of Special Education, Director of Community Learning & Engagement and Director of Student Support Services.

### *Head of School*

The Head of School takes primary responsibility for the growth and well-being of the school as an institution for all stakeholders. The Head of School 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. See Element 4 for a detailed description of Head of School Responsibilities.

The minimum criteria for the Head of School 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

*Director of Teaching and Learning*

**Responsibilities & Expectations**

Instruction

- Leads and guides the direction of the Instructional Leadership Team and Team Freire
- Supports all aspects of ARISE's instructional and curriculum integration (PD, coaching, course maps, etc.), ensuring a focus on ARISE's instructional core, mission and vision, and Linked Learning.
- Support the Dean of Language in the development, implementation and revision of ARISE's internal assessments and benchmarks for core academic courses.
- Responsible for initiating and collaborating with the A-Team to complete the School Instructional Calendar and PD Days
- Support the EL Coordinator in the implementation of programs supporting English Learners, including curriculum, instruction, assessment, and monitoring.
- Represents the school in meetings and conferences related to curriculum, instruction and assessment matters as directed by the Head of School
- Prepares and administers the budget for instructional materials
- Works with the Dean of STEM to inform budgetary decisions and purchasing of course and teaching materials
- Keeps current with educational developments and literature in the field of education and participates in the affairs of state and national professional organizations devoted to the advancement of curriculum and instruction
- Coordinates and supervises the Instructional Staff at ARISE, including coaching and supporting the development of Team Freire teacher leaders
- Provides leadership and direction for the development, revision and continuous improvements of ARISE's performance assessments
- Oversees the ARISE's Graduate Profile including Warrior Intellectual and Bridge Defenses
- Guides the development and continual vision of the whole-school literacy model, including supporting the Dean of EL and Literacy with differentiated and universal support for EL students and Daily Independent Reading Time and supporting the Dean of Language with the implementation of the Literacy Priority Plan
- Monitors grades and makes intervention recommendations

### Academic Culture

- Inspire students, families, and staff to achieve the mission of ARISE by creating an engaging and rigorous academic culture
- Holds the vision for cultivating a culture of Warrior Intellectuals (with Head of School & A-Team)
- Collaborates with staff to develop and implement school wide academic initiatives
  - Collaborates with Deans of Instruction in the planning and logistics of all academic events
  - Bridge (1x year)
  - Warrior Intellectual Defenses (1x year)
- Develop, implement, and maintain College-Going Culture Planning/Initiatives
- Create and manage the school's academic calendar (exhibition nights, Bridge, Warrior Intellectual Defenses, field trips)
- Maintain a daily presence throughout the school (in content classes, advisory, and morning boost).
- Collaborates with Adelante team to monitor and support teachers around RTI intervention structures and programs

### Teacher Coaching and Evaluation

- Coordinates the development, implementation and revision of ARISE's Teacher Evaluation Program.
- Coaches and evaluates Social Studies teachers in content areas, including:
  - Modeling lessons and instructional strategies for teachers
  - Helping teachers to effectively use classroom and schoolwide data to ensure learning is happening in all classrooms
  - Building trust with teachers and using strong interpersonal skills
  - Conducting effective observations and evaluations including giving direct and difficult feedback to support growth of teacher practice when needed
  - 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.
  - Developing an adult culture of accountability (using accountability of crew), direct feedback, and improvement

### Evaluation Caseload

- Dean of EL and Literacy
- Social Studies Teachers

### Assessment

- Supports the Dean of Language in the implementation of Whole School Literacy assessment (3x per year)
- Supports the Dean of EL and Literacy in the implementation of ELPAC testing
- Co-develops the materials to prepare students for SBAC
- Leads, coordinates, and implements the logistics of SBAC
- Demonstrates data driven practices and a growth mindset including: being results-oriented, supporting the internal benchmark testing process, organizing the analysis of results, moving teachers' practice in order to increase student achievement, consistently tracking and monitoring student progress in order to assess effectiveness of intended objective

### Curriculum Development

- Holds the short and long-term vision for culturally-relevant and rigorous curriculum, ensuring a focus on ARISE’s mission and vision, and Linked Learning.
- Acts as Social Science Department Lead
- Lead the codification of a 4-year school-wide scope and sequence by working directly with SS and Language Departments.
- Codifies and calibrates learning targets across content areas
- Coordinates all benchmark, finals and standardized testing for Humanities departments, including data analysis protocols and re-teaching plans

### Professional Development

- Develops PD scope and sequence with Head of School, Deans of Instruction, and Team Freire
- Holds the vision for school-wide professional development activities and content specific professional development
- Facilitates weekly professional development

### Administrative Duties

- Participates as key member of administrative team (A-Team)
- Participates in Student Led Conferences and student intervention meetings
- Support the Advisory curriculum and program
- Fulfills other assignments as needed to best serve our students
- As needed, supports the Head of School to recruit, hire, and retain a high-quality staff

### Teaching

- Teach two semester-long sections of a Social Science class
- Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
- Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
- Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
- Participate in “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
- Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
- Align course content with our Public and Community Health Pathway
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

The minimum criteria for the Director of Teaching and Learning 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.

### Director of Student Support Services

The Director of Student Support Services is responsible for coordination of the school Services, including coordination of the Response to Intervention Program and Restorative Praxis. The Director of Student Support 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 Student Support Services plays an essential role in norming and supporting the ARISE High School Core Values.

The minimum criteria for the Director of Student Support 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

### Teachers

#### **Responsibilities & Expectations:**

- **Teaching**
  - Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
  - Participate in professional development opportunities to develop skills and expand the scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
  - Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
  - Participate in “Academic Familia” grade-level meetings to problem-solve student issues and build out collaborative, cross-curricular projects
  - Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
  - Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
  - Participate in Instructional Core Observation Rounds with other teachers to heighten the effectiveness and experience of our community of teachers as learners
  - Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
  - Contribute to teaching a two-week beyond the classroom course during our Post Session, which runs for the final two weeks of the school year
  - Attend and support additional beyond the classroom activities including Advisory retreats,

Family Meetings, Orientation, College Tours, Student-led conferences, and Exhibition nights)

- **Advisor**

- Facilitates an advisory
- Follows the ARISE Advisory framework and curriculum to provide daily socio-emotional & academic support and case management to a group of students
- Maintains contact with parents and families in regards to the academic progress of their advisees
- Organizes and leads Advisory retreats twice per year
- Participates in college and career tours once per semester
- Organizes and manages Student Led Conferences

### Minimum Qualifications

All teachers at ARISE High School will:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the California teaching credential, permit, or other document required for their certificated assignment (Education Code Section 47605(l)).
- Have demonstrated proficiency in the subject they will teach.
- Have previous experience 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.

## **ADMINISTRATOR LEVEL AND LEADERSHIP POSITIONS & QUALIFICATIONS**

### **DEAN of DEVELOPMENT and OPERATIONS**

#### **Responsibilities & Expectations**

##### **Development**

- Maintains all grants compliance
- Supports Head of School with grant applications
- Leads the organization's online presence and social media campaigns for development purposes
- Seeks conference opportunities for ARISE to showcase its model
- Seeks new partnerships for other schools or organizations to come learn from ARISE
- Supports the enrollment team in the recruitment of target student populations

##### **Operations**

- Oversees tracking and adjustments to employee payroll records
- Manages payroll
- Leads marketing for job postings and the recruitment and interviewing process
- Manages onboarding and job offer process
- Leads Human Resources functions
- Leads our audits and other compliance
- Supports Head of School and Director of Operations with any additional audits or compliance
- Manages subbing for all staff
- Supports subbing on Enrichment Wednesdays

### **ARISE Support Expectations**

- Attends and participates in monthly staff meetings, professional development days throughout the school year, and the Summer Professional Development Institute prior to start of school, including overnight August retreat
- Attends all Family Monthly Meetings
- Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision

### **Minimum Qualifications**

- Bachelor's Degree in Education, Business Administration, or related field
- 5+ years of experience in school administration or operations
- Strong understanding of school finance, budgeting, and human resources
- Experience with facilities management and operational logistics
- Proven leadership and management skills

### **DIRECTOR of OPERATIONS**

#### **Job Responsibilities & Expectations**

- **Cash Management**
  - Oversee purchasing, invoices, reimbursements, debit/credit card logs and documentation
- **Human Resources Management**
  - Manage all aspects of human resources for ARISE including payroll, personnel issues, leaves of absence, PTO, sick time, and other issues as the need arises
  - Manage all HR partnerships including insurance, payroll, benefits, and retirement
- **Operations Management**
  - Manage and Evaluate and lead operations team consisting of Sr. Administrative Assistants, Lunch Coordinator, and Custodians.
  - 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
  - Coordinates with Head of School 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 board 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 Head of School
  - Maintain visibility and accessibility in the school community



- **School Climate and Culture**

- Holds the vision for creating a warm, welcoming, and safe environment for parents (with Head of School and A-Team).
- Leads the planning and organizing of:
  - Back to School Night Event (schoolwide)
  - Monthly Parents Meeting (LCSP/ELAC)(Schoolwide)
  - Informative Monday (schoolwide)
  - Post-session Expo (schoolwide)
- Provides the voice of parents in school
- Purposefully reaches out to diversify family participation.
- Interface with students, parents, and all members of the school community
- Scheduling Family Meetings Coordination of Service Team (COST) parent meeting
- Student-Led Conferences for hard to reach Parents request
- Schedule Organizing Meeting or events for parents
- Creates and sends out family all calls, calendars, newsletters, and emails regularly
- Supports with translation as needed
- Active participant of the Adelante team

- **Attendance**

- Works to improve the overall attendance and ADA by:
- Collaborating with Front Office staff and data coordinator to track and monitor student attendance
- Facilitate Student and Parent Engagement Committee (SPEC) meetings
- Collaborate with Data Coordinator to gather schoolwide and individual student trends
- Upholds the ARISE truancy policy and attendance initiatives
- Support the School Culture Coordinator to develop and implement incentives for attendance and truancy
- Implement regular communication to families about attendance
- Collaborates with EdTech in generating monthly attendance reports to submit to OUSD.
- Supports Truancy letter mailing

- **School Leadership**

- Attend and participate in weekly A-Team meetings & hooks 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

#### Minimum Qualifications

- Bachelor's Degree in Business Administration, Education, or related field
- 7+ years of experience in school or organizational operations
- Knowledge of school operational systems, facilities management, and compliance
- Strong organizational and problem-solving skills
- Ability to manage multiple projects simultaneously

#### DEAN OF ACADEMIC COUNSELING DEPARTMENT

##### Job Responsibilities & Expectations:

##### Academic Counseling Department Leadership

- Participate in weekly ALT meetings in order to design, implement and revise the overall student

support and culture vision of the school

- Collaborate with Dean of School Culture, Director of Student Support, Director of Community Learning, Director of Special Education, Head of School, and Director of Teaching and Learning to provide PD, plan, and lead the Academic Counseling Department
- Participate in Instructional Observations Rounds throughout the year
- Lead and Supervise Academic Counselors to support them in all aspects of their role
- Collaborate with 12th grade counselor on college and career support for 12th graders
- Manage all Department supplies and Department budgeting
- Supervise and evaluate all members of the Department - provide biannual evaluations of Department members
- Hold weekly 1:1 meetings with all academic counselors to support their growth
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
- Manage, analyze and report out data related to Academic Counseling Department
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

### **Academic Counselor Duties**

- Create schedules for grade level
- Update Grad Trackers and Ensure A-G completion and ARISE Requirement completion
- Review Transcripts for any students coming into grade level
- Provide a safe and open space for students
- Check in with students when academic issues arise
- Support students and teachers with academic needs
- 1:1 Meetings with students to go over grad track
- Hold parent meetings for students with NCs
- Manage and support grade level meetings
- Support 12th grade counselor with college and career needs
- Hold a College and Career Enrichments for cohort
- Create Grade-Level College and Career lessons

### **Minimum Qualifications**

- Master's Degree in School Counseling or related field
- 5+ years of experience in academic counseling in a school setting
- Strong understanding of college admissions processes and academic planning
- Knowledge of social-emotional learning and student support systems
- Excellent interpersonal and communication skills

### **DEAN OF RESTORATIVE JUSTICE**

#### **Responsibilities & Expectations**

- **Discipline**
  - Lead the Restorative Justice team to grow and sustain a restorative culture
  - Serve as point person for resolving student violations of codes of respect and enforcing consistent restorative and/or disciplinary consequences (manage intake, check in with student, development of next steps, restitution, and follow up with teacher & family)
  - Lead weekly restorative justice team meetings with data review and action steps
  - Manage discipline data and make recommendations to the team, Head of School, and

Director of Student Support

- Work with the Head of School and the Director of Student Support Services to develop, lead, refine, and implement whole school restorative justice systems and discipline systems
- Support the Head of School to build out a strong, positive, disciplined, joyous and restorative school culture at ARISE
- Track behavioral data and documenting outcomes
- Discipline Related Contracts
  - Administer student contracts and hold family meetings as necessary
  - Distribute caseload of discipline behavior contracts to discipline team
  - Hold a caseload of discipline behavior contracts
- Communicates consistently and in a timely manner with all stakeholders about all student discipline and behavior issues
- Document disciplinary actions in Powerschool and any other required reporting systems
- Suspensions (Temporary Exclusions)
  - Determine if student qualifies for a suspension based on ARISE's suspension policy in consultation with Head of School
  - Complete paperwork, reporting, and assign reflection/restorative task during suspension, initiate restorative plan upon return
  - Make recommendations for expulsion, as necessary
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
- Support school culture initiatives
- Support restorative approaches to improved attendance

● Leadership

- Leads the Restorative Justice team and supervises its members in terms of RJ implementation
- Participates in Adelante Leadership Team meetings
- Leads the vision and implementation of RJ in the school

● Additional Responsibilities

- Supports the Black Student Union (BSU)
- Supports the Student Justice Panel

● ARISE Crew Expectations

- Participates in ARISE staff evaluations process
- Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
- Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
- Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision

Minimum Qualifications

- Bachelor's Degree in Education, Social Work, or related field

- 5+ years of experience in implementing restorative justice practices in schools
- Deep understanding of restorative justice principles and conflict resolution
- Experience in developing and leading professional development for staff
- Strong facilitation and mediation skills

## **DEAN OF COMMUNITY BASED LEARNING**

### **Responsibilities & Expectations**

- **Community Based Learning**
  - Leads development of vision, priorities, and strategies for community based learning among administrative leaders, pathway team, counselors, and faculty
  - Supervises and evaluates Community Based Learning Liaison and CBL Academic Mentor
  - Leads Community Leadership Team and Team Mendez in expansion of community based learning opportunities, and integration of Career Technical Education and Work Based Learning components into school model
  - Manages enrichment programming, including partnership development, program budgeting, guest instructor supervision, ARISE staff assignments, student placements and credits, and program assessment
  - Coordinates inclusion of Linked Learning elements on enrichment days, including internships, certifications, college & career readiness curriculum, and academic support
  - Manages community based learning elements in Advisory, including planning curriculum and coordinating advisors' support of enrichment days
  - Coaches faculty in inclusion of community based learning elements in academic curriculum
  - Studies feasibility and develops plans for expanding Linked Learning Pathways
- **School Planning & Support**
  - Member of A-Team, attending meetings and providing input
  - Member of Adelante Leadership Team, attending meetings and providing input
  - Member of 12th Grade Academic Familia, attending meetings and providing input
  - Member of Advisory Leadership Team, attending meetings and providing input
  - Leads professional development of Academic Mentors
  - Assists with logistical aspects of public exhibitions and performances
  - Assists with classroom observations, supporting teacher growth and alignment of classrooms with school priorities and culture
- **Teaching**
  - Teaches one section of US Government or Senior Capstone each semester
- **ARISE Crew Expectations**
  - Attends and participates in monthly staff meetings, professional development days throughout the school year, and the Summer Professional Development Institute prior to start of school, including overnight August retreat
  - Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
  - Participates in ARISE staff evaluations process
  - Embodies and helps the school realize its goals, mission, and vision

### **Minimum Qualifications**

- Bachelor's Degree in Education, Community Development, or related field
- 5+ years of experience in developing community partnerships and service-learning programs
- Knowledge of experiential learning and project-based learning strategies

- Strong network-building and relationship-management skills
- Proven ability to integrate community resources into the curriculum

## **DEAN OF EDUCATION FOR THE PEOPLE PATHWAY**

### **Responsibilities & Expectations**

The Education Pathway Lead and Teacher will coordinate and manage all aspects of the Education Pathway, including managing academic mentors.

### **Academic Mentor Lead**

- Lead the academic mentor program
- Hire, coach, and manage all academic mentors
- Develop academic mentor schedules
- Lead and facilitate academic mentor professional development

### **Teaching**

- Lead the design and teaching of 11th grade Pedagogy (Principles of Teaching and Learning) course
- Lead the design and teaching of 12th grade Education Capstone course
- Work with the 10th grade English teacher to design the integration of principles of teaching and learning into 10th grade lit scope and sequence
- Collaborate with CLT to manage internships for students enrolled in Pedagogy course

### **Education Pathway Lead**

- Coordinate, facilitate, and develop ARISE's Education Pathway with Director of Community Learning & Engagement
- Build educational partnerships with outside organizations
- Complete associated data collection, analysis, and evaluations
- Work with instructors to assist students in all Pathway related items (i.e. dual enrollment, work-based, internships)
- Recruit and manage Student Teachers from credentialing programs
- Support grant writing to sustain the education pathway and academic mentor program
- Participates in weekly leadership meetings (CLT and ILT)

### **ARISE Crew Expectations**

- Participates in ARISE evaluation process
- Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
- Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
- Participates in key ARISE related events such as Back to School Night, Student-Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision

### **Minimum Qualifications**

- Master's Degree in Education, Curriculum and Instruction, or related field
- CLEAR Teaching credential in related field
- 5+ years of experience in curriculum development and instructional leadership
- Knowledge of culturally responsive teaching practices and social justice education
- Strong background in developing and leading teacher professional development

- Commitment to equity and inclusive education

## **DEAN OF PUBLIC HEALTH PATHWAY**

### **Responsibilities & Expectations**

The Public Health Pathway Lead will coordinate and manage all aspects of the Public Health Pathway, including the Pathways Advisory Council and Student Internships.

### **Teaching**

- Leads the design and teaching of 12th grade Public Health Capstone course
- Leads the design and teaching of 11th grade Intermediate Public Health course, including collaboration with CLT to integrate internship support
- Works with the 10th grade Biology teacher to integrate introductory Public Health CTE standards into course scope and sequence
- Teaches 1 additional semester-long course, for a total of five classes over the year
- Leads 1 enrichment course each semester on Wednesdays

### **Advisor**

- Facilitates an advisory
- Follows the ARISE Advisory framework and curriculum to provide daily socio-emotional & academic support and case management to a group of students
- Maintains contact with parents and families in regards to the academic progress of their advisees
- Participates in college tours and day of service once per semester

### **Public Health Pathway Lead**

- Coordinates, facilitates, and develops ARISE's Public Health Pathway with Director of Community Learning & Engagement
- Manages internship program, including priorities development, mentor recruitment and assessment, and program expansion and improvement
- Leads Pathways Advisory Council, including agenda setting, communications, and meeting facilitation
- Builds public health partnerships with outside organizations
- Completes associated data collection, analysis, and evaluations
- Supports grant writing and reporting to sustain the Public Health Pathway
- Facilitates faculty use of College & Career Portfolio with Director of Teaching & Learning
- Works with instructors to assist students in all Pathway related items (i.e. dual enrollment, work-based learning, internships)
- Participates in Academic Familia grade-level meetings to problem-solve student issues and build out collaborative, cross-curricular projects
- Participates in weekly leadership meetings (CLT)

### **ARISE Crew Expectations**

- Participates in ARISE evaluation process
- Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
- Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
- Participates in key ARISE related events such as Back to School Night, Student-Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses

- Embodies and helps the school realize its goals, mission, and vision

#### Minimum Qualifications

- Master's Degree in Public Health, Health Education, or related field
- 5+ years of experience in public health education or school health programs
- CLEAR Teaching credential in related field
- Strong understanding of health education standards and practices
- Experience in curriculum development and implementation
- Excellent organizational and leadership skills

### **DEAN OF SCHOOL CULTURE**

#### **Responsibilities & Expectations**

- **School Culture and Climate**

- Leads team hoots meetings and school culture initiatives including but not limited to:
  - Spirit weeks
  - Awards and celebrations
  - Advisory competitions
  - Appreciation weeks (i.e. teacher appreciation, counselor appreciation, etc)
  - Cultural celebrations and acknowledgements
- Leads the planning and execution of school events including but not limited to:
  - Homecoming
  - Prom
  - Grade level community building days
  - Advisory retreats
  - Senior Activities
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
- Supports the development and maintenance of a beloved and abolitionist school culture
- Leads ARISE's initiative to shift culture to a pro-Black school
- Leads ARISE's initiative to diversify its student body

- **Advisory**

- Leads the development and execution of the Advisory scope and sequence with input from Freire and ALT
- Updates and maintains weekly advisory slides in collaboration with ALT
- Is a member of Team Friere to provide communication, input, and support to staff regarding advisory scope and sequence
- Leads communication and coordination of Advisory Scope and Sequence as well as School Cultural activities throughout the year
- Maintains Advisor accountability and best practices through weekly observation
- Leads the planning and implementation of SLCs

- **Student Activities**

- Teaches one block of Student Activities class
  - Plans and coordinates student led activities throughout the school
  - Creates a schedule and curriculum complete with student Task Cards for use in consecutive years

- Checks in regularly with a coach to improve teaching practices and principles

- **Athletics**

- Grows our athletics and intramurals program
- Supports student-athletes in ensuring academic success
  - Manages weekly progress reports for student athletes and has academic check ins with all athletes weekly
  - Holds athletes accountable to following codes of respect, attendance, and grades
- Manages partnerships with athletic leagues
- Ensures all safety guidelines are being followed
- Communicates with families and students enrolled in athletics
- Acts as Athletic Director including attending all games
- Supervises Coaches:
  - Biweekly meetings with coaches
  - Ensures that there are 3 practices a week for each team
  - Gives coaches feedback and acts as liaison between ARISE and BACSAC
- Substitutes for Coaches when needed for practice
- Secures practices spaces, gear, and equipment for all athletic activities
- Leads the implementation and execution of the PFT

- **Academic Support**

- Supports a block of enrichment
- Supports substitute needs in the school

- **Data & Reporting**

- Maintains records of athletics activities
- Develops and maintains task cards for all school culture events and initiatives

- **ARISE Crew Expectations**

- Participates in ARISE staff evaluations process
- Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
- Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
- Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision

Minimum Qualifications

- Bachelor's Degree in Education, Social Work, or related field
- 5+ years of experience in school culture and climate initiatives
- Knowledge of Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning
- Strong skills in relationship-building and community engagement
- Proven ability to lead and inspire staff and students

**DEAN OF ACADEMIC COUNSELING**

**Job Responsibilities & Expectations:**



### **Academic Counseling Department Leadership**

- Participate in weekly ALT meetings in order to design, implement and revise the overall student support and culture vision of the school
- Collaborate with Dean of School Culture, Director of Student Support, Director of Community Learning, Director of SPED, Head of School, and Director of Teaching and Learning to provide PD, plan, and lead the Academic Counseling Department
- Participate in Instructional Observations Rounds throughout the year
- Lead and Supervise Academic Counselors to support them in all aspects of their role
- Collaborate with 12th grade counselor on college and career support for 12th graders
- Manage all Department supplies and Department budgeting
- Supervise and evaluate all members of the Department - provide biannual evaluations of Department members
- Hold weekly 1:1 meetings with all academic counselors to support their growth
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
- Manage, analyze and report out data related to Academic Counseling Department
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

### **Academic Counselor Duties**

- Create schedules for grade level
- Update Grad Trackers and Ensure A-G completion and ARISE Requirement completion
- Review Transcripts for any students coming into grade level
- Provide a safe and open space for students
- Check in with students when academic issues arise
- Support students and teachers with academic needs
- 1:1 Meetings with students to go over grad track
- Hold parent meetings for students with NCs
- Manage and support grade level meetings
- Support 12th grade counselor with college and career needs
- Hold a College and Career Enrichments for cohort
- Create Grade-Level College and Career lessons

### **Minimum Qualifications**

- Master's Degree in School Counseling or related field
- 5+ years of experience in academic and college counseling
- Knowledge of academic advising, college admissions, and career counseling
- Strong interpersonal and communication skills
- Experience with data-driven decision-making

## **DIRECTOR OF TEACHING & LEARNING**

### **Responsibilities & Expectations**

- **Instruction**
  - Leads and guides the direction of the Instructional Leadership Team and Team Freire
  - Supports all aspects of ARISE's instructional and curriculum integration (PD, coaching, course maps, etc.), ensuring a focus on ARISE's instructional core, mission and vision, and

#### Linked Learning.

- Support the Dean of Language in the development, implementation and revision of ARISE's internal assessments and benchmarks for core academic courses.
- Responsible for initiating and collaborating with the A-Team to complete the School Instructional Calendar and PD Days
- Support the EL Coordinator in the implementation of programs supporting English Learners, including curriculum, instruction, assessment, and monitoring.
- Represents the school in meetings and conferences related to curriculum, instruction and assessment matters as directed by the Head of School
- Prepares and administers the budget for instructional materials
- Works with the Dean of STEM to inform budgetary decisions and purchasing of course and teaching materials
- Keeps current with educational developments and literature in the field of education and participates in the affairs of state and national professional organizations devoted to the advancement of curriculum and instruction
- Coordinates and supervises the Instructional Staff at ARISE, including coaching and supporting the development of Team Freire teacher leaders
- Provides leadership and direction for the development, revision and continuous improvements of ARISE's performance assessments
- Oversees the ARISE's Graduate Profile including Warrior Intellectual and Bridge Defenses
- Guides the development and continual vision of the whole-school literacy model, including supporting the Dean of EL and Literacy with differentiated and universal support for EL students and Daily Independent Reading Time and supporting the Dean of Language with the implementation of the Literacy Priority Plan
- Monitors grades and makes intervention recommendations

#### ● Academic Culture

- Inspire students, families, and staff to achieve the mission of ARISE by creating an engaging and rigorous academic culture
- Holds the vision for cultivating a culture of Warrior Intellectuals (with Head of School & A-Team)
- Collaborates with staff to develop and implement school wide academic initiatives
  - Collaborates with Deans of Instruction in the planning and logistics of all academic events
    - Bridge (1x year)
    - Warrior Intellectual Defenses (1x year)
- Develop, implement, and maintain College-Going Culture Planning/Initiatives
- Create and manage the school's academic calendar (exhibition nights, Bridge, Warrior Intellectual Defenses, field trips)
- Maintain a daily presence throughout the school (in content classes, advisory, and morning boost).
- Collaborates with Adelante team to monitor and support teachers around RTI intervention structures and programs

#### ● Teacher Coaching and Evaluation

- Coordinates the development, implementation and revision of ARISE's Teacher Evaluation Program.
- Coaches and evaluates Social Studies teachers in content areas, including:

- Modeling lessons and instructional strategies for teachers
  - Helping teachers to effectively use classroom and schoolwide data to ensure learning is happening in all classrooms
  - Building trust with teachers and using strong interpersonal skills
  - Conducting effective observations and evaluations including giving direct and difficult feedback to support growth of teacher practice when needed
  - 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.
  - Developing an adult culture of accountability (using accountability of crew), direct feedback, and improvement
  - **Evaluation Caseload**
    - Dean of EL and Literacy
    - Social Studies Teachers
- **Assessment**
  - Supports the Dean of Language in the implementation of Whole School Literacy assessment (3x per year)
  - Supports the Dean of EL and Literacy in the implementation of ELPAC testing
  - Co-develops the materials to prepare students for SBAC
  - Leads, coordinates, and implements the logistics of SBAC
  - Demonstrates data driven practices and a growth mindset including: being results-oriented, supporting the internal benchmark testing process, organizing the analysis of results, moving teachers' practice in order to increase student achievement, consistently tracking and monitoring student progress in order to assess effectiveness of intended objective
- **Curriculum Development**
  - Holds the short and long-term vision for culturally-relevant and rigorous curriculum, ensuring a focus on ARISE's mission and vision, and Linked Learning.
  - Acts as Social Science Department Lead
  - Lead the codification of a 4-year school-wide scope and sequence by working directly with SS and Language Departments.
  - Codifies and calibrates learning targets across content areas
  - Coordinates all benchmark, finals and standardized testing for Humanities departments, including data analysis protocols and re-teaching plans
- **Professional Development**
  - Develops PD scope and sequence with Head of School, Deans of Instruction, and Team Freire
  - Holds the vision for school-wide professional development activities and content specific professional development
  - Facilitates weekly professional development
- **Administrative Duties**
  - Participates as key member of administrative team (A-Team)

- Participates in Student Led Conferences and student intervention meetings
- Support the Advisory curriculum and program
- Fulfills other assignments as needed to best serve our students
- As needed, supports the Head of School to recruit, hire, and retain a high-quality staff

- **Teaching**

- Teach two semester-long sections of a Social Science class
- Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
- Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
- Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
- Participate in “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
- Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
- Align course content with our Public and Community Health Pathway
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

#### Minimum Qualifications

- Master’s Degree in Education, Curriculum and Instruction, or related field
- 7+ years of experience in teaching and instructional leadership
- Deep understanding of curriculum development, instructional practices, and teacher evaluation
- CLEAR Teaching credential in related field
- Experience in leading professional development for teachers
- Strong analytical and problem-solving skills

#### **DIRECTOR OF STEM**

##### **Responsibilities & Expectations**

- **Administrative Duties**

- Manage and oversee the Math Priority Plan, ensure all parts of the plan are executed (or adjusted), update data for A-team report-backs as well as ARISE school board review
- Collaborate and participating as key member of the school’s Instructional Leadership team (ILT), school’s teacher lead team (team Freire) and administrative team (A-team)
- Collaborate and participating in parent conferences and student interventions meetings (as needed)
- Collaborate with A-Team to create and sustain a culture of academic achievement, college

- and career success
- Collaborates with A-team to recruit, hire and retain high quality staff
- Fulfill other administrative assignments as needed to best serve ARISE students, parents and families
- Building trust with teachers and staff using strong interpersonal skills
- **Credentialing, CALPADS and PowerSchool**
  - Manage and lead ARISE’s credentialing compliance requirements as outlined by the state of CA
    - Ensure staff are fully credentialed or working towards credential as determined by their employment agreement
  - Manage credentialing systems and logistics for CALPADS compliance
    - SEID, CALPADS, A-G, and Credentialing alignment
  - Manage Powerteacher Pro (PTP) training and support for staff
    - Lead leadership staff in PTP in Learning Target management
    - Lead major troubleshooting as it pertains to PTP
  - Leads and coordinates with ARISE’s information management company (EdTec) in regards teacher, course and A-G alignment for CALPADS alignment
  - Support ARISE’s A-G portal management system, ensuring course and credentialing are aligned
  - Support Academic counselors in teacher course alignment as it pertains to master scheduling
- **Assessment and Testing**
  - Manage Math NWEA (MAP) testing for Fall, Winter and Spring (see math Priority Plan), ensure 95% of students are tested in math for each testing cycle
  - Manage and lead SBAC execution logistics, lead ILT to ensure testing schemas are set (see SBAC-CAST-ELPAC Student Planning 23-24)
  - Manage and support SBAC testing culture, build structures to support student and adult positive testing culture (in regards to SBAC)
  - Lead math team in data best practices in regards to student review of
  - Support A-team, ILT and other leadership teams around data management, best practices for using data in the classroom as well as best practices to build up adult culture around using and interacting with student data
  -
- **Academic Culture**
  - Manage vision for cultivating a strong culture of STEM empowerment and excellence
  - Collaborate with A-team to inspire students, families, and staff to achieve the mission of ARISE by creating an engaging and rigorous college and career going culture (Assessments, Curriculum Development and Coaching)
  - Support the vision for cultivating a culture of Warrior Intellectuals through our Linked Learning Public, and Community Health Pathway
  - Support the school’s academic calendar (exhibition nights, Bridge, testing, and Senior Seminar Defenses)
  - Supports the instructional Leadership Team (Team Freire), Grade Team Leads and Department Heads
  - Maintain a daily presence throughout the school (in content classes, advisory, and morning boost)

- **Coaching**

- Manage STEM vision for culturally relevant and rigorous curriculum at ARISE
- Manage codification of a 4-year school-wide scope and sequence by working directly with departments math, science and CTE departments and department leads
- Manages the learning target integration and usage for CTE, Common Core and NGSS in CTE, math and science courses
- Supports Director of Teaching and Learning in the management of the Instructional Coaching Team
- Supports math teachers by modeling lessons, instructional strategies and co-teaching as needed
- Support math teachers to effectively use classroom and schoolwide data to ensure learning is happening in all classrooms
- Building trust with teachers and using strong interpersonal skills
- Conducting effective observations and evaluations including giving direct and difficult feedback to support growth of teacher practice when needed
- 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
  - developing an adult culture of accountability (using accountability of crew), direct feedback, and improvement

- **Professional Development**

- Manage and coordinate Math Priority Plan with math department
- Co-manage school-wide professional development activities and content specific professional development
- Co-manage weekly professional development with Head of School and Director of Teaching and Learning
- Support professional development scope and sequence with Director of Teaching and Learning, Head of School, ILT and Team Freire
- Supports staff to engage in professional developments (PBL, CTE, Literacy etc.) outside of ARISE professional developments
- Support professional development pertaining to school-wide linked learning development

- **Supervision and Evaluation**

- Evaluate all math teachers (and science teachers as needed)
- Evaluate college counselor(s)
- Manage and Evaluate Dean of Science
  - Give bi-monthly feedback and collect updates from Dean of Science in Dean of Science Priorities

Minimum Qualifications

- Master's Degree in Education, Science, Technology, Engineering, or Mathematics

- 5+ years of experience in STEM education and curriculum development
- CLEAR Teaching credential in related field
- Strong understanding of STEM pedagogy and instructional practices
- Experience in leading STEM initiatives and programs
- Excellent leadership and organizational skills

## **DIRECTOR OF SPECIAL EDUCATION**

### **Responsibilities & Expectations**

- **Academics**

- Coordinates pull-out and push-in RSP services for students with Individualized Education Plans (IEPs) as well as other students in need of support. Drafting IEPs and ensuring compliance with all components of the IEP process
- Ensuring that all service minutes are provided and appropriately documented through meticulous special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports. Scheduling, preparing for, and facilitating IEP meetings
- Meeting regularly with other members of the Adelante team to collaborate and share best practices
- Collaborating with general education teachers to ensure the academic success of special education students within the classroom. Supporting the general education team to ensure students are provided an effective Student Success Team (SST)

- **Lead RSP duties**

- Sits in all IEP as the administrative representative
- Plans with Head of School to build out the SPED program at ARISE
- Oversees with Head of School the allocation of RSP resources at ARISE
- Evaluates members of her team
- Collaborates with Head of School to ensure SPED compliance

- **ARISE Crew Expectations**

- Participates in ARISE teacher evaluations process
- Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to start of school), including overnight August retreat
- Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
- Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision
- This is a 12 month position following the ARISE calendar

- **Professional Development**

- Develops scope and sequence with Head of School, and Team Freire as needed
- Leads school-wide professional development activities and content specific professional development
- Facilitates Special Education professional development

- **Administrative Duties**

- Participating as key member of the school's Instructional Leadership team and Adelante teams as needed
- Participating in parent conferences and student intervention meetings for students with IEPs as needed and determined by the Director of Special Education in coordination with her team
- Acts as administrator for ESY including planning and resource allocation
- Sustaining a culture of academic achievement and college success
- Fulfilling other assignments as needed to best serve our students
- As needed, supports the Head of School to recruit, hire, and retain a high-quality staff

- **Evaluation Caseload**

- RSP Teachers
- Special Education Administrative Assistant

Minimum Qualifications

- Master's Degree in Special Education or related field
- 7+ years of experience in special education, preferably in urban schools
- Knowledge of IDEA, IEP processes, and inclusive education practices
- Strong advocacy skills for students with disabilities
- Experience in leading special education programs and staff

**DEANS OF INSTRUCTION**

**DEAN OF ENGLISH LANGUAGE DEVELOPMENT & LITERACY**

**Job Responsibilities & Expectations:**

- **Instructional Leadership**

- School-wide leadership
  - Participate in weekly ILT meetings in order to design, implement and revise the overall instructional vision of the school
  - Collaborate with Dean of STEM, Dean of ELs and Literacy, Head of School, and Director of Teaching and Learning to provide PD, plan curriculum, and lead the Language Department
  - Participate in Instructional Observations Rounds throughout the year
  - Design and hold the vision for ELD support within the larger framework of professional development and instructional support
- Department
  - Support the Science, Language, and Social Science Departments in realization of the Literacy Priority Plan and building up of EL instruction
- Coaching
  - Coach 3-4 teachers towards growth on the Instructional Core
  - Attend coaching professional development with Director of STEM and Director of Teaching and Learning
  - Design and facilitate bi-weekly professional development meetings for the Instructional Coaching Team

- **Administrative Duties**

- Coordinate all aspects of English Language Development, including scheduling of courses, assessing students, communicating with families, and managing reclassification



- Supervise and evaluate 3-4 teachers - provide biannual evaluations of these teachers
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
- Coordinate with Dean of STEM and Director of Teaching and Learning to analyze and report out data related to Whole School Literacy Assessment and Instructional Priority Plan
- **Teaching**
  - Teach four semester-long sections of ELD class
  - Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
  - Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
  - Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
  - Participate in “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
  - Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
  - Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
  - Align course content with our Public and Community Health Pathway
  - Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least once per week.
  - Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)
- **Additional Responsibilities**
  - Support (with Dean of Language and Director of Teaching and Learning) the implementation of the Whole School Literacy Assessments - Writing Benchmark and MAP Reading (3x per year)
  - Manage and coordinate all aspects of ELPAC testing
  - Manage and coordinate all aspects of Daily Independent Reading Time, including ordering of books, professional development for advisors, DIRT observations, and training and coordination of DIRT Librarians (Academic Mentors)

Minimum Qualifications

- Master’s Degree in TESOL, Education, or related field
- CLEAR Teaching credential in related field
- 5+ years of experience in ELD and literacy instruction
- Knowledge of language acquisition theories and literacy development
- Strong instructional leadership and curriculum development skills
- Experience in working with diverse student populations

**DEAN OF LANGUAGE**

**Job Responsibilities & Expectations:**

Specific Teaching Schedules to be determined

● **Instructional Leadership**

○ School-wide leadership

- Participate in weekly ILT meetings and bi-weekly Team Freire meetings in order to design, implement and revise the overall instructional vision of the school
- Collaborate with Dean of STEM, Dean of ELs and Literacy, Head of School, and Director of Teaching and Learning to provide PD, plan curriculum, and lead the Language Department
- Participate in Instructional Observations Rounds throughout the year
- Meet with Academic Counselors to support College and Career Enrichment Curriculum Development and implementation
- Collaborate with 12th grade counselor on college and career support for 12th graders

○ Department

- Lead Language Department in the realization of ARISE's Mission and Vision
- Support all teachers in the Language Department in the implementation of Instructional Priority Plan
- Facilitate the design and revision of the Language Department 4-year Scope and Sequence
- Manage the finalization of learning targets for all courses in the Language Department
- Support Language Department with gradebook, both philosophical and technical

○ Coaching

- Coach 4 Language teachers towards growth on the Instructional Core
- Plan and facilitate all Language Department meetings
- Attend coaching professional development with Dean of STEM and Director of Teaching and Learning
- Participate in bi-weekly meetings for Instructional Coaching team

● **Administrative Duties**

- Manage all Department supplies and Department budgeting
- Supervise and evaluate all members of the Department - provide biannual evaluations of Department members
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
- Coordinate with Dean of STEM and Director of Teaching and Learning to analyze and report out data related to Whole School Literacy Assessment and Literacy Priority Plan

● **Teaching**

- Teach four semester-long sections of of an English class
- Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
- Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)

- Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
- Facilitate “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
- Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
- Align course content with our Public and Community Health and Education Pathways
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

- **Additional Responsibilities**

- Lead the implementation of the Whole School Literacy Assessments - Writing Benchmark and MAP Reading (3x per year)
- Support EL Coordinator with ELPAC testing
- Participate in the Bridge and Warrior Intellectual Design
- Grade Level and 12th Advisory lead

#### Minimum Qualifications

- Master’s Degree in Language Education, Linguistics, or related field
- 5+ years of experience in language instruction and program development
- Knowledge of language acquisition and bilingual education strategies
- Strong instructional and leadership skills
- CLEAR Teaching credential in related field
- Experience in developing language curriculum and assessments

#### **DEAN OF SCIENCE**

- **Teaching**

- Teach two semester long sections of of a science class per semester
- Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
- Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
- Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
- Participate in “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
- Collaborate with teachers/peers and our Adelante Student Support team to provide a

consistent academic support system for all students

- Align course content with our Public and Community Health Pathway
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
- Teach a two-week beyond the classroom course during our Post Session, which runs for the final two weeks of the school year
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)
- **Leadership**
  - Campus presence language for Deans: “Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture”
  - Lead Science Department in the realization of ARISE’s Mission and Vision
  - Lead 11th grade level team meetings and advisory curriculum
  - Participate in biweekly Department Lead Meetings
  - Coach and evaluate four to five science/CTE teachers to realize the ARISE STEM Instructional Vision as needed
  - Maintain Science and Pathway Department materials and ordering supplies
  - Collaborate with Linked Learning Public and Community Health Pathway leads and programming
  - Collaborate with Director of STEM, Head of School, and Director of Teaching and Learning to provide PD, plan curriculum, and lead the science department
  - Attend coaching meetings and trainings with Director of STEM and Director of Teaching and Learning
  - Manage PowerTeacher Pro grading platform
  - Lead SBAC preparations for the 11th grade

#### Minimum Qualifications

- Required - Bachelor’s Degree in Science of Education
- Preferred - Master’s Degree in Science Education or related field
- CLEAR Teaching credential in related field
- 5+ years of experience in science instruction and curriculum development
- Strong understanding of science pedagogy and NGSS standards
- Experience in leading science education initiatives and professional development
- Excellent organizational and leadership skills

#### **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 multitask.
- Fluency in English and Spanish highly preferred.

##### **Additional Employees**

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 support capacity.

### **Employee Recruitment and Policies**

ARISE High School recruits and hires a diverse faculty composed of well 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 and teacher training programs, including Stanford, Mills, CSU East Bay, Harvard Graduate School of Education, Reach Institute, and experienced teachers. ARISE also recruits through job boards, such as Indeed.

### **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, and designated staff development opportunities.

#### Evaluation

ARISE evaluates teachers according to the following rubric.

### **ARISE High School Teaching Evaluation**

**Teacher Name:            Evaluator:            Date:**

#### **Criteria #1: Instructional Core and Priority Plan**

<b><u>Instructional Core Criteria</u></b>	<b><u>Narrative and Evaluation</u></b>
<b><u>A. Proficiency in Restorative Justice and Warm Demander Classroom Management as demonstrated through the criteria on the Instructional Core observation rubric</u></b>	<u>•</u> <u>•</u>

	<ul style="list-style-type: none"> <li>• <u>    </u></li> <li>• <u>    </u></li> </ul>
<u>B. Proficiency in Literacy and Academic Discourse as demonstrated through the criteria on the Instructional Core observation rubric</u>	<ul style="list-style-type: none"> <li>• <u>    </u></li> <li>• <u>    </u></li> </ul>
<u>C. Proficiency in Cultural Relevance as demonstrated through the criteria on the Instructional Core observation rubric</u>	<ul style="list-style-type: none"> <li>• <u>    </u></li> <li>• <u>    </u></li> </ul>
<u>D. Proficiency in Rigor and Critical Thinking as demonstrated through the criteria on the Instructional Core observation rubric</u>	<ul style="list-style-type: none"> <li>• <u>    </u></li> <li>• <u>    </u></li> </ul>
<u>E. Proficiency in Differentiated Student Support as demonstrated through the criteria on the Instructional Core observation rubric</u>	<ul style="list-style-type: none"> <li>• <u>    </u></li> <li>• <u>    </u></li> </ul>
<u>F. Proficiency in Classroom Aesthetics as demonstrated through the criteria on the Instructional Core observation rubric</u>	<ul style="list-style-type: none"> <li>• <u>    </u></li> <li>• <u>    </u></li> </ul>
<u>G. Teacher’s lesson plans and unit plans are consistently thorough, well-organized, and grounded in one or more of the following:</u> <ul style="list-style-type: none"> <li>• <u>Warrior Intellectual rubrics</u></li> <li>• <u>Pathway elements</u></li> <li>• <u>Math Priority Plan</u></li> <li>• <u>Elements of the PBL “Gold Standard”</u></li> <li>• <u>Literacy Priority Plans</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>    </u></li> <li>• <u>    </u></li> </ul>
<u>H. Demonstrates commitment and growth towards the Math Priority Plan</u>	<ul style="list-style-type: none"> <li>• <u>    </u></li> </ul>

**Criteria #2: Maintaining commitment to professionalism, collaboration, and Crew Accountability**

<u>A. Demonstrates timeliness in showing up to work, PD, and other meetings/events</u>
<u>B. Submits attendance consistently and on time (with the first 10 minutes of class)</u>
<u>C. Submits required deliverables on time (lesson plans, curriculum, grades, sub plans, IEP and 504 documents)</u>
<u>D. Attends and maintains strong presence at all mandatory events (RISE UP, Back to School, SLCs, defenses, test administration, day of service, college tours, and graduation)</u>
<u>E. 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</u>

sharing of ideas and strategies

F. Shares responsibility for the success of the entire school including enforcing school-wide expectations, policies, and Codes of Respect

G. Demonstrates consistent commitment to growth through engagement in PD, Department and Academic Familia meetings and instructional coaching and works to improve teaching practice based on feedback

H. Shows respect for all members of the community (communicates openly and honestly, listens to learn, gives feedback in a productive manner, etc)

**Observations and Evaluation:**

<u>Strengths</u>	<u>Areas for Growth</u>
<u>•</u>	

**Criteria #3: Family and Community Engagement**

A. Actively communicates and collaborates with families and school/community regarding grades, programs, and school events

B. Knows students well and continually works to build supportive relationships with families to ensure student success

C. Demonstrates growth and self-reflection in commitment to the broader community, to the ARISE Mission and Vision, and towards antiracism in pedagogy, actions, stance

**Observations and Evaluation:**

<u>Strengths</u>	<u>Areas for Growth</u>
<u>•</u>	<u>•</u>

**Priorities for Continuous Improvement**

<u>Priority</u>	<u>Action</u>	<u>Deadline</u>
<u>1.</u>		
<u>2.</u>		
<u>3.</u>		

**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.

## 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. The Administrator positions at ARISE include: Head of School, Director of Teaching and Learning, Dean of STEM, Director of Operations, and Dean of School Culture

The takes primary responsibility for the growth and well-being of the school as an institution for all stakeholders. The 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 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 *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.

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 .
- 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 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 6 (HEALTH AND SAFETY)

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)*

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)*

### Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

### Pupil Safety

### Immunizations, Health Examinations, and Health Screenings

Charter 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. Charter School shall maintain student immunization, health examination, and health screening records on file.

### Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

### Employee Training

Charter School shall ensure that all staff members receive annual training on Charter 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. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter 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 Education Code section 44691.

### Employee Screening Requirements

#### Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter 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) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter 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, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### Tuberculosis Screening

Charter 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. Charter School shall maintain TB clearance records and certifications on file.

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 Head of School and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

### Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with

the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

### **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

### **Menstrual Products**

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

### **All Gender Restrooms**

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **School Meals**

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

### **Recess**

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **California Healthy Youth Act**



The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Mental Health Education**

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

### **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Head of School and, if there is merit to the concern, the Head of School shall direct the School Safety Plan to be modified accordingly.

### **Workplace Violence Prevention Plan**

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

### **Bloodborne Pathogens**

The Charter School shall meet state and federal standards for dealing with bloodborne 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 bloodborne 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.

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter 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. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about

discrimination or harassment at the Charter 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 the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

### **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

### **Supporting LGBTQ Students**

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

### **Homicide Threats**

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **Gun Safety Notice**

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **Athletic Programs**

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

### **Transportation Services**

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

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 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.

## ELEMENT 7 (BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS)

***“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(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 several schools located within our school boundaries, as well as community centers, recreation centers, Boys and Girls clubs, Health centers such as La Clinica and Roots Community Health Center. ARISE High School is also focusing on creating a strong presence in social media and in partnership with Oakland Enrolls to support families with school applications.

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;
- Developing partnerships with Ed Specialists in middle schools to recruit special education students;

- Leverage existing families of students with IEPs to act as ambassadors for recruiting students with disabilities.

ARISE is actively working on recruitment and retention strategies to ensure Black student enrollment at ARISE is reflective of Black student enrollment across Oakland Unified School District. Specifically for retention, ARISE is implementing the following strategies:

- Cohorting students with minority identities (Black, APPI, Mam speaking) in classes and advisories to give sense of community
- Placing students in classes with additional supports
- Additional family engagement and leadership
- BSU and HBCU Trips
- BSU graduation celebration dinner and ceremony
- First access to camping, field trips, and enrichment opportunities
- Peer mentorship
- Lunches and field trips to spaces connected to identities

## 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 8 (ADMISSIONS POLICIES AND PROCEDURES)

*“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)*

### Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter 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.

Charter 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, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

~~[Insert additional language showing how Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii).]~~

### Nondiscrimination Statement

~~The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code, including immigration status.~~

~~The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.~~

~~The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.~~

~~The Charter School does not request nor require student records prior to a student’s enrollment.~~

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Karla Gandiaga  
Head of School  
3301 E. 12th Street, Suite 205  
Oakland, CA 94601  
Phone: 617-816-4721  
E-mail: karla@arisehighschool.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### **Homeless and Foster Youth**

Charter 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 contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

### **Non-Discrimination**

Charter 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.

Charter 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.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

### **Parent Engagement**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

### **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(~~ed~~)(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, including immigration status, 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**

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<sup>7</sup>

#### *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 OUSD in which 70% or more of students qualify for free and reduced ~~lunch-proce meals~~ (a minimum of 60% of available spots)

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<sup>7</sup> In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

4. ~~Other prospective s~~Students residing within OUSD boundaries
5. All other applicants

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Head of School). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled, for preferences one and two. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery.

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% 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 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 timely 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.

1. 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 9 (INDEPENDENT FINANCIAL AUDITS)

*“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.” – Ed. Code § 47605(c)(5)(l)*

### Independent Fiscal Audits

In compliance with Education Code sections ~~47605(c)(5)(l)~~ and ~~47605(c)(5)(m)~~, 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 of~~ 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~~ The annual audit will be completed ~~within four months of the close of the fiscal year by December 15<sup>th</sup> of each 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 15<sup>th</sup> 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, to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in **Element 14**.

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.

## **ELEMENT 10 (PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED OR EXPELLED)**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)*

### **Student Due Process Protections**

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

~~[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]~~

### **Required Notifications**

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

### **Compliance with OCS Student Discipline Guidelines**

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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
  - o 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.
  - o Student Voice - Teachers explore what students care about and think
  - o Individual Needs - Teachers differentiate without tracking, adjusting instruction based on form

### **Restorative Discipline**

While we strive to build a community in which all students experience a sense of safety, belonging, and connectedness, we recognize that there are times in which the norms of our school community may be violated. When a violation of our Codes of Respect occurs, there must be an educational & restorative process by which the person(s) who did the violation can reflect and gain insight as to how to restore value in and of the space we call ARISE. The response to these violations depends on the needs that are created by the harm. This response can look like a restorative conversation with the person(s) harmed, community restitution, or, for significant violations, may result in suspension or expulsion.

### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The

Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

### **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, ARISE 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 the 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 peacefully.
- 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 personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Additionally, Students found damaging the school campus, in any way such as by tagging, littering, destroying foliage or writing on desks will meet with the head of school 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 damage or loss.

### **Academic Honesty**

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 zero credit on the assignment, immediate contact of the family, and a restorative process in which the student is responsible for restoring the harm done to the community. 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 Dean of Restorative Justice and advisor of student
- Teacher calls home and communicate to parents 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 an open and honest dialogue with families or we lose their trust.*

### **PROFESSIONAL BOUNDARIES: TEACHER-STUDENT INTERACTIONS**

ARISE High School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

## Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

### B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

## 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.

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when an employee is unsure if certain conduct is acceptable, is to ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

### 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 activities 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 Head of School (or Designee) promptly. A reasonable suspicion means something more than 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 Head of School (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 Head of School (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.

### **SUSPENSION AND EXPULSION POLICY**

#### Policy

This Student 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 offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspension and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

This policy shall serve as ARISE High School's policy and procedures for student suspension, expulsion, and involuntary removal and it may be amended from time to time without the need to seek a material revision of 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 policies and procedures fairly and consistently among all students.

This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline and involuntary removal policies and procedures. 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.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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 this 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 notify, within 30 days, the superintendent of the school district of any student 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 student's last known address. ARISE High School shall, upon request, provide that school district with a copy of the cumulative record of the student, 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 ("IDEA") 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 requires additional or different procedures. ARISE High School will follow all applicable federal and state laws including but not limited to the applicable provisions of 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).c

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

1. while on school grounds.
2. while going to or coming from school.
3. during the lunch period whether on or off the school campus.

4. during, or while going to or coming from, a school-sponsored activity.

## B. Enumerated Offenses

### 1. Discretionary Suspension

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, 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, which includes but is not limited to, electronic files and databases.
- 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 the student's own prescription products by a student.
- 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, which includes but is not limited to, electronic files and databases.
- 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 policy, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school- sanctioned events.

- r. Made terroristic threats against school officials and/or school property. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in of the Education Code Section 233(e) . This provision shall apply to students in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students 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 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 their age, or for a person of their 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 their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2. “Electronic Act” means the creation transmission originate on or off the schoolsite 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, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - 1. 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.
  - 2. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - 3. 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
  - 1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - 2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv. 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 student 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 student 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 (1)(a)-(b), above.
- x. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

- 1. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for

expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

## 2. Discretionary Expellable Offenses

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

- 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, 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, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 student.
- 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 student 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 student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- g. 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 students 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 students 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 students 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:

    - a. 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.
    - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - d. 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:

- a. A message, text, sound, video, or image.
- b. A post on a social network Internet Web site including, but not limited to:
  - i. 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.
  - ii. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - iii. 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- c. 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 student 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 student 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 (3)(a)-(b), above.
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

#### 4. *Non-Discretionary Expellable Offenses*

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

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive device on campus, the student shall be expelled for one year, pursuant to the

Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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.

### C. Procedures For Suspension

Suspensions shall be initiated according to the following procedures:

#### 1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the School Director with the student and their 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. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### 5. 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.

#### D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

#### E. 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 is 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 the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense and recommends the student for expulsion.

The expulsion hearing will be presided over by the neutral and impartial Board of Directors or a neutral and impartial Administrative Panel. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of

Directors. Each entity shall be presided over by a designated neutral hearing chairperson.

The Administrative Panel or Board of Directors (whichever entity presides over the hearing), will make the final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student 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 student, 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.

#### F. Expulsion Decision

The decision of the Board of Directors or Administrative Panel shall be in the form of a written findings of fact and decision. The final decision by the Board of Directors or Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel or Board of Directors decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### *Written Notice to Expel*

The School Principal or designee following a decision by the Administrative Panel or Board of Directors to expel shall send written notice of the decision to expel, including the 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 chartering authority. 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 Students/Alternative Education*

Students 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 student may reapply to the School for readmission.

#### *Readmission or Admission of Previously Expelled Students*

The decision to readmit a student at the end of the student's expulsion term, or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal and the student and guardian or representative, to

determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The = student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

*No Right to Appeal*

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

*Notice to Teachers*

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

*Involuntary Removal for Truancy*

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

*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 student.

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 student 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.

## **TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, ARISE High School (“ARISE” or the “Charter School”) prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ARISE school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom ARISE does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. ARISE will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. ARISE complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Kei'sha Pearson  
Dean of Development and Operations  
3301 E 12th Street  
Oakland, CA 94601  
keisha@arisehighschool.org

## **Definitions**

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by ARISE.

ARISE is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual

regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
  
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's

- physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
  4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by ARISE.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation or transmission originated on or off the schoolsite, 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  1. 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 the definition of "bullying," above.
  2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  1. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  2. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" 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.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in ARISE's education program or activity or signed by

the Coordinator alleging sexual harassment against a respondent and requesting that ARISE investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in ARISE's education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

ARISE has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

ARISE advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

ARISE informs Charter School employees, students, and parents/guardians of ARISE's policies regarding the use of technology in and out of the classroom. ARISE encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### **2. Education**

ARISE employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. ARISE advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at ARISE and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

ARISE's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

ARISE informs ARISE employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **3. Professional Development**

ARISE annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other ARISE employees who have regular interaction with students.

ARISE informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by ARISE, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

ARISE encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for ARISE’s students.

### **Grievance Procedures**

#### **1. Scope of Grievance Procedures**

ARISE will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the ARISE UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, ARISE will utilize the following grievance procedures in



addition to its UCP when applicable.

## **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Kei'sha Pearson  
Dean of Development and Operations  
3301 E. 12th Street, Suite 205  
Oakland, CA 94601  
Phone: 617-816-4721  
E-mail: keisha@arisehighschool.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. ARISE will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Head of School, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

ARISE acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

ARISE prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and

any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to ARISE's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or ARISE's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. ARISE will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of ARISE to provide the supportive measures.

### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ARISE, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly



- and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, ARISE will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
    - If the investigation reveals that the alleged harassment did not occur in ARISE's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable ARISE policy.
    - ARISE may dismiss a formal complaint of sexual harassment if:
      - The complainant provides a written withdrawal of the complaint to the Coordinator;
      - The respondent is no longer employed or enrolled at ARISE; or
      - The specific circumstances prevent ARISE from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
    - If a formal complaint of sexual harassment or any of the claims therein are dismissed, ARISE will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
  - Determination of Responsibility
    - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
    - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
    - ARISE will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
      - The allegations in the formal complaint of sexual harassment;
      - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
      - The findings of facts supporting the determination;
      - The conclusions about the application of ARISE's code of conduct to the facts;
      - The decision and rationale for each allegation;
      - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
      - The procedures and permissible bases for appeals.

## **5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from ARISE or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by ARISE in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find ARISE's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of ARISE's decision or resolution, submit a written appeal to the President of the ARISE Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and ARISE will implement appeal procedures equally for both parties.
- Within five (5) business days of ARISE's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from ARISE's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- ARISE will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

ARISE will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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 1** 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

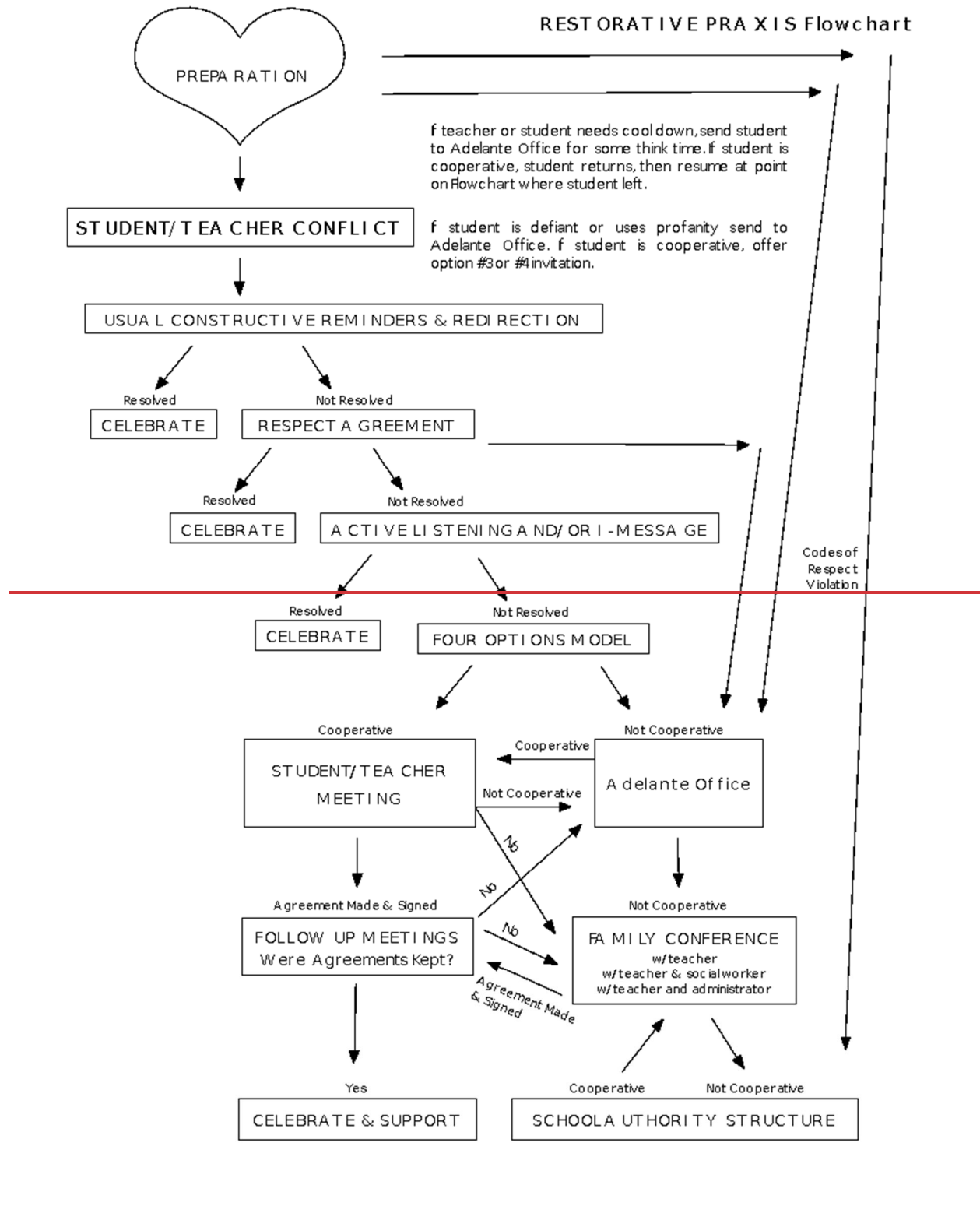
- **Prior Knowledge**—Teachers take time to become familiar with who is in their classroom. They pay attention to how they interact with the space, materials, and each other. They explore what students know, their experiences, and their misconceptions.
- **Student Voice**—Teachers explore what students 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**.

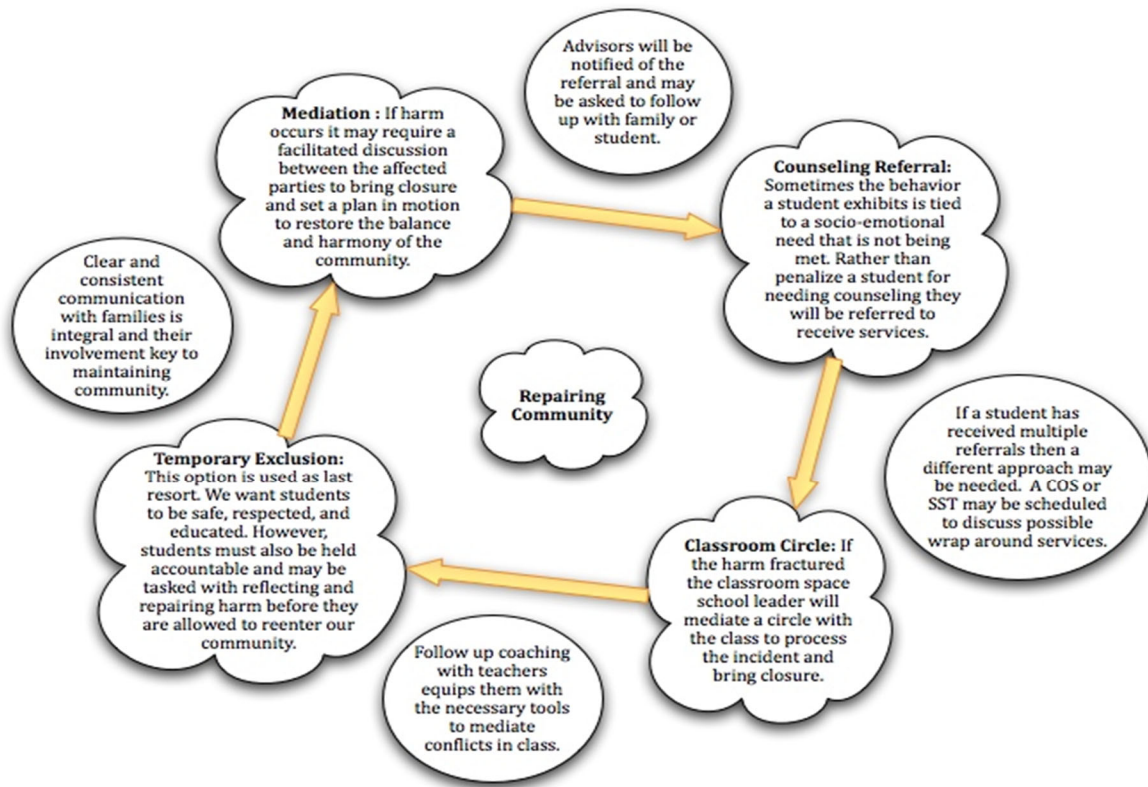
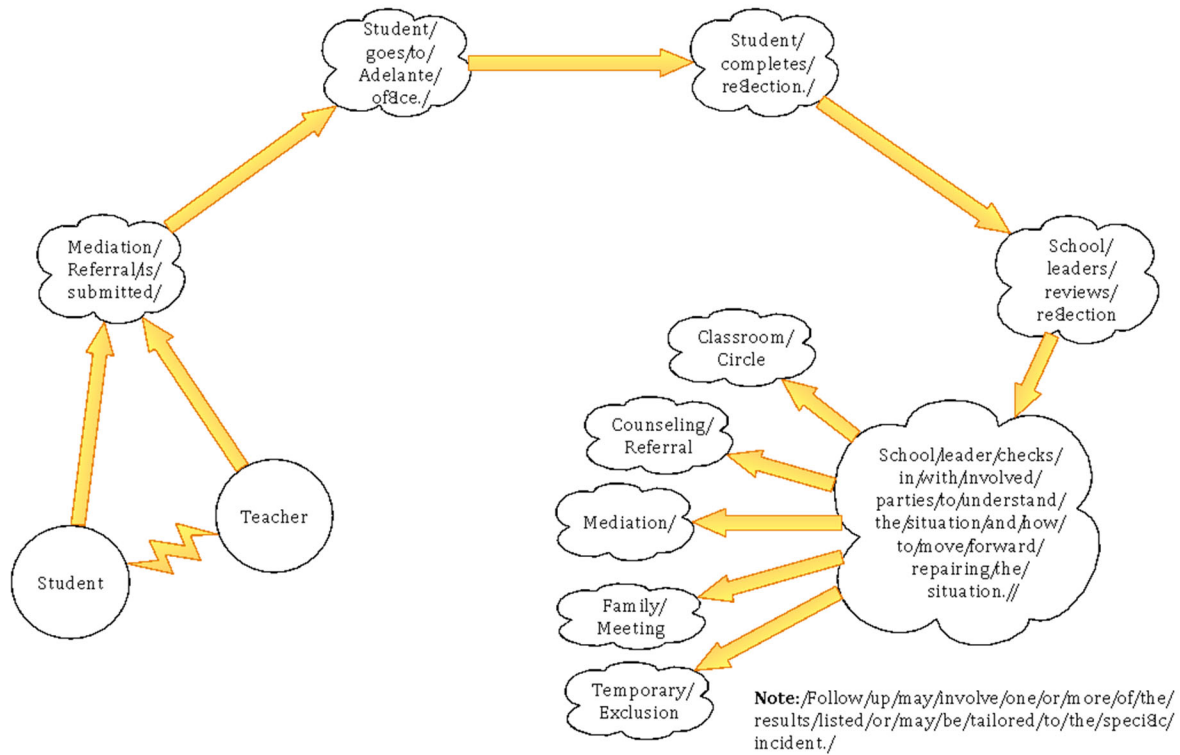
Figure J.2 Culture Referrals

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

\* 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 '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 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.~~
- ~~e) 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.



~~e) 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 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 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 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 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 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 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 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 11 (EMPLOYEE RETIREMENT SYSTEMS)

*“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.” – Ed. Code § 47605(c)(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 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 2024-2025, ARISE contributions are:

- 100% of an employee’s health premiums and 50% of dependent premiums are paid for by ARISE.
- ARISE covers 100% of employee premiums and 50% of dependent premiums for dental and vision insurance.

~~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 12 (PUPIL ATTENDANCE ALTERNATIVES)

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)*

Pupils who choose not to attend the Charter 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 Charter 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 District.

No student may be required to attend the Charter School.

## ELEMENT 13 (EMPLOYEE RIGHTS OF RETURN)

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly 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 Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No individual may be required to work at the Charter School.

## **ELEMENT 14 (DISPUTE RESOLUTION)**

*“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)*

### **Procedures for Complaints against Charter School**

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter 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.

### **Complaints by Students and Employees**

Charter 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.

### **Disputes between the District and the Charter School**

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter 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 between the District and Charter 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, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To ARISE High, c/o Head of School:

Karla Gandiaga, Head of School

3301 E. 12th Street, Suite 205

Oakland, CA 94601

Phone: 617-816-4721

E-mail: [karla@arisehighschool.org](mailto:karla@arisehighschool.org)

To [Charter School Name], c/o School Director:

[Charter School Name]

[Charter School Address]

To Director, Office of Charter Schools:

1011 Union Street #947

Oakland, CA 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 facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic 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 calendar 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.

### **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 promptly refer any complaints or reports regarding such disputes to the ARISE High School Board of Directors or Head of School 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.

*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. 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 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 9**.

## ELEMENT 15 (CLOSURE PROCEDURES)

***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)***

### Closure Action

The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

### 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” posted on the California Department of Education website. All references to “Charter School” apply to Charter 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 Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) 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 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 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 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 ACOE 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 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 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 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 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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to 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 OCS 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 submitted to OCS 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 OCS for the delivery 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 OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other 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 "closeout 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, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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 budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. 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 shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the 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.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
  - a. Name and contact of person(s) handling the liquidation;
  - b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
  - c. An identification number that corresponds to a tag on that item;
  - d. The cost of the item and whom/where/date of the item that was donated/sold.

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 closure 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. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

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.

## **ADDITIONAL PROVISIONS**

### **Facilities**

Prior to occupancy or use of any school site or facility, Charter School shall provide 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. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to 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. This requirement shall also apply, upon request by the District, 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 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.

### **Hold Harmless/Indemnification Provision**

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

### **Fiscal Matters**

#### **District Oversight Costs**



The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### Third Party Contracts

Charter 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 Charter 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. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

### Special Education Revenue Adjustment/Payment for Services

In the event that Charter 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 Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter 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.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

### Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business 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 of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

### **Data and Information Reporting**

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
  - Preliminary budget
  - Local control and accountability plan
  - First interim financial report
  - Second interim financial report
  - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
  - Annual independent audit report (Ed. Code § 47605(m))
  - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - 20 day attendance report (Ed. Code § 47652(a))
  - Monthly attendance reports
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

## **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.



## **ARISE High School**

Charter Renewal Petition  
For the term July 1, 2025 – June 30, 2030

Respectfully Submitted to Oakland Unified School District  
August 2, 2024

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, DECLARATIONS, AND ASSURANCES

### Affirmation of Conditions Described in Education Code Section 47605(e)

ARISE High School (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
  - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
  - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
  - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
  - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))
6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last

known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

#### **Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)**

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

#### **Other Assurances**

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))



6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall 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, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall 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, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq.*) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
  - a. The California Code of Regulations
  - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
  - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)
  - d. Displaying all required postings at school site and online
  - e. Following the minimum and maximum age requirements for enrollment
  - f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific “District Required Language” (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

## **ELEMENT 1 (EDUCATIONAL PROGRAM)**

*“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” – Ed. Code § 47605(c)(5)(A)(i)*

*“The annual goals for the charter school 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, 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.” – Ed. Code § 47605(c)(5)(A)(ii)*

*“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)*

### **Local Control Accountability Plan (LCAP)**

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(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, including but not limited to 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.
- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

### **Western Association of Schools and Colleges (WASC) Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

### **Mathematics Placement Policy**

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

### **Independent Study**

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

### **Home and Hospital Instruction**

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance. A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

**Student Enrollment and Grade Levels Served**

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Grade Level	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5
TK	--	--	--	--	--
K	--	--	--	--	--
1	--	--	--	--	--
2	--	--	--	--	--
3	--	--	--	--	--
4	--	--	--	--	--
5	--	--	--	--	--
6	--	--	--	--	--
7	--	--	--	--	--
8	--	--	--	--	--
9	100	100	100	100	100
10	100	100	100	100	100
11	100	100	100	100	100
12	100	100	100	100	100
<b>Total</b>	400	400	400	400	400

**Maximum Enrollment for the Charter Terms: 400**

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more;
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

**Special Education**

- ARISE is part of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) as a local educational agency (“LEA”) member, consistent with Education Code Section 47641(a).
- ARISE fulfills the child find requirements through a Multi-tiered System of Supports (“MTSS”) model.
- ARISE provides special education services in compliance with the Individuals with Disabilities in Education Act based on what is outlined in each students Individualized Education Program (“IEP”)
- ARISE will fund its special education using federal and state special educations funds in addition to general funds from LCFF. ARISE has budgeted funds from LCFF to cover expenses beyond what the school receives from special education revenue sources.

**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 17 years and looks forward to continuing this service during our next charter term. The school was developed through a unique collaboration 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 have 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. Over the past ten years, we have developed a Public and Community Health for the People Pathway<sup>1</sup> that serves as a pipeline for our students to college and career opportunities when they graduate. In 2022 ARISE implemented an Education for the People Pathway for students interested in exploring careers in the education sector. Through dual enrollment agreements with the Peralta Colleges, students access college-level courses in healthcare and education disciplines to help them earn college credit and prepare them for the rigors of college education. In deep partnership with community and industry partners,<sup>2</sup> students have multiple opportunities to explore a broad range of college and career opportunities through relevant experiential learning experiences/internships. 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.

#### **WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE/TARGET POPULATION**

As required by Education Code Section 47605(e)(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 Learners.

#### **TARGETED STUDENT POPULATION AND COMMUNITY INTEREST**

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. 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. ARISE provides students with a small school environment where every student has at least one adult who knows them well and supports them on their educational journey. At ARISE, education is not just about how well you do on a test. Rather, we emphasize knowledge of self, society, and history within a highly personalized and supportive learning environment. For many of our

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<sup>1</sup> Linked Learning initiative developed through Measure N funding.

<sup>2</sup> community and industry partners:

[https://docs.google.com/spreadsheets/d/1wpU1VsEBD2Q\\_ydbeitLkG8FvJluhAJcxLhSeTTz5hL4/edit#gid=1672981831](https://docs.google.com/spreadsheets/d/1wpU1VsEBD2Q_ydbeitLkG8FvJluhAJcxLhSeTTz5hL4/edit#gid=1672981831)

students, ARISE represents their last chance to succeed in secondary education. We educate high school students struggling with myriad challenges, including teen parents, caretakers of siblings or aging family members, those who have struggled with substance abuse, or who have simply not had a positive experience in their time in school. ARISE validates our students’ experiences and uses them to help students build character, rather than shame them into conformity.

2023-2024	SED	EL	Foster Youth	Homeless	Migrant	Students with Disabilities
ARISE HS	88.3%	33.3%	0.3%	0.0%	0.0%	17.3%
OUSD	80.5%	33.1%	0.5%	5.4%	0.0%	15.5%

2023-2024	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races
ARISE HS	1.8%	0.0%	0.5%	0.8%	94.3%	0.0%	0.3%	0.3%
OUSD	20.0%	0.2%	9.4%	0.7%	50.2%	0.7%	10.1%	6.0%

**Academic Achievement: School Performance Over the Current Charter Term; Charter Renewal Criteria**

CHARTER RENEWAL CRITERIA

**Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter

schools. ARISE is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, ARISE High School fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

ARISE documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

**Charter School Dashboard State and Local Indicators 2023**

The following chart reflects the Charter School’s 2023 Dashboard performance indicators (points above or below standard), and for comparison purposes, the District’s and the State’s.

Indicator	ARISE	District	State
ELA (academic)	-24.2	-63.6	-13.6
Math (academic)	-93.7	-93.8	-49.1
ELPI (academic)	47.1%	44.2%	48.7%
College/Career (academic)	90% (very high)	37.9% (medium)	43.9% (medium)

Chronic Absenteeism (academic engagement)	25.4%	52.9%	24.9%
Suspension Rate	5.6%	3.8%	3.6%
Graduation Rate	90.1%	75%	86.4%

**Local Indicators:**

<b>BASICS: Teachers, Instructional Materials, Facilities</b>	STANDARD MET
<b>Implementation of Academic Standards</b>	STANDARD MET
<b>Parent and Family Engagement</b>	STANDARD MET
<b>Local Climate Survey</b>	STANDARD MET
<b>Access to a Broad Course of Study</b>	STANDARD MET

As shown above, ARISE outperformed the District in both ELA and Math as measured by the distance from standard points. Additionally, ARISE outperforms the state and District on the English Learner Progress Indicator. This achievement is especially gratifying considering that ARISE serves roughly the same percentage of English Learners as the District.

Further, ARISE outperforms the state and District in on college/career preparedness and graduation rates. ARISE is exceedingly proud of these accomplishments given the student profile we serve. These outcomes speak to ARISE’s ability to execute against its mission and provide Oakland’s youth with a quality high school education that prepares them to enter the workforce or an institution of higher education upon graduation. Graduating from high school has enormous implications on the ability of adults to have a secure financial future. In a neighborhood where 20% of residents did not finish high school, ARISE’s contributions to closing the achievement gap are impactful for students and their families. Pairing these achievements with ARISE’s career pathways in high demand sectors (healthcare and education) beginning in the 9<sup>th</sup> grade, ARISE graduates are on solid workforce and college footing when they leave our campus.



### Numerically Significant<sup>3</sup> Student Subgroup ELA Performance on 2023 Dashboard

Demographic	ARISE	District	State
Socioeconomically Disadvantaged	-21.6	-92.8	-42.6
Hispanic	-22.9	-83.9	-40.2
English Learners <sup>4</sup>	-83.1	-92.5	-67.7

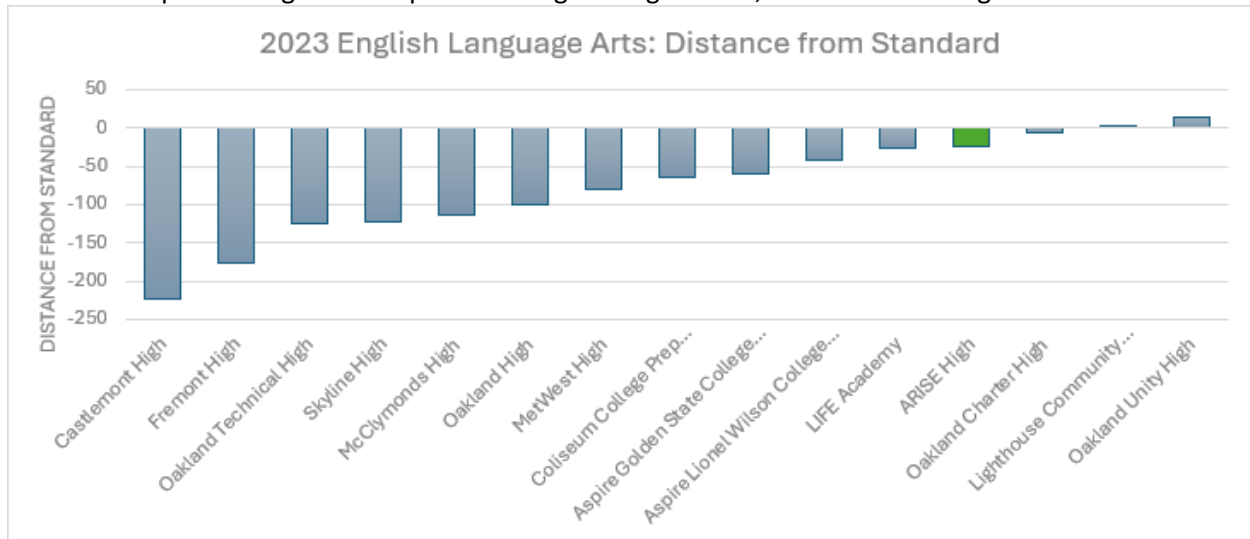
As shown above, ARISE outperforms the District and State for socioeconomically disadvantaged students and Hispanic students by more than double digits; ARISE outperforms the District on ELA for English Learners, however the State assigned no performance color to ARISE’s English Learner subgroup.

### Numerically Significant Student Subgroup Math Performance on 2023 Dashboard

Demographic	ARISE	District	State
Socioeconomically Disadvantaged	-91.8	-123.2	-80.8
Hispanic	-94.8	-117.1	-80.8
English Learners	-127.2	-115.6	-93.4

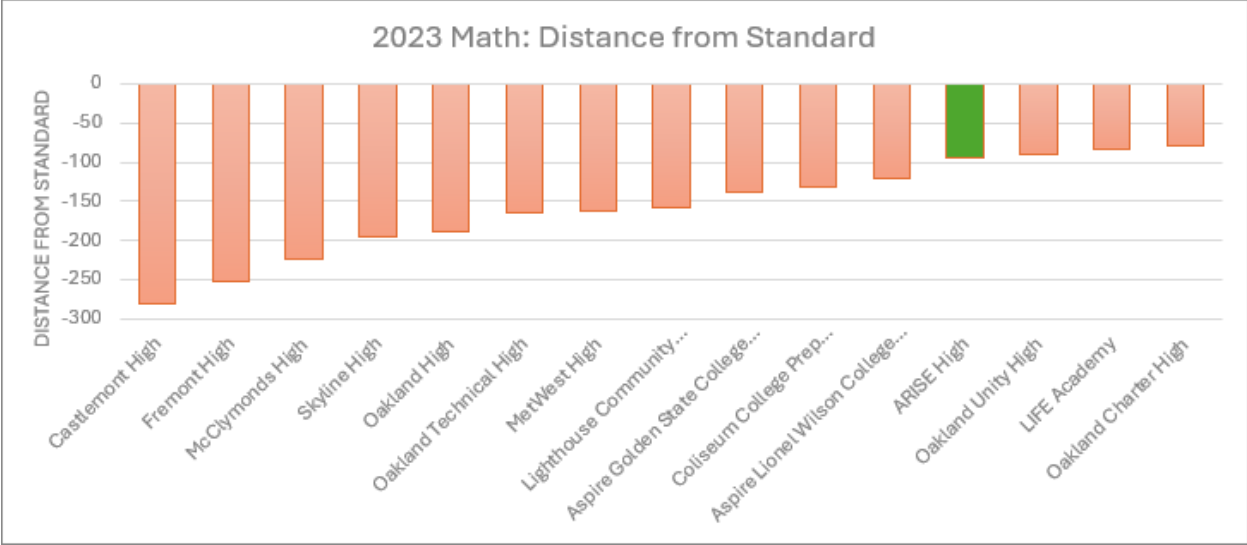
ARISE performed better than the District in ELA and Math for its Hispanic and socioeconomically disadvantaged student subgroups, while achieving relative parity with the State on for its socioeconomically disadvantage and Hispanic subgroups.

ARISE is also performing well compared to neighboring schools, as shown in the figures below.



<sup>3</sup> The following subgroups did not have enough students at Unity for the Dashboard to provide a performance level for ELA or Math: African American (2 students), Students with Disabilities (9 students), White (1 student), Foster (1 student), Filipino (1 student), Asian (1 student).

<sup>4</sup> English Learners are a numerically significant student group at ARISE, however, the Dashboard assigned no performance color to this subgroup. ARISE is including the measurement here for transparency.



**STUDENT ENROLLMENT and DEMOGRAPHICS**

ARISE High School serves students in grades 9-12. The enrollment and demographics breakdown for ARISE during the last charter period is reflected below.

ARISE High School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total Enrollment	274	288	317	369	387	404	404	400
Socioeconomically Disadvantaged	89.4%	85.4%	71.6%	81.6%	92.8%	74%	91.6%	88.3%
English Learners	28.1%	19.1%	16.4%	17.3%	20.4%	31.4%	34.4%	33.3%
Special Education	5.8%	6.9%	11.4%	11.1%	11.4%	13.4%	13.6%	17.3%
African American/Black	2%	2.7%	1.8%	1.8%	2.1%	2.2%	2.2%	1.8%
Asian	1.4%	1.0%	1.8%	2%	1.3%	1.7%	1.0%	0.5%
Filipino	2.5%	2.7%	2.5%	2.7%	1.6%	1.5%	1.2%	0.8%
Hispanic/Latino	89%	92%	92%	91.5%	92.8%	93.1%	95%	94.3%
White	0.03%	0.0%	0%	0.2%	0.5%	0.2%	0%	0.3%
Unreported	3.6%	1.0%	0.6%	0.2%	0%	0%	0%	2.3%

**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 approved calendar for 2024-2025 will include 177 instructional days, two more than the required 175 days for charter schools.

*School Calendar*

# ARISE 2024-2025 CALENDAR

## KEY

- STAFF PD - NO SCHOOL
- HOLIDAY OR SCHOOL BREAK
- SPECIAL EVENT (SLC, FIELD TRIP, ETC)
- FINAL EXAMS (DIFFERENT SCHEDULE)
- FAMILY MEETING/EVENING EVENT
- ▼ FIRST DAY OF THE SEMESTER     ▲ LAST DAY OF THE SEMESTER

## AUGUST

S	M	T	W	T	F	S
				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

8/1-9 Staff PD Days (No School)  
 8/6 9th grade Family Orientation  
 8/12 First Day of School  
 8/21 Grade Level Retreats  
 8/22 Dual Enrollment Family Meeting

## SEPTEMBER

S	M	T	W	T	F	S
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					

9/2 Labor Day  
 9/4 First day of Fall Enrichment  
 9/11 ARISE Charter Renewal Initial Public Hearing @OUSD Board  
 9/12 11th Grade Family Meeting  
 9/19 12th Grade Family Meeting  
 9/23 Staff PD Day (No School)  
 9/27 01 Interim Progress Reports

## OCTOBER

S	M	T	W	T	F	S
		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		

10/4 End of 01  
 10/6 01 Grades Due at Midnight  
 10/8-11 Student Led Conferences  
 10/14 Indigenous People's Day  
 10/21 Staff PD Day (No School)

## NOVEMBER

S	M	T	W	T	F	S
					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

11/6 College and Career Day  
 11/11 Veteran's Day Holiday  
 11/14 10th Grade Family Meeting  
 11/21 ARISE Charter Renewal Decision Public Hearing @OUSD Board  
 11/26 02 Interim Progress Reports  
 11/25-29 Fall Break

## DECEMBER

S	M	T	W	T	F	S
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				

12/2 Staff PD Day (No school)  
 12/4 Arts Showcase  
 12/11 Last day of Enrichment  
 12/16-18 Finals Week  
 12/17 Exhibition Night  
 12/19 End of 02 & S1 - Staff Day (No School- Grades Due)  
 12/20-1/6 Winter Break

## JANUARY

S	M	T	W	T	F	S
			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	

1/1 02 and S1 grades due at Midnight  
 1/6 Staff PD Day (No School)  
 1/7 03 and S2 Starts  
 1/20 MLK Holiday  
 1/23 9th Grade Family Meeting  
 1/29 Advisory Retreats

## FEBRUARY

S	M	T	W	T	F	S
						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	

2/5 First day of Spring Enrichment  
 2/6 10th Grade Family Meeting  
 2/10 03 Interim Progress Reports  
 2/14-17 Presidents' Day Weekend  
 2/20 12th Grade Family Meeting  
 2/24 Staff PD Day (No School)  
 2/26 College and Career Day

## MARCH

S	M	T	W	T	F	S
						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					

3/7 End of 03  
 3/9 Grades Due for 03 at Midnight  
 3/11-14 Student Led Conferences  
 3/28 Cesar Chavez Day (No School)

## APRIL

S	M	T	W	T	F	S
		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			

3/31-4/4 Spring Break  
 4/7 Staff PD Day (No School)  
 4/10 12th Grade Family Meeting  
 4/15 Exhibition Night  
 4/18 04 Interim Progress Reports  
 4/22 & 24 SBAC CAST ELPAC Testing

## MAY

S	M	T	W	T	F	S
				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

5/10 PROM  
 5/8 11th Grade Family Meeting  
 5/14 Art Show  
 5/21 Last day/Enrichment  
 5/26 Memorial Day  
 5/27-30 Warrior Intellectual & Bridge Defenses

## JUNE

S	M	T	W	T	F	S
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					

6/2-4 Finals Week  
 6/4 Last Day of School  
 6/5-6 End of 04 & S2 - Staff Planning Days & Closeout (No School- Grades Due)  
 6/7 Class of 2025 Graduation  
 6/9-11 Freire/hooks/CLT Planning Days  
 6/9-18 12 month Employee Work Days  
 6/19 Juneteenth  
 6/20-7/21 School Closed

*School Day*

The instructional day at ARISE High School is built to prepare the 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 3:15 pm Monday, Tuesday, Wednesday, Thursday and Friday (370 instructional minutes per day) and 8:30 am to 11:50 am on Half Days (200 instructional minutes) when students are released early to provide time for staff professional development. The annual instructional minutes in these grades will be 65,150 minutes (not including lunch). These exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for 9th through 12th grade.

*Bell Schedule*

2024-2025 BELL SCHEDULE					
TIME	MON	TUE	WED	THU	FRI
8:30 - 9:00	ADVISORY (30)	ADVISORY (30)	ADVISORY (115)	ADVISORY (30)	ADVISORY (30)
9:05 - 10:25	PERIOD 1 (80)	PERIOD 4 (80)		PERIOD 4 (80)	PERIOD 1 (80)
10:30 - 11:50	PERIOD 2 (80)	PERIOD 3 (80)	ENRICHMENT BLOCK 1 (80)*	PERIOD 3 (80)	PERIOD 2 (80)
11:50 - 12:30	LUNCH (40)	LUNCH (40)	LUNCH (40)	LUNCH (40)	LUNCH (40)
12:30 - 1:50	PERIOD 3 (80)	PERIOD 2 (80)	ENRICHMENT BLOCK 2 (80)	PERIOD 2 (80)	PERIOD 3 (80)
1:55 - 3:15	PERIOD 4 (80)	PERIOD 1 (80)	ENRICHMENT BLOCK 3 (80)	PERIOD 1 (80)	PERIOD 4 (80)
3:15 - 4:15	OFFICE HOURS	STAFF PD (NO OFFICE HOURS)		OFFICE HOURS	OFFICE HOURS
EVENTS					

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

ARISE reflects what it means to be an educated person in the 21st century in our graduate profile.

*Graduate Profile:*

Additionally, 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 at 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 the 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. ARISE uses the California Arts Standards for Public Schools.
- **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 proficiency and confidence as mathematicians and see math as a part of their college and/or career paths. ARISE uses Common Core standards as the foundation of our math scope and sequence.
- **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. All history/social science courses are grounded in foundational literacy skills of reading grade-level texts, persuasive writing, and academic discourse.
- **Science and Engineering** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering through taking a sequence of science courses (Biology, Physics and Chemistry) 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. All science courses learning targets are backwards planned from NGSS standards.
- **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. ARISE's art standards are derived from the California Arts Standards for Public Schools.
- **Career Technical Education** - Through our Linked Learning Pathways in Public Health and

Education, students will be able to demonstrate an understanding of the knowledge, skills, and opportunities relevant to these career sectors, and graduates prepared for the transition to postsecondary education, career training, or the workforce. All CTE courses use the California Career Technical Education Model Curriculum Standards as the foundation of the curriculum.

### **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 project-based learning, 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, ARISE 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 taught with a “warm demander” stance and is provided within a supportive 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 (CCSS, NGSS, the History-Social Science Framework, English Language Development, and the California Arts Standards for Public School), utilizing standards-based grading
  - Allows for equitable, flexible, and individualized support 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 understandings 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 ponder. 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 & McTigh, 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)
- **Formative** - 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 Head of School 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)
- **Anti-Racist & Abolitionist** – Dr. Bettina Love’s “Guide for Racial Justice & Abolitionist Social and Emotional Learning”.

## CURRICULUM AND INSTRUCTIONAL DESIGN

We gauge these elements through the ARISE Instructional Core which is listed below:

### Instructional Core Elements

#### Core Element 0: Preparation

- ❖ ARISE teachers complete detailed lesson plans using all elements of the ARISE Unit Design Template and backwards plan towards culminating assessments
- ❖ ARISE teachers use Warrior Intellectual rubrics (5Cs) and the PBL “Gold Standard” elements to guide development of RSAs and other major assessments
- ❖ ARISE teachers build Education and Public and Community Health Pathway connections into the curriculum
- ❖ ARISE teachers use data to inform/revise their instruction and plan for re-teaching based on data collected
- ❖ ARISE teachers differentiate their lessons for students with IEPs by reviewing all IEPs, attending IEP meetings, and collaborating with RSP teachers

#### Core Element 1: Restorative Justice and Warm Demander Classroom Engagement

- ❖ ARISE teachers use restorative practices and strategies to create a safe, accountable, and positive learning environment
- ❖ ARISE teachers’ actions, language, and tone are firm, humanizing, and positive
- ❖ ARISE teachers utilize a range of strategies and teaching modes (one mic, positive narration, urgency, small groups, etc.) to maintain a high level of engagement from beginning to end of class
- ❖ ARISE teachers uphold all Codes of Respect from beginning to end of class and addresses off-task behavior in the appropriate moment and redirects students back to the lesson

#### Core Element 2: Literacy

- ❖ ARISE teachers effectively uses the Literacy Order of Operations to support student’s abilities to read and write the word and the world
- ❖ ARISE teachers engage students in reading meaningful and relevant grade-level texts for significant amount of class time (text can be written, audio, video, or subject specific)
- ❖ ARISE teachers utilize highly structured academic discourse that asks students to think critically, discuss ideas, and make meaning of content multiple times per class

#### Core Element 3: Cultural Relevance

- ❖ ARISE teachers plan lessons that include issues and topics related to student’s culture and/or



youth culture as a lever for engagement

- ❖ ARISE teachers use relationships to push students, especially disengaged students, beyond what they think they are capable of
- ❖ ARISE teachers express positive perspective about students' backgrounds, families, and/or cultures and build trust through genuinely "seeing" all students
- ❖ ARISE teachers create classroom environments that encourages multicultural viewpoints and allow for inclusion of knowledge that is relevant to the students

#### Core Element 4: Rigor and Critical Thinking

- ❖ ARISE teachers hold students accountable to high expectations for learning
- ❖ ARISE teachers present students with grade-appropriate, challenging content and instruction that pushes them to work through productive struggle
- ❖ ARISE teachers plan and facilitate student-centered learning that is active with students taking on a majority of the cognitive load and continually build towards greater independence
- ❖ ARISE teachers builds critical consciousness by planning and facilitating lessons that guide students to make connections to self, others, other texts, and the world around them

#### Core Element 5: Differentiated Student Support

- ❖ ARISE teachers differentiate and scaffold to ensure equitable access to learning targets, activities, and texts for all students, especially:
  - English learners
  - Students with IEPs
  - Students with 504s
- ❖ ARISE teachers consistently checks for understanding through high inference and low inference data collection (exit tickets, surveys, quick writes, academic discourse trackers, etc.) and adjust based on this data
- ❖ ARISE teachers integrate the why so that students have a clear understanding of the purpose of their learning

#### Core Element 6: Classroom Aesthetics

- ❖ ARISE teachers arrange their classrooms to intentionally achieve the learning objectives, including whiteboard set up (objectives, agenda, homework), desk/table arrangement, break space, and wall use
- ❖ ARISE teachers create classrooms that feel welcoming to students by being kept tidy, clean, and well-organized

The Instructional Core has been informed by the following research-based pedagogical principles:

- **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 understandings 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 ponder. 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)
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- **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 Head of School 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, William, 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 homework as partners to set high expectations for student behavior and achievement. (Brandt, 1989; Delgado-Gaitan, 1990)
- **Anti-Racist & Abolitionist** – Dr. Bettina Love's "Guide for Racial Justice & Abolitionist Social and Emotional Learning".

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.

## **FOUR YEAR COURSE OVERVIEW**

### 9th Grade

- Ethnic Studies
- English 1
- Algebra 1
- Art 1
- Health
- Elective

### 10th Grade

- World Cultures
- English 2
- Geometry or Geometry Honors
- Spanish (Español para hispanoblatantes 4, Spanish 1 or Spanish 2)
- Biology and Public Health
- Elective or Dual Enrollment College Class

### 11th Grade

- US History
- English 3
- Advanced Algebra or Advanced Algebra Honors or Data Science
- Physics
- Pathway Course - Intermediate Public and Community Health or Education for the People: Pedagogy
- Elective or Dual Enrollment College Class

### 12th Grade

- Government/Economics
- English 4
- Pre-Calculus or Honors Pre-Calculus or Data Science
- Chemistry
- Pathway Course - Capstone: Public and Community Health or Capstone: Education for the People
- Elective or Dual Enrollment College Class

### Elective Courses

- Music 1
- Music 2
- Art 2
- Student Activities
- Ecology
- Computer Science
- Advanced Health: Sex and Drugs
- Reading Support

### Dual Enrollment College Courses

- Math: Precalculus, Trigonometry, Intermediate Algebra, Statistics

- Genomics Theory
- Interpersonal Communication Skills
- Child Growth and Development
- Medical Terminology
- Intro to Careers in Healthcare
- Healthcare Communications
- Spanish for Bilingual Speakers
- College Success

Students track their progress through the graduation tracker (see sample below):

REQUIREMENT	QUANTITY REQUIRED	9TH	10TH	11TH	12TH
A. Social Studies	3 years	Social Studies	World Culture	US History	Government
B. English	4 years	English 1	English 2	English 3	English 4
C. Math	3 years	Algebra 1	H Geometry	H Adv Algebra	Pre-Cal
D. Science	3 years	Biology		Physics	Chemistry
E. Foreign Language	2 years	Spanish	Spanish		
F. Visual and Performing Arts	1 year		Music		
G. Academic Elective	1 year	Elective	Elective		
Pathway Classes	2 years			Int. Public Health	Capstone
Physical Education	1 Year				
Advisory	4 Years	Advisory	Advisory	Advisory	Advisory
Total Credits					

In addition to carrying a full course load, ARISE High School students have additional academic commitments within and beyond the school day. An overview of what this might look like is as follows:

Year 1:

- Enrichment classes on Wednesdays in arts, STEM, athletics, leadership, wellness, life skills, and academic support.
- Advisory curriculum that supports students in building identity, community, and aspirations

- aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.
- College & Career lessons focused on personal skills and interests, and high school graduation requirements.
- Service Day engaged in community projects; College Day visiting local college campuses.
- Support applying for after school and summer internships, training programs, and college classes.

Year 2:

- Enrichment classes on Wednesdays in arts, STEM, athletics, leadership, wellness, life skills, and academic support.
- Advisory curriculum that supports students in building identity, community, and aspirations aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.
- College & Career lessons focused on high school pathways, types of colleges, and connections to future plans.
- Dual enrollment courses through Peralta Colleges in communications or medical terminology.
- Career Day visiting training and work sites; College Day visiting local college campuses.
- Bridge Portfolio Presentation reflecting on high school progress, demonstrating readiness to advance to upper grades.
- Support applying for after school and summer internships, training programs, and college classes. Access to METS TRIO Program.

Year 3:

- Enrichment classes on Wednesdays in arts, STEM, athletics, leadership, wellness, life skills, and academic support.
- Pathway Internships at Public Health and Education industry sites.
- Industry certifications in CPR and First Aid.
- Advisory curriculum that supports students in building identity, community, and aspirations aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.
- College & Career lessons focused on professional goals and alignment with post-secondary educational plans.
- Dual enrollment courses through Peralta Colleges in topics related to Public Health and Education Pathways.
- Career Day visiting training and work sites; College Day visiting local college campuses.
- Support applying for after school and summer internships, training programs, and college classes. Access to METS TRIO Program.

Year 4:

- College Preparation class on Wednesdays that supports students in college research, applications, funding, and enrollment.
- Industry certification in Mental Health First Aid, Phlebotomy, Food Handling, or Occupational Safety.
- Advisory curriculum that supports students in building identity, community, and aspirations aligned with the ARISE Core Values. Includes rigorous Daily Independent Reading Time program.
- College & Career lessons focused on career networking and post-secondary life skills.
- Dual enrollment courses through Peralta Colleges in topics related to Public Health and Education Pathways, in addition to enrollment opportunities in various STEM courses.
- Career Day visiting training and work sites; College Day visiting local college campuses.
- Warrior Intellectual Defense Presentation reflecting on high school learning, demonstrating readiness to graduate.

### Curriculum Alignment to Standards and Post-Secondary Success

The Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), remaining California State Standards (CSS), and Conley’s Four Keys to College and Career Success are used as the 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 time in the classroom, supports students in meeting these standards. Teachers meet in summer Professional Development, during dedicated 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 against the standards.

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, college classes, as well as engage in community and workplace experiences, supported through internship agreements with local businesses, 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 rigorous summative assessments (“RSA”) before a panel of teachers, outside experts and community members. These presentations of their RSAs require students to demonstrate the application and transfer of knowledge and skills—a critical ingredient to postsecondary success. Ultimately, the required culminating presentations – 10<sup>th</sup> grade BRIDGE and 12<sup>th</sup> grade Warrior Intellectual – that ARISE students prepare and present demonstrate their proficiency in numerous key standards. For example:

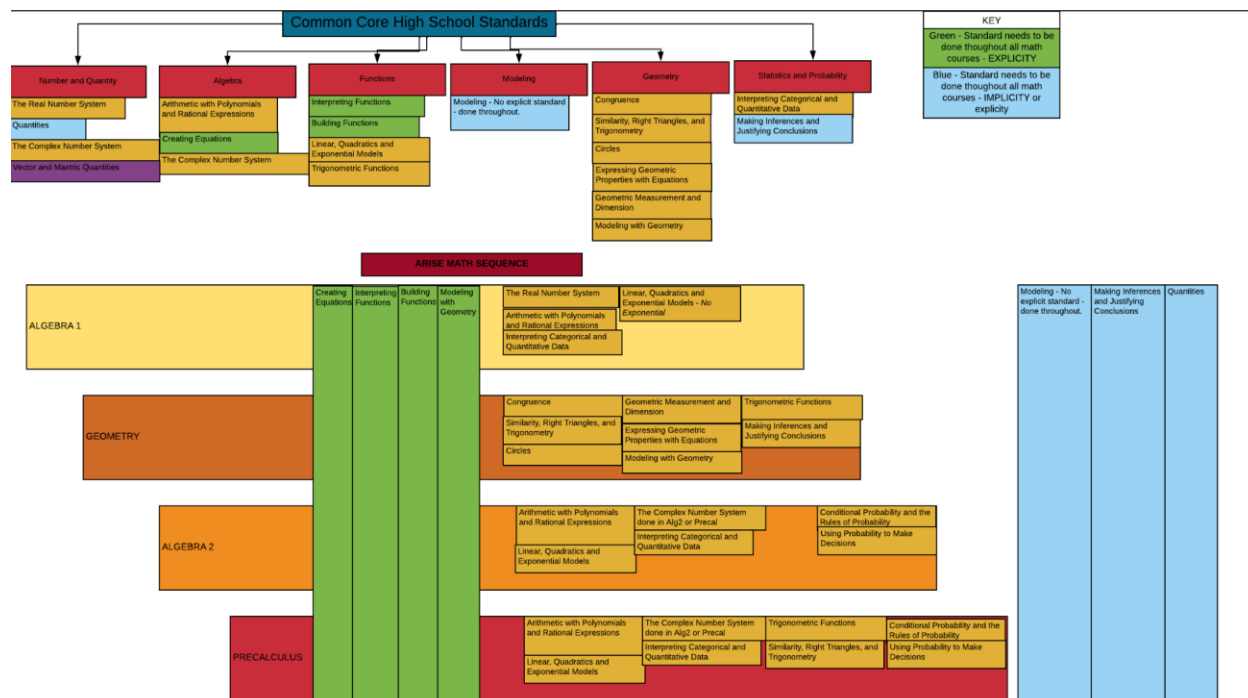
- Two RSAs in **scientific inquiry or mathematical thinking**
  - o **Scientific Inquiry** - Students may be presented with an authentic investigation or experiment, to which they will construct an explanation or design a solution by applying their understanding of science and engineering practices, 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, 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.
- Two RSAs in **literary analysis or historical research and understanding**
  - o **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.
  - o **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 value-

added testing and writing assessments, assist teachers and advisors in monitoring standards proficiency throughout the academic year.

### Curriculum Alignment to CCSS, NGSS, California Arts Standards, and CA ELD Standards

ARISE High School aligns all curriculum to the CCSS, NGSS, History-Social Science Framework, California Arts Standards, and CA ELD Standards. At ARISE High School, there are two core departments overseen by a Director of Teaching and Learning and Director of STEM 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. The figure below details the mathematics implementation plan.



### 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, which shares our courtyard and with whom we have a strong relationship, supports 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 the 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

Advisors play a critical role in the lives of their advisees throughout their 4 years at ARISE. Students remain in the same single-grade Advisories for their entire four years at ARISE. Advisories will be grouped into

“Advisory Families” (i.e., cohorts) to create continuity of student experience from 9th through 12th grades.

The advisors act as case managers for their advisees and are the primary “go to” people in terms of social-emotional wellness and academic success. Advisors are not responsible for providing all services for their advisees when it comes to social-emotional wellness and academic success; rather they are expected to be “in tune” with their advisees and do their best to make sure they receive the support needed. Advisors are the primary point of communication with other teachers, student support staff, and with their advisees’ families.

In order for advisors to be able to both facilitate a highly structured and engaging classroom and to provide the support necessary for every advisee to thrive, we have revised the model so that every Advisory classroom has two advisors who equitably share responsibilities based on the overview below.

#### Responsibilities of Advisors

- ★ Provide academic and personal guidance and support to an Advisory class of about 20-25 students, supporting students in attending school daily and passing all classes (through consultancies, monitoring student’s grades, monitoring student attendance, phone calls home, etc.)
- ★ Build a sense of community and connection with students as well as among students in their Advisories
- ★ Exemplify and reinforce the school’s Core Values in (and beyond) Advisory, including using Core Values learning targets as the foundation for grading
- ★ Collaborate with students, parents/guardians and other teachers to address the academic, attendance, and social-emotional needs of advisees; provide consistent communication with students, parents/guardians, including attending IEP and SART meetings
- ★ Facilitate semi-annual Student Led Conferences
- ★ Coordinate engaged participation in the following school-wide events:
  - Grade level community building days
  - Spring Advisory Retreat
  - College and Career Days
  - End of Year Celebration

#### Advisory Weekly Flow

- ★ Monday - Announcements, check ins, community building/get organized for the week (30 mins)
- ★ Tuesday - DIRT (30 mins)
- ★ Wednesday - DIRT, Announcements, Warrior Intellectual and/or Grade Level Curriculum, and Consultancy (115 minutes)
- ★ Thursday - DIRT (30 mins)
- ★ Friday- Circles/Community building (30 mins)

#### Extended Day Programming

The school day runs from 8:30 am until 3:15 pm. Office Hours and Clubs are held on individualized schedules based on the activity from 3:15 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, as well as participate in clubs that developed based on student interests.



## **MEETING THE NEEDS OF ALL STUDENTS**

### Strategies to Support Special Populations

ARISE serves a student population that is under-resourced and historically disadvantaged. Additionally, in 2023-24, 92% of our students qualify for free and reduced-price meals and 34% are English Learners. Seventeen percent of our student population have IEPs. NWEA data demonstrated that around 68% of incoming 9th graders are below grade level in ELA and math; 45% or more of our incoming students below 6th grade level. It is the Charter School's goal to raise students' achievement levels significantly and quickly. Toward this end, the curriculum is designed to actively engage and inspire students, with added supports to help raise achievement levels. ARISE has expanded student support services, both academic and socio-emotional, significantly, in recent years.

Per the daily advisory model, we work to cohort students based on need in part. For example, newcomers and students with IEPs will be placed in an advisory together (along with students who do not fall into those categories) in order to provide targeted and seamless academic supports.

### Student Support Services

In order for *all* students to meet the high expectations that ARISE High School sets, 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, Student Support Services provide more intensive support for students who may need it. Our student support staff consists of our Director of Student Support, Director of Special Education, Dean of School Culture, Dean of Restorative Justice, 5 mental health clinicians, 4 academic counselors, 6 education specialists, 2 restorative justice facilitators, a community-based learning support team, over 20 academic mentors who serve as academic aids in all classes, and a family engagement coordinator. The team collaborates to process incoming referrals for student support and provide wraparound supports for these students.

The following section provides details on the MTSS and student support services model. 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.

### **Multi-Tiered System of Supports**

ARISE High School utilizes a robust MTSS framework to support all students holistically and to provide appropriate and comprehensive interventions when needed. The MTSS framework is prevention-oriented and data informed and is used to monitor student wellbeing including academic, socio-emotional, and behavioral wellness. This system includes three levels of prevention with three levels of intensity, which represent a continuum of supports.

Primary (Tier 1) prevention: Rigorous and relevant high quality core instruction that meets the needs of most students. Clear and consistent school wide expectations. Two advisors and a grade level academic counselor to consistently monitor student wellbeing and link to services as needed. Proactively cohorting special populations to provide daily integrated support. SEL curriculum in advisory. Dedicated staff to create a warm, welcoming, and inclusive school culture. Two adults in each classroom to provide additional support to any student in need. Enrichment program for students to explore interests and promote joy. Grade level student support trackers to foster grade level awareness about student academic progress, attendance, support systems, and interventions. Family grade level meetings every semester.

Secondary (Tier 2) prevention: Evidence-based intervention(s) of moderate intensity that addresses the learning struggles, or behavioral challenges, and/or mental health concerns of most at-risk students. Supports include reading and math interventions for small groups of students, grade level bi-weekly student talk, office hours, and Restorative Justice support including a student justice panel.

Tertiary (Tier 3) prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary. This can include co-taught math and English classes with Education Specialists and general education teachers, social skills groups for student sub groups, push in and pull-out services, and RJ case management.

The practices in the MTSS 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 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 follows an MTSS model to 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 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 classroom seat assignments
- Implementing strategic grouping
- Increased checking for understanding by the classroom teacher
- Small group instruction during workshop time
- Giving fewer, but more targeted assignments or problems
- Providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.).
- Targeted academic mentor support and check ins

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 and teacher observation, the teacher would then nominate the student for student talk where a team of all grade level teachers, the grade level academic counselor, the grade level admin, and the grade level ed specialist will discuss what strategies have been utilized and what additional supports may be needed. An intervention plan is developed for that student that outlines the areas of strength, areas of concern, and a strategic plan to support that student 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/academic mentors within the core classrooms
- Check-in, check-out with support staff
- Behavior contracts
- Targeted intervention during Wednesday Enrichments through Office Hours and/or Small Group Programming

### Tier 3 Example

If the student makes inadequate progress at Tier 2, the team collects additional data and reconvenes after a predetermined amount of time. 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. Referrals for individualized support may be submitted by anyone in the community by filling out the online student support request form. The responses are reviewed by the Director of Student Support Services and the Director of Special Education to link the referred student to the appropriate supports.

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.

This can also include co-taught math and English classes with Education Specialists and gen education teachers, social skills groups for student sub groups (ASD for example), push in and pull-out services, and RJ case management.

Additionally, referrals for mental health therapy or other socio-emotional supports may be put in place.

### **SERVING STUDENTS WITH SPECIAL NEEDS**

As detailed above, the referral system of support program is specifically designed to meet student needs, both those that have been identified through special education and those that have not. All students with identified special needs through an IEP, Section 504 plan, and those students who do not have an IEP but need academic supports will receive interventions and accommodations as 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*

ARISE High School pledges to work in cooperation with its SELPA to ensure that a free and appropriate public education is provided to all students with exceptional needs. ARISE High School shall be its own LEA for purposes of special education and shall continue its membership in the El Dorado County 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 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 (Section 504), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office for 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 regard 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 Charter 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 Individualized Education Program. The Charter 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 Charter 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 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. The school will encourage open communication with parents for any items related to the special education services. Students at ARISE High School who have IEPs 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; including a grade level student talk and intervention, 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 SPED, 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 SPED and the student's teaching team will then convene.

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 grade level team, including SPED staff 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.

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*

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### *Identification and Referral*

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

#### *Assessment*

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided

in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

The Director of Special Education and the grade level Ed Specialist will be responsible for gathering all pertinent information. 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.

ARISE High School will adhere to the following assessment guidelines.

- 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 IEP team 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 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.

#### *Individualized Education Programs*

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 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 IEPs 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 Special Education;
- 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 video.

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 15 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 IDEIA. ARISE High School contracts with Seneca to provide the Unconditional Education programs and services and oversee IEP and 504 services. The Head of School and the Director of Special Education, 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 Special Education. The Director of Special Education 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 Special Education 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.

ARISE High School maintains a 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 Special Educations 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 Read 180, targeted re-teach and small pull out groups. 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 Head of School 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.

#### **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 out-of-school opportunities, every young person will be challenged and stretched appropriately. ARISE offers an honors track for students in math as well as dual enrollment opportunities for students who are ready to engage with college level math, science, ELA or social science courses.

Higher achieving 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, grade level 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 Learners (EL), who in the 2023-2024 school year made up 34% of the student population (23% of these ELs are Newcomer students). Fifty-eight percent of the population are reclassified English Learners. 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 ELs 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 English Language Proficiency Assessments for California (ELPAC) following the state timeline, to determine their level of proficiency. The test, as well as the NWEA MAP reading test and the school’s own local assessments, determines the personalized educational plan best suited to each individual student. Students with additional reading needs (those who score far below grade level on the MAP) are assigned to a Read 180 class and/or they are provided additional reading support during our Daily Independent Reading Time period 3x per week.

As with all student subgroups, the school’s English learners will benefit from the highly personalized approach of ARISE High School by having advisors and other teachers who serve limited numbers of students and are thus better able to respond to individual needs, offer extra attention and support.

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 EL 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 EL students. ARISE High School will comply with federal, state, and district mandates regarding EL 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 is conducted utilizing the Initial English Language Proficiency Assessment for California (ELPAC). 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 using the guidelines in the table below based on the ELPAC as the tool for assessment for English Language proficiency.

Program Placement Options for English Learners		
ELPAC Level	Level of Fluency	Program Placement
Level 1	Minimally Developed	ELD Newcomer Cohort; Sheltered English, translated materials, alternate assignments and ELD strategies to support comprehension; Individual Tutoring and/or small group homework assistance
Level 2	Somewhat Developed	ELD ½ with Sheltered English; minimal translated materials, ELD strategies to support comprehension; Individual Tutoring and/or small group homework assistance
Level 3	Moderately Developed	ELD ¾; English Mainstream Classroom with ELD strategies to support as needed; Individual Tutoring and/or small group homework assistance
Level 4	Well Developed	English Mainstream Classroom with ELD strategies to support as needed; Individual Tutoring and/or small group homework assistance, as needed

Families will receive notification of their child’s ELPAC 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 EL students attending the school to the county and the state.

*Ongoing Assessment, Monitoring, and Reclassification 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 “minimally developed” or “somewhat developed” 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

the table below.

*EL Reclassification Criteria*

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

<b>EL Reclassification Criteria</b>	
<b>Criteria</b>	<b>Minimum Requirements</b>
Assessment of Language Proficiency	ELPAC (overall), Level 4, Well Developed
Comparison of Performance in Basic Skills	NWEA MAP Assessment RIT/Lexile - 9 <sup>th</sup> – 900 - 10 <sup>th</sup> – 1,000 - 11 <sup>th</sup> – 1,025 - 12 <sup>th</sup> – 1,050 Grades and academic progress
Teacher Evaluation of Student Performance	Students must earn a “C” or higher in their English course
Parent and Student Opinion	Parent and Student Conference

*Steps to Reclassification*

In order to be reclassified, students must:

- Have an overall ELPAC Level 4 (Well Developed)
- Have NWEA MAP assessment results indicating average or above in Reading and/or Language Usage
- Earn a C or higher in their English course
- Have their parents consulted for their opinion and approval of the process.
- Have their parents notified in writing once a student is reclassified

*Follow up on Reclassified Students*

The students are monitored for four years to ensure academic progress and success.

ARISE High School will use a variety of assessment tools, including those discussed above, to diagnose the needs of our ELs. 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 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 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 EL 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 ELs 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 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 Learners are enrolled in regular classes alongside their English fluent peers. Newcomers are cohorted and take a sheltered English course together while taking their other courses with non-newcomer students. In this way, English 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. These classes include Newcomer English, ELD ½, ELD ¾, reading intervention classes, and structured pull out reading during whole school independent reading time.

### *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.

### *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.

Designated ELD courses use the National Geographic Cengage curriculum, which includes Inside the USA, Fundamentals, and Edge.

#### *English Language Advisory Committee*

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 Head of School 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 we educate a high percentage of English Learners, over one-third of our teachers are now trained in Constructing Meaning and use materials in their classrooms to ensure students are supported in using academic language functions (the mortar of language). Teachers also receive professional development on ELD Standards and how to use them, how to differentiate for ELs at different levels of proficiency, and how to best support newcomer students in a mainstream classroom.

#### *Transfer Courses & College Entrance Requirements*

From its inception, ARISE High School has worked in partnership with our families to develop, support and sustain the school. Introductory orientations for students, staff, and families 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 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, through approved coursework at one of the community colleges in the Peralta District, or through one of our on campus Dual Enrollment classes. 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, ARISE High School 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\*

Sample Courses & Graduation Requirements		
Subject Area & Course Title	UC / CSU Requirement	ARISE Graduation Requirement
<i>Social Studies</i> : World Cultures; U.S. History; U.S. Government/Economics	2 Years	3 Years
<i>Language Arts</i> : English 1 – 4; Peralta Colleges English 1A: Composition & Reading	4 Years	4 Years
<i>Mathematics</i> : Algebra 1; Geometry; Advanced Algebra; Trigonometry/Pre-Calculus; Statistics; College Math	3 Years	3 Years
<i>Laboratory Science</i> : Anatomy/Physiology; Chemistry in the Community; Biology and Community Health; Intro to Public and Community Health	2 Years	3 Years
<i>Foreign Language</i> : Spanish 1-4; Espanol Para Hispanos 3-5; Laney College Spanish 22A/B: Spanish for Native Speakers	2 Years	2 Years
<i>Visual &amp; Performing Arts</i> : Multicultural Art; Integrated Art 2; Music & Guitar; Dance; Illustration; Theatre; Intro to Mural Art	1	1
<i>Academic Electives</i> : Ethnic Studies; Creating Social Change; History of Latin America; Engineering; Film & Literature; Creative Writing	1	1

\*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. We have adjusted our bell schedule to a block schedule and have made the majority of our classes semester long as a way to provide additional space for students to recover lost credit within their normal class schedule. Students will have the opportunity to earn 320 credits after four years, well above the 270 credits required for graduation.

### *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, the grade level academic counselor, families, the Director of Special Education and the Head of School, alternative graduation plans may be considered such as A-G completion or California Minimum. If students require a certificate of completion or the Alternative Pathway to a Diploma as outlined in their IEP, those can be options for those students who have more mod/severe needs.

### *College and Career Preparation Support*

ARISE focuses on ensuring students are prepared and aware of college and career opportunities through a number of different avenues. We provide grade level specific advisory lessons that introduce College and Career terminology, requirements, and different post-secondary options. All students also participate in a College and Career Readiness class during their senior year. Students are required to submit 1 California State University application and 1 FAFSA/CADA application with the support of an Academic Counselor as part of their College and Career Readiness class. Additionally, all students participate in College and Career Day once per semester where they have an opportunity to visit a different college or career site. Additionally Academic Counselors meet with each student once a semester to ensure students are on A-G track and to discuss college and career goals.

## **ELEMENT 2 (MEASURABLE PUPIL OUTCOMES) and ELEMENT 3 (METHOD OF MEASURING PUPIL OUTCOMES)**

*“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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)*

*“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.” – Ed. Code § 47605(c)(5)(C)*

### **Increases in Student Academic Achievement, Overall and by Subgroup**

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) 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. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

### **Additional Measurable Pupil Outcomes**

[If the school is **not** adopting the District’s Collective MPOs, school should include their own MPOs here instead of the Collective MPOs below.]

#### **Collective MPOs**

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

#### **Collective MPOs for Middle and High Schools**

1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.

MPO	Target (%)
2. Each year, at least _____ percent of students positively rate school safety.	75%
3. Each year, at least _____ percent of students positively rate academic instruction.	80%
4. Each year, at least _____ percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	50%
5. Each year, at least _____ percent of student of graduating students will apply to an institution of higher education.	80%
6. Each year, at least _____ percent of students will be enrolled in a career-connected course.	100%

**Application of Education Code section 47607.3**

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter 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) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

**GRADUATION REQUIREMENTS / 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 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 postsecondary success. Ultimately, the required Warrior Intellectual Defense Presentations that ARISE students prepare and present (in the topics of scientific inquiry, mathematical thinking, literary analysis, historical research, career and technical education, 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.
- **Career and Technical Education (CTE)** - Students will learn key skills through their CTE course work, and their pathway internships (in Community and Public Health or the Education Pathway). These skills will help students to be better prepared for future employment in a variety of industries or postsecondary education.

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.

#### *Charter School Outcomes that Align with State Priorities*

Pursuant to Education Code Section 47605(c)(5)(B), the LCAP provides a reasonably comprehensive description of 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 1 of the charter.

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. The Charter School shall comply with the requirements of Education Code Section 47606.5, including annual and mid-year reports, approvals, and updates.

#### **Method of Measuring Pupil Progress**

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, student cohorts, and schoolwide progress.

ARISE students are assessed on their ability to perform in academic as well as real-world tasks that demonstrate meaningful application of the essential standards-based knowledge and skills. We believe that in order to be empowered, students should become proficient at performing tasks that relate to both college and career. 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 rigorous summative assessments (RSAs), project-based learning (PBL), portfolios, exhibitions, and demonstrations of mastery. The full continuum of assessment at ARISE High School as follows:

- Qualitative formative and summative assessment rooted in the classroom, data based on frequent checks-for-understanding to provide an ongoing record of student data that meets mastery across academic and non-academic domains.
- Traditional quantitative standardized formative and summative assessments in the classroom, this includes, interim assessments, as well as state assessments as required by Education Code 47605(d)(2) and the SAT or ACT (to provide incoming and benchmark data on student mastery and growth and to support college readiness),
- Student portfolios, RSAs, PBL, and student exhibitions (a biannual showcasing of student’s major work for the semester). Bridge Presentations and Warrior Intellectual Presentations are expositions of student work to showcase student learning for families and the community. During these presentations students engage in presenting and defending their mastery with an authentic audience.

#### *Classrooms Rooted in Formative & Summative Assessment*

The core of ARISE High School’s formative and summative assessment practice is rooted in the classroom. In each course, students are evaluated against course Learning Targets, their level of mastery of each Habit of Mind and Heart (Core Values) and 21st Century Skills (the Five Cs) 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.
- **Five Cs** - In alignment with essential 21st century skills and the ARISE Warrior Intellectual culminating task, students must show mastery of communication, collaboration, critical thinking, critical consciousness and community transformation through their four year course work.

#### *Formative Assessment*

During every class, the teacher uses formative assessment to collect data, analyze and track student learning. Examples of formative assessments include: asking questions, class discussion, group work, conferencing, mini-presentations, mini quizzes, 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 at least two times that summative assessments must occur: the mid-semester, and the end-of-semester. The mid-semester summative assessments are called Rigorous Summative Assessments or RSAs which are standardized by each department.

#### *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 proficiency on the learning

targets. Every assignment is gauged by a mastery-based rubric, that which students are familiarized with. Using the mastery-based rubric, students either Exceed, Meet, Approach, Begin or Do Not Meet the learning 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 course grades are calculated (via PowerTeacherPro) by averaging the number of learning targets mastered (meets or exceeds) by each student in each respective course. The raw percent of average learning targets met is then translated to a grade based on the following scale.

- A = 90% - 100% of LTs MET or EXCEEDED
- B = 75% - 89% of LTs MET or EXCEEDED
- C = 64% - 74% of LTs MET or EXCEEDED
- NC = 0% - 63% of LTs MET or EXCEEDED

The following scale was adapted from MasteryConnect in 2016, an organization that ARISE partnered with to establish mastery based. 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.

### **Standardized Assessment**

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

- Smarter Balanced Assessment Consortium (SBAC)
- California Science Test (CAST)
- English Language Proficiency Assessments for California (ELPAC)
- Physical Fitness Test (PFT)

### **SAT and ACT**

To support our students in their college preparation, ARISE High School will offer the PSAT on campus for 11th grade students. High school students may take the SAT or ACT 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 are assessed using NWEA MAP testing to determine baseline data for individual goal-setting and instructional accommodations. NWEA's computer-adaptive, value-added tests will continue to be administered three times per year until graduation to assess student growth and learning.

### **RSAs, PBL, Portfolios, Proficiencies, and Exhibitions**

Students maintain portfolios of their major RSAs and project-based work 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. These portfolios are also used for students' final culminating assessment, their Warrior Intellectual Defense.



### Student Led Conferences (SLCs)

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 Warrior Intellectual Defenses

At the end of Sophomore year, students are expected to demonstrate their readiness to move into the "Senior Institute", via their Bridge Presentation. They do so through presentation of portfolio documents that demonstrate mastery of core learning targets, core values reflection and 21st century skills. At the end of their Senior year, via their Warrior Intellectual Defense, students are expected to demonstrate their readiness to graduate. They do so through presentation of their final portfolio defense that demonstrates mastery of core learning targets, core values, 21st century skills and a reflection of their college or career plans.

### Exhibitions of Student Work

At the end of each semester, 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 ELPAC 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 & Reporting 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. Data is collected by ARISE community members in the following ways:

- School administrators regularly review staff data (professional development data), whole school data (YouthTruth), attendance data and aggregate grades data.
- Teachers regularly collect and analyzes student achievement data (through quarter and semester

grades, as well as Fall, Winter and Spring NWEA results in ELA and math), data is disaggregated by different subgroups within the school, e.g., race, ethnicity, gender, class, etc. School staff use this data to address issues of predictability and inequitable distributions of student achievement.

- School staff engage in teacher-led inquiry and action research connected to classroom practice and student achievement goals (through professional learning communities during PD).
- Teachers observe one another and give each other feedback on their practice (interdepartmentally).
- School staff participates in Critical Friends/Inquiry Groups and hosts school visits from critical friends.
- School staff designs and participates in weekly 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 growth targets.

The school uses PowerSchool, and CORE to manage student data. Overall school data is available on our website. ARISE High School's School Accountability Report Card, 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., SBAC) 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.

### **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. 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.

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 1 of this charter. Pursuant to Education Code Section 47606.5, on or before July 1 of each year, 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 1 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 4 (GOVERNANCE)**

***“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)***

### **Operation by or as a Nonprofit Public Benefit Corporation**

As an independent charter school, Charter 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 Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter 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 Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

### **Indemnification of District**

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

### **Governing Board Operation**

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to

the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

### **Required Notifications to the District**

Charter School shall notify 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

### **Charter School 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 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter 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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter 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 Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

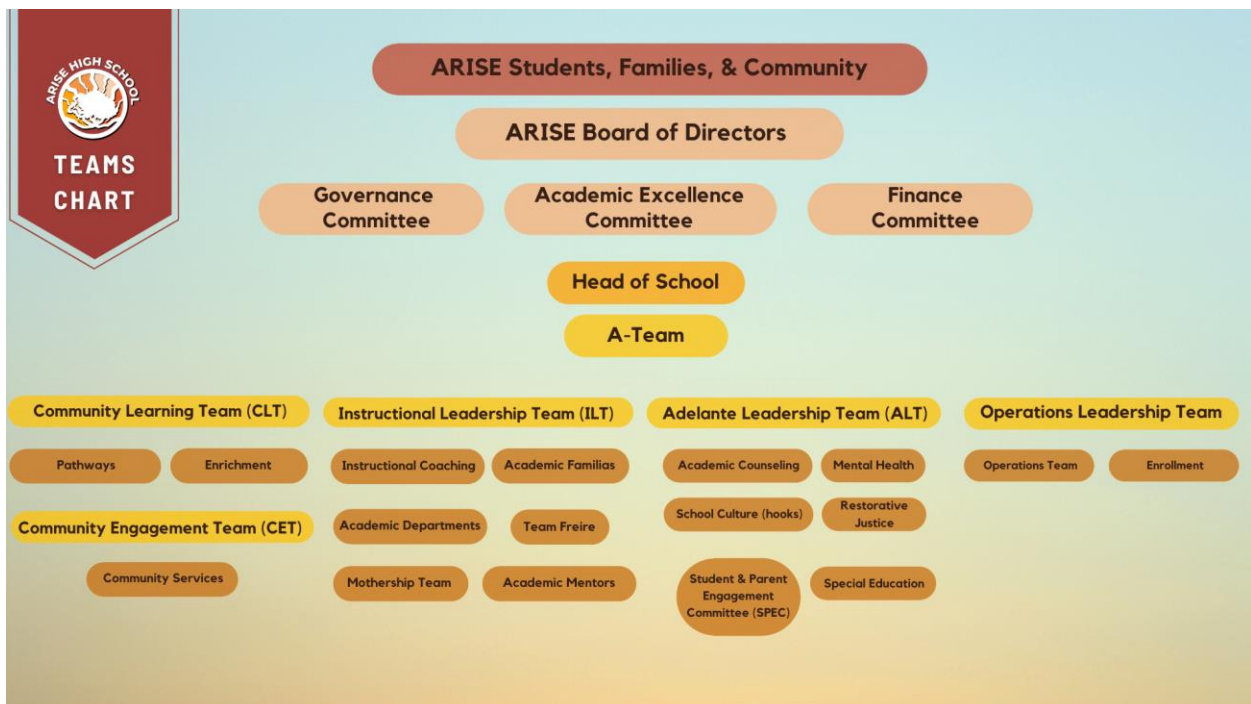
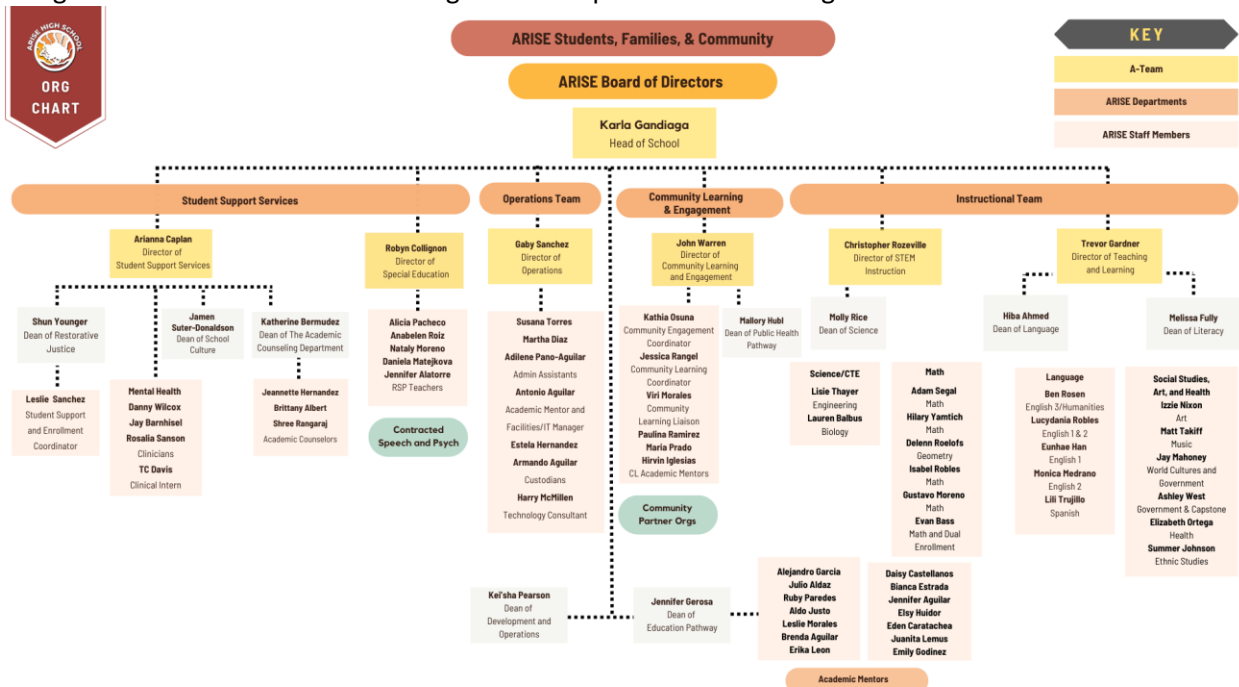
Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District 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 Charter School by law or charter provisions.

### **Charter School Ombudsperson**

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, “Ombudsperson”, is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual’s name and contact information should be clearly articulated in the Charter School’s student and family handbook or distributed widely.

## OVERVIEW

The governance structure of ARISE High School is presented in the organizational chart below:



Governance at ARISE High School is a collective effort among Board Members, school administration, faculty, and families.

**NON-PROFIT PUBLIC BENEFIT CORPORATION**

ARISE High School’s Articles of Incorporation, 501c3, Corporate Bylaws, and Conflict of Interest Code are included in the appendices.

**Board of Directors: Composition and Duties**

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 may also include at least one parent representative whose child attends or has attended the school. 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.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

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 the table below.

<b>Board Member</b>	<b>Title</b>	<b>Term Expires</b>
Ana Gomez	Board Chair	2028
Laura Flaxman	Director	2028
Maria Arechiga	Director	2028
Melissa Iglesias	Secretary	2028
DeVan Taylor	Director	2025
Deborah Meister	Director	2026
Romeo Garcia	Director	2026
Tiffany Pearson	Director	2027

**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 Education Code Section 47604.1(c), and are open to the public, with each agenda including time for community input. The Board Meeting schedule, agenda and location will be posted on the ARISE High School website through a prominent, direct link on the homepage, and in a place accessible by the public during the entire posting period, in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. 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.

## **Board Duties**

The school will be governed pursuant to the Board bylaws. The Board of Directors' major roles and responsibilities include:

- Ensuring ARISE High School is operating in accordance with its mission, vision and values.
- Adopting the annual budget and overseeing the fiscal affairs of the school;
- Approving school wide 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;
- 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 Head of School;
- Approving contracts above \$100,000;
- 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 Ralph M. 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, ethics, fundraising, charter school finance, Conflict of Interest, the Brown Act, and all laws applicable to charter schools. These



trainings are conducted at least annually by expert consultants or knowledgeable board members or staff.

## **HEAD OF SCHOOL**

The Head of School takes primary responsibility for the growth and well-being of ARISE as an institution for all stakeholders. The Head of School 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 Head of School demonstrates the competencies and look-fors described in the ARISE Leader Profile.

The role is divided into the following categories:

- Strategic Leadership
- People Management
- Human Resources
- Instructional Leadership
- Student Culture & Engagement
- Community & Family Engagement

### **Strategic Leadership**

#### **Strategy**

- Engages Board of Directors, leadership team, staff, teachers, students, families, and community members in the development and implementation of a mission aligned, annual data-driven strategic plan
- Effectively communicates vision, mission, and core values to manage progress towards vision and mission fulfillment
- Develops and maintains a data dashboard that is aligned with the ARISE Mission, Vision, and Strategic goals
- Engages ARISE staff and the Board of Directors in using the Data Dashboard to drive decisions

#### **Finance**

- Serves as liaison between the school and all financial compliance agencies
- Approves, codes, and manages all invoices and expenditures at ARISE in compliance with financial management laws and regulations and appropriate use of funds
- Manages Bank Accounts, Lines of Credit, Credit/Debit Cards, and other school accounts
- Creates financial priorities based on school priorities and adjusts the budget accordingly in partnership with EdTec
- Ensures that the school has the resources necessary to achieve its vision, mission, and goals and manages resources effectively to ensure ARISE's long-term fiscal health
- Ensures operational and financial compliance, develops the annual budget in partnership with EdTec, and monitors financial performance
- Responsible for certifying all transactions
- Manages restricted funds and ensures they are spent down and appropriately designated (Title I, II, III, Measure N, CTEIG, SWP)
- Oversees cash flow planning in conjunction with EdTec

#### **Audit and Year End Close**

- Ensures maintenance of appropriate internal controls in all aspects of the charter in order to meet audit compliance

- Coordinates the preparation of all documents for the annual audit
- Coordinates the preparation of all documents and submits statements for year end close
- Collaborates with auditors in order to meet all compliance requirements
- Collaborates with the Board of Directors Finance Committee and updates the board on financial and audit outcomes

### **Charter Renewal**

- Leads all aspects of the charter renewal process
- Builds relationships with local stakeholders to ensure ARISE maintains a good reputation and is on solid ground for charter renewal
- Develops and implements a strategic plan for marketing and storytelling to ensure the school is on track to renew its charter

### **Operations**

- Collaborates with Board of Directors to oversee governance of ARISE
- Collaborates with the Board of Directors to, as needed, update the charter
- Oversees day-to-day and year-long school schedule to ensure alignment with vision, mission, goals, and priorities (including but not limited to staffing, calendars, course offerings, and rosters)
- Ensures that the school operates on budget by meeting student enrollment and attendance targets
- Creates and maintains mission aligned student and adult policies as needed (students, staff, families)
- Ensures compliance with relevant regulations (e.g., IDEA), maintenance of external commitments (e.g., WASC Action Plan, LCAP), and coordination with key partners (e.g., Seneca Family of Agencies, El Dorado Charter SELPA)
- Lead and manage business, operational, and academic systems for daily operations
- Leads the response and communication to staff, students, and families in emergency situations

### **People Management**

#### **Talent Strategy**

- Designs a multi-year strategy for talent programs that nurture ARISE's culture
- Makes working at ARISE more meaningful and rewarding

#### **Talent Engagement & Retention**

- Builds staff capacity to support student and adult social-emotional development and promote a positive, safe, humanizing, and distinctly ARISE school culture
- Owns and monitors retention of effective teachers and staff
- Uses a data driven approach to measure and analyze staff engagement (teacher survey)

#### **Talent Selection & Recruitment**

- Uses data to establish annual staffing plans
- Leads and is responsible for recruitment and selection of mission aligned teachers and staff
- Allocates resources to support teacher and staff recruitment, selection, induction, development, and retention

#### **Talent Development**

- Cultivates, develops, and evaluates the members of a high-quality, aligned, and mission-driven leadership team

- Coaches key leaders on managing and developing their teams; designs and leads leadership development activities
- In collaboration with the instructional leadership team, provides teachers and staff the resources they need to successfully meet ARISE's annual priorities and empowers them in their professional learning:
  - Differentiated coaching, mentoring, and professional development aligned with identified needs;
  - Data-based goal-setting, rigorous evaluation, and actionable feedback on instructional practice (using the ARISE Teacher Evaluation Tool); and
  - Leadership opportunities for teachers and staff.
- Engages in difficult conversations with staff individually and collectively to drive professional growth
- Is responsible for conducting staff investigations, and issuing discipline when indicated
- Conducts annual evaluations of employees that are data driven and aligned to ARISE's strategy

### **Instructional Leadership**

- Sets the overall academic vision and annual priorities for student success, ensuring a focus on ARISE's mission and vision, and Linked Learning
- Manages the instructional leadership team and teachers to achieve ARISE's annual goals
  - In collaboration with the instructional leadership team, engages in regular classroom observations to advance strategic goals, and evaluates teachers
- Communicates high expectations for learning to all members of the school community and instills a growth mindset of continuous improvement across students and adults
- Oversees analysis of multiple forms of student data to identify gaps, areas for growth and to make strategic decisions about student achievement and instruction
- Is ultimately accountable for student achievement
- Oversees the Academic Counselor team to ensure supports are being offered to students and graduation tracks, college and career readiness, and long-term strategic planning are being implemented
- Supervises special education and ensures all reporting and legal requirements are met
- Supervises RSP Lead to ensure all IEPs and special education services are being appropriately applied and all compliance is being met

### **Human Resources**

- Responsible for the onboarding of all new employees
- Coordinates 401(k) benefits for all employees
- Coordinates Health benefits for all employees
- Coordinates CalSTRS benefits for certificated employees
- Develops all Employee Agreement Letters and ensures all staff has the appropriate human resource documentation to comply with HR regulations
- Oversees any Human Resources issues in collaboration with our HR, insurance, and legal partners
- Title IX compliance officer
- Manages any accommodation requests filed by employees and provides appropriate response
- Manages FMLA requests and provides appropriate legal, payroll, insurance, and HR responses
- Develops and submits biweekly payroll
- Collaborates with EdTec to ensure all payroll complies with local and state guidelines and regulations

### **Student Culture & Engagement**

- Demonstrates cultural competence and a commitment to equity by modeling explicit conversations about race, class, and equity
- Sets annual priorities and manages coordinated efforts to address key ARISE-wide student issues (including but not limited to truancy, student services, and engagement)
- Enhances ARISE's philosophy on student culture and management with systems and practices that are restorative, responsive, consistent, clear, and transparent
- Communicates and sets tone and expectations with students and families around overall expectations and school culture
- Collaborate with and supervise the Dean of Students to advance the school's philosophy on discipline with systems and practices that are restorative, responsive, consistent, clear, and transparent
- Leads discipline at ARISE and ensures students adhere to the Student Handbook
- Leads meetings and ensures all paperwork and processes are being met to regulation when disciplinary action is needed

### **Community & Family Engagement**

- Actively and regularly communicates and collaborates with families, guardians, and community members regarding school vision, expectations, and avenues for support
- Manages and evaluates the Family Coordinator, collaborating to update and maintain the family handbook
- Engage in direct and timely communication with students and families about issues of concern
- Drive community awareness of ARISE as a school option to increase community investment and enrollment and ensure that the school reflects the diversity and needs of the community
- Acts as an advocate for justice and equitable outcomes for students and community members
- Cultivates and manages strategic partnerships to bring the appropriate expertise and/or resources to ARISE in service of all students
- Participate in key spaces that mediate positive school culture and engagement such as whole school community meeting, events, student leadership, service learning, scholar athletics, school spirit activities, and attendance motivators
- Leads the enrollment team and supports them in using data to meet enrollment targets
- Presents at middle schools and leads enrollment and recruitment efforts to meet enrollment targets

The Head of School directly supervises, manages, and evaluates the following staff members:

1. Director of Teaching and Learning
2. Director of STEM
3. Director of Student Support
4. Director of Operations
5. Director of Special Education
6. Director of Community Based Learning
7. Dean of Education Pathway
8. Dean of Development and Operations

### **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 committee 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 Learner Advisory Committee**

If there are more than 21 ELs 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 ELs comprising at least the same percentage of the ELAC membership as ELs constitute of ARISE High School's total student population. The ELAC will advise the Head of School, and staff on programs and services for English learners, advise the School Leadership on the development of the 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.

### **Faculty**

Team Freire is our instructional leadership team at ARISE. It consists of the Director of Teaching and Learning, Director of STEM, and grade level leads. Team Freire is responsible for providing guidance and feedback on both classroom instruction and Advisory at ARISE through:

**Instructional Leadership Responsibilities:** providing feedback and guidance on PD, grade-level, and instructional initiatives and ensuring it remains aligned to our Mission and Vision, our school goals, and our Pathway; opening classrooms as models for teacher observation and outside visitor observations; facilitating PD and sharing best practices and strategies with all instructional staff; modeling PLC Codes of Respect and the elements of the ARISE Leaders profile.

**Grade Level Lead Responsibilities:** Lead grade level teams to successfully apply all instructional expectations, including designing and facilitating Academic Familia meetings; Build Academic Familia agendas; Lead student support conversations; Facilitate cross-content collaboration; Lead grade level common expectations and alignment; Communicate consistently with one's Academic Familia both through email and in-person; Create a culture of follow through on deliverables and follow up with grade level teachers on deliverables; Grading; Phone calls home; Tracking student progress and success; IEP and 504 plans; Model and share best instructional practices for teachers; Organize and lead classroom observations and critical friend observations within one's Academic Familia.

**Advisory Lead Responsibilities:** Design and facilitate Advisory Team meetings; Provide guidance and feedback on the Advisory Scope and Sequence; Lead and facilitate the design and implementation of Advisory grade level lessons; Design and facilitate all Advisory Team agendas; Communicate weekly with your grade level Advisory about all curriculum and expectations for Advisory.

### **Student Leadership**

We have a Student Leadership Group (SLG) that provides leadership and student voice at ARISE. The SLG is a community of diverse young leaders with shared passion for a better future. In service of this vision, we nurture a safe environment to grapple with social injustices and their historical origins in order to empower ourselves and other students to create change within our group, our schools and larger communities. We work in solidarity to achieve a more just and inclusive world in which everyone's voices are heard and lives are valued.

The Student Justice Panel (SJP) at ARISE High is a restorative justice model of school discipline, the purpose of which is to uphold the ARISE Core Values by working to restore damaged relationships between individuals and the community. The SJP will work to hold community members accountable through consequences that are appropriate and impactful. The SJP will be made up of selected student (through a nomination process) leaders and is based on the beliefs that:

- ARISE culture is rooted in our Core Values: Build, Persevere, Respect, Lead
- Each individual at ARISE is responsible for the community as a whole
- ARISE functions best when students take leadership and are given a strong voice

### **Parent Involvement in Governance**

The ARISE Board of Directors holds a seat for a parent representative so parental voice is included directly in schoolwide decision making. Additionally, ARISE invites parents, as part of the parent group, to participate in the development of the LCAP and other schoolwide initiatives and/or policies. We also have a wolfpack group of families that are involved in a higher level of leadership and feedback, and that support other families in bringing their voices and concerns to governance.

## **ELEMENT 5 (EMPLOYEE QUALIFICATIONS)**

*“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)*

### **Equal Employment Opportunity and Nondiscrimination**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter 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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

### **Teacher Credentialing Requirements**

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l) and AB 1505. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Reporting Educator Misconduct to the California Commission on Teacher Credentialing**

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

### **Employment of Felons**

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

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 Head of School rest with the Board of Directors. 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.

#### **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.

#### *ESSA and Credentialing Requirements*

ARISE High School shall adhere to all requirements of the Every Student Succeeds Act that are applicable to teachers and paraprofessional employees in California charter schools. ARISE High School shall ensure that all teachers meet applicable legal 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.

#### **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. The Administrator positions at ARISE include: Head of School, Director of Teaching and Learning, Director of STEM Instruction, Director of Operations, Director of Special Education, Director of Community Learning & Engagement and Director of Student Support Services.

### *Head of School*

The Head of School takes primary responsibility for the growth and well-being of the school as an institution for all stakeholders. The Head of School 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. See Element 4 for a detailed description of Head of School Responsibilities.

The minimum criteria for the Head of School 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

## *Director of Teaching and Learning*

### **Responsibilities & Expectations**

#### Instruction

- Leads and guides the direction of the Instructional Leadership Team and Team Freire
- Supports all aspects of ARISE's instructional and curriculum integration (PD, coaching, course maps, etc.), ensuring a focus on ARISE's instructional core, mission and vision, and Linked Learning.
- Support the Dean of Language in the development, implementation and revision of ARISE's internal assessments and benchmarks for core academic courses.
- Responsible for initiating and collaborating with the A-Team to complete the School Instructional Calendar and PD Days
- Support the EL Coordinator in the implementation of programs supporting English Learners, including curriculum, instruction, assessment, and monitoring.
- Represents the school in meetings and conferences related to curriculum, instruction and assessment matters as directed by the Head of School
- Prepares and administers the budget for instructional materials
- Works with the Dean of STEM to inform budgetary decisions and purchasing of course and teaching materials
- Keeps current with educational developments and literature in the field of education and participates in the affairs of state and national professional organizations devoted to the advancement of curriculum and instruction
- Coordinates and supervises the Instructional Staff at ARISE, including coaching and supporting the development of Team Freire teacher leaders
- Provides leadership and direction for the development, revision and continuous improvements of ARISE's performance assessments
- Oversees the ARISE's Graduate Profile including Warrior Intellectual and Bridge Defenses
- Guides the development and continual vision of the whole-school literacy model, including supporting the Dean of EL and Literacy with differentiated and universal support for EL students and Daily Independent Reading Time and supporting the Dean of Language with the implementation of the Literacy Priority Plan
- Monitors grades and makes intervention recommendations

#### Academic Culture

- Inspire students, families, and staff to achieve the mission of ARISE by creating an engaging and rigorous academic culture
- Holds the vision for cultivating a culture of Warrior Intellectuals (with Head of School & A-Team)
- Collaborates with staff to develop and implement school wide academic initiatives
  - Collaborates with Deans of Instruction in the planning and logistics of all academic events
  - Bridge (1x year)
  - Warrior Intellectual Defenses (1x year)
- Develop, implement, and maintain College-Going Culture Planning/Initiatives
- Create and manage the school's academic calendar (exhibition nights, Bridge, Warrior Intellectual Defenses, field trips)
- Maintain a daily presence throughout the school (in content classes, advisory, and morning boost).
- Collaborates with Adelante team to monitor and support teachers around RTI intervention structures and programs

### Teacher Coaching and Evaluation

- Coordinates the development, implementation and revision of ARISE's Teacher Evaluation Program.
- Coaches and evaluates Social Studies teachers in content areas, including:
  - Modeling lessons and instructional strategies for teachers
  - Helping teachers to effectively use classroom and schoolwide data to ensure learning is happening in all classrooms
  - Building trust with teachers and using strong interpersonal skills
  - Conducting effective observations and evaluations including giving direct and difficult feedback to support growth of teacher practice when needed
  - 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.
  - Developing an adult culture of accountability (using accountability of crew), direct feedback, and improvement

### Evaluation Caseload

- Dean of EL and Literacy
- Social Studies Teachers

### Assessment

- Supports the Dean of Language in the implementation of Whole School Literacy assessment (3x per year)
- Supports the Dean of EL and Literacy in the implementation of ELPAC testing
- Co-develops the materials to prepare students for SBAC
- Leads, coordinates, and implements the logistics of SBAC
- Demonstrates data driven practices and a growth mindset including: being results-oriented, supporting the internal benchmark testing process, organizing the analysis of results, moving teachers' practice in order to increase student achievement, consistently tracking and monitoring student progress in order to assess effectiveness of intended objective

### Curriculum Development

- Holds the short and long-term vision for culturally-relevant and rigorous curriculum, ensuring a focus on ARISE's mission and vision, and Linked Learning.
- Acts as Social Science Department Lead
- Lead the codification of a 4-year school-wide scope and sequence by working directly with SS and Language Departments.
- Codifies and calibrates learning targets across content areas
- Coordinates all benchmark, finals and standardized testing for Humanities departments, including data analysis protocols and re-teaching plans

### Professional Development

- Develops PD scope and sequence with Head of School, Deans of Instruction, and Team Freire
- Holds the vision for school-wide professional development activities and content specific professional development
- Facilitates weekly professional development

## Administrative Duties

- Participates as key member of administrative team (A-Team)
- Participates in Student Led Conferences and student intervention meetings
- Support the Advisory curriculum and program
- Fulfills other assignments as needed to best serve our students
- As needed, supports the Head of School to recruit, hire, and retain a high-quality staff

## Teaching

- Teach two semester-long sections of a Social Science class
- Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
- Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
- Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
- Participate in “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based “Rigorous Summative Assessments” in alignment with our [Graduate Profile](#)
- Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
- Align course content with our Public and Community Health Pathway
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

The minimum criteria for the Director of Teaching and Learning 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.

## Director of Student Support Services

The Director of Student Support Services is responsible for coordination of the school Services, including coordination of the Response to Intervention Program and Restorative Praxis. The Director of Student Support 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 Student Support Services plays an essential role in norming and supporting the ARISE High School Core Values.

The minimum criteria for the Director of Student Support 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

### *Teachers*

#### **Responsibilities & Expectations:**

- **Teaching**
  - Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
  - Participate in professional development opportunities to develop skills and expand the scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
  - Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
  - Participate in “Academic Familia” grade-level meetings to problem-solve student issues and build out collaborative, cross-curricular projects
  - Develop project-based “Rigorous Summative Assessments” in alignment with our [Graduate Profile](#)
  - Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
  - Participate in Instructional Core Observation Rounds with other teachers to heighten the effectiveness and experience of our community of teachers as learners
  - Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
  - Contribute to teaching a two-week beyond the classroom course during our Post Session, which runs for the final two weeks of the school year
  - Attend and support additional beyond the classroom activities including Advisory retreats, Family Meetings, Orientation, College Tours, Student-led conferences, and Exhibition nights)
- **Advisor**
  - Facilitates an advisory
  - Follows the ARISE Advisory framework and curriculum to provide daily socio-emotional & academic support and case management to a group of students
  - Maintains contact with parents and families in regards to the academic progress of their advisees
  - Organizes and leads Advisory retreats twice per year
  - Participates in college and career tours once per semester
  - Organizes and manages Student Led Conferences

#### Minimum Qualifications

All teachers at ARISE High School will:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the California teaching credential, permit, or other document required for their certificated assignment (Education Code Section 47605(l)).

- Have demonstrated proficiency in the subject they will teach.
- Have previous experience 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.

## **ADMINISTRATOR LEVEL AND LEADERSHIP POSITIONS & QUALIFICATIONS**

### **DEAN of DEVELOPMENT and OPERATIONS**

#### **Responsibilities & Expectations**

##### **Development**

- Maintains all grants compliance
- Supports Head of School with grant applications
- Leads the organization's online presence and social media campaigns for development purposes
- Seeks conference opportunities for ARISE to showcase its model
- Seeks new partnerships for other schools or organizations to come learn from ARISE
- Supports the enrollment team in the recruitment of target student populations

##### **Operations**

- Oversees tracking and adjustments to employee payroll records
- Manages payroll
- Leads marketing for job postings and the recruitment and interviewing process
- Manages onboarding and job offer process
- Leads Human Resources functions
- Leads our audits and other compliance
- Supports Head of School and Director of Operations with any additional audits or compliance
- Manages subbing for all staff
- Supports subbing on Enrichment Wednesdays

##### **ARISE Support Expectations**

- Attends and participates in monthly staff meetings, professional development days throughout the school year, and the Summer Professional Development Institute prior to start of school, including overnight August retreat
- Attends all Family Monthly Meetings
- Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision

##### **Minimum Qualifications**

- Bachelor's Degree in Education, Business Administration, or related field
- 5+ years of experience in school administration or operations
- Strong understanding of school finance, budgeting, and human resources
- Experience with facilities management and operational logistics
- Proven leadership and management skills

## **DIRECTOR of OPERATIONS**

### **Job Responsibilities & Expectations**

- **Cash Management**
  - Oversee purchasing, invoices, reimbursements, debit/credit card logs and documentation
- **Human Resources Management**
  - Manage all aspects of human resources for ARISE including payroll, personnel issues, leaves of absence, PTO, sick time, and other issues as the need arises
  - Manage all HR partnerships including insurance, payroll, benefits, and retirement
- **Operations Management**
  - Manage and Evaluate and lead operations team consisting of Sr. Administrative Assistants, Lunch Coordinator, and Custodians.
  - 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
  - Coordinates with Head of School 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 board 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 Head of School
  - Maintain visibility and accessibility in the school community
- **School Climate and Culture**
  - Holds the vision for creating a warm, welcoming, and safe environment for parents (with Head of School and A-Team).
  - Leads the planning and organizing of:
    - Back to School Night Event (schoolwide)
    - Monthly Parents Meeting (LCSP/ELAC)(Schoolwide)
    - Informative Monday (schoolwide)
    - Post-session Expo (schoolwide)
  - Provides the voice of parents in school
  - Purposefully reaches out to diversify family participation.
  - Interface with students, parents, and all members of the school community
  - Scheduling Family Meetings Coordination of Service Team (COST) parent meeting
  - Student-Led Conferences for hard to reach Parents request
  - Schedule Organizing Meeting or events for parents
  - Creates and sends out family all calls, calendars, newsletters, and emails regularly
  - Supports with translation as needed

- Active participant of the Adelante team
- **Attendance**
  - Works to improve the overall attendance and ADA by:
  - Collaborating with Front Office staff and data coordinator to track and monitor student attendance
  - Facilitate Student and Parent Engagement Committee (SPEC) meetings
  - Collaborate with Data Coordinator to gather schoolwide and individual student trends
  - Upholds the ARISE truancy policy and attendance initiatives
  - Support the School Culture Coordinator to develop and implement incentives for attendance and truancy
  - Implement regular communication to families about attendance
  - Collaborates with EdTech in generating monthly attendance reports to submit to OUSD.
  - Supports Truancy letter mailing
- **School Leadership**
  - Attend and participate in weekly A-Team meetings & hooks 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

#### Minimum Qualifications

- Bachelor's Degree in Business Administration, Education, or related field
- 7+ years of experience in school or organizational operations
- Knowledge of school operational systems, facilities management, and compliance
- Strong organizational and problem-solving skills
- Ability to manage multiple projects simultaneously

### **DEAN OF ACADEMIC COUNSELING DEPARTMENT**

#### **Job Responsibilities & Expectations:**

##### **Academic Counseling Department Leadership**

- Participate in weekly ALT meetings in order to design, implement and revise the overall student support and culture vision of the school
- Collaborate with Dean of School Culture, Director of Student Support, Director of Community Learning, Director of Special Education, Head of School, and Director of Teaching and Learning to provide PD, plan, and lead the Academic Counseling Department
- Participate in Instructional Observations Rounds throughout the year
- Lead and Supervise Academic Counselors to support them in all aspects of their role
- Collaborate with 12th grade counselor on college and career support for 12th graders
- Manage all Department supplies and Department budgeting
- Supervise and evaluate all members of the Department - provide biannual evaluations of Department members
- Hold weekly 1:1 meetings with all academic counselors to support their growth
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
- Manage, analyze and report out data related to Academic Counseling Department
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)



## **Academic Counselor Duties**

- Create schedules for grade level
- Update Grad Trackers and Ensure A-G completion and ARISE Requirement completion
- Review Transcripts for any students coming into grade level
- Provide a safe and open space for students
- Check in with students when academic issues arise
- Support students and teachers with academic needs
- 1:1 Meetings with students to go over grad track
- Hold parent meetings for students with NCs
- Manage and support grade level meetings
- Support 12th grade counselor with college and career needs
- Hold a College and Career Enrichments for cohort
- Create Grade-Level College and Career lessons

## Minimum Qualifications

- Master's Degree in School Counseling or related field
- 5+ years of experience in academic counseling in a school setting
- Strong understanding of college admissions processes and academic planning
- Knowledge of social-emotional learning and student support systems
- Excellent interpersonal and communication skills

## **DEAN OF RESTORATIVE JUSTICE**

### **Responsibilities & Expectations**

- **Discipline**
  - Lead the Restorative Justice team to grow and sustain a restorative culture
  - Serve as point person for resolving student violations of codes of respect and enforcing consistent restorative and/or disciplinary consequences (manage intake, check in with student, development of next steps, restitution, and follow up with teacher & family)
  - Lead weekly restorative justice team meetings with data review and action steps
  - Manage discipline data and make recommendations to the team, Head of School, and Director of Student Support
  - Work with the Head of School and the Director of Student Support Services to develop, lead, refine, and implement whole school restorative justice systems and discipline systems
  - Support the Head of School to build out a strong, positive, disciplined, joyous and restorative school culture at ARISE
  - Track behavioral data and documenting outcomes
  - Discipline Related Contracts
    - Administer student contracts and hold family meetings as necessary
    - Distribute caseload of discipline behavior contracts to discipline team
    - Hold a caseload of discipline behavior contracts
  - Communicates consistently and in a timely manner with all stakeholders about all student discipline and behavior issues
  - Document disciplinary actions in Powerschool and any other required reporting systems
  - Suspensions (Temporary Exclusions)
    - Determine if student qualifies for a suspension based on ARISE's suspension

- policy in consultation with Head of School
      - Complete paperwork, reporting, and assign reflection/restorative task during suspension, initiate restorative plan upon return
      - Make recommendations for expulsion, as necessary
    - Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
    - Support school culture initiatives
    - Support restorative approaches to improved attendance
- **Leadership**
  - Leads the Restorative Justice team and supervises its members in terms of RJ implementation
  - Participates in Adelante Leadership Team meetings
  - Leads the vision and implementation of RJ in the school
- **Additional Responsibilities**
  - Supports the Black Student Union (BSU)
  - Supports the Student Justice Panel
- **ARISE Crew Expectations**
  - Participates in ARISE staff evaluations process
  - Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
  - Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
  - Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
  - Embodies and helps the school realize its goals, mission, and vision

#### Minimum Qualifications

- Bachelor's Degree in Education, Social Work, or related field
- 5+ years of experience in implementing restorative justice practices in schools
- Deep understanding of restorative justice principles and conflict resolution
- Experience in developing and leading professional development for staff
- Strong facilitation and mediation skills

#### **DEAN OF COMMUNITY BASED LEARNING**

##### **Responsibilities & Expectations**

- **Community Based Learning**
  - Leads development of vision, priorities, and strategies for community based learning among administrative leaders, pathway team, counselors, and faculty
  - Supervises and evaluates Community Based Learning Liaison and CBL Academic Mentor
  - Leads Community Leadership Team and Team Mendez in expansion of community based learning opportunities, and integration of Career Technical Education and Work Based Learning components into school model
  - Manages enrichment programming, including partnership development, program budgeting, guest instructor supervision, ARISE staff assignments, student placements and credits, and

- program assessment
- Coordinates inclusion of Linked Learning elements on enrichment days, including internships, certifications, college & career readiness curriculum, and academic support
- Manages community based learning elements in Advisory, including planning curriculum and coordinating advisors' support of enrichment days
- Coaches faculty in inclusion of community based learning elements in academic curriculum
- Studies feasibility and develops plans for expanding Linked Learning Pathways
- **School Planning & Support**
  - Member of A-Team, attending meetings and providing input
  - Member of Adelante Leadership Team, attending meetings and providing input
  - Member of 12th Grade Academic Familia, attending meetings and providing input
  - Member of Advisory Leadership Team, attending meetings and providing input
  - Leads professional development of Academic Mentors
  - Assists with logistical aspects of public exhibitions and performances
  - Assists with classroom observations, supporting teacher growth and alignment of classrooms with school priorities and culture
- **Teaching**
  - Teaches one section of US Government or Senior Capstone each semester
- **ARISE Crew Expectations**
  - Attends and participates in monthly staff meetings, professional development days throughout the school year, and the Summer Professional Development Institute prior to start of school, including overnight August retreat
  - Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
  - Participates in ARISE staff evaluations process
  - Embodies and helps the school realize its goals, mission, and vision

#### Minimum Qualifications

- Bachelor's Degree in Education, Community Development, or related field
- 5+ years of experience in developing community partnerships and service-learning programs
- Knowledge of experiential learning and project-based learning strategies
- Strong network-building and relationship-management skills
- Proven ability to integrate community resources into the curriculum

### **DEAN OF EDUCATION FOR THE PEOPLE PATHWAY**

#### **Responsibilities & Expectations**

The Education Pathway Lead and Teacher will coordinate and manage all aspects of the Education Pathway, including managing academic mentors.

#### **Academic Mentor Lead**

- Lead the academic mentor program
- Hire, coach, and manage all academic mentors
- Develop academic mentor schedules
- Lead and facilitate academic mentor professional development

#### **Teaching**

- Lead the design and teaching of 11th grade Pedagogy (Principles of Teaching and Learning) course

- Lead the design and teaching of 12th grade Education Capstone course
- Work with the 10th grade English teacher to design the integration of principles of teaching and learning into 10th grade lit scope and sequence
- Collaborate with CLT to manage internships for students enrolled in Pedagogy course

### **Education Pathway Lead**

- Coordinate, facilitate, and develop ARISE’s Education Pathway with Director of Community Learning & Engagement
- Build educational partnerships with outside organizations
- Complete associated data collection, analysis, and evaluations
- Work with instructors to assist students in all Pathway related items (i.e. dual enrollment, work-based, internships)
- Recruit and manage Student Teachers from credentialing programs
- Support grant writing to sustain the education pathway and academic mentor program
- Participates in weekly leadership meetings (CLT and ILT)

### **ARISE Crew Expectations**

- Participates in ARISE evaluation process
- Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
- Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
- Participates in key ARISE related events such as Back to School Night, Student-Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision

### Minimum Qualifications

- Master’s Degree in Education, Curriculum and Instruction, or related field
- CLEAR Teaching credential in related field
- 5+ years of experience in curriculum development and instructional leadership
- Knowledge of culturally responsive teaching practices and social justice education
- Strong background in developing and leading teacher professional development
- Commitment to equity and inclusive education

### **DEAN OF PUBLIC HEALTH PATHWAY**

#### **Responsibilities & Expectations**

The Public Health Pathway Lead will coordinate and manage all aspects of the Public Health Pathway, including the Pathways Advisory Council and Student Internships.

#### **Teaching**

- Leads the design and teaching of 12th grade Public Health Capstone course
- Leads the design and teaching of 11th grade Intermediate Public Health course, including collaboration with CLT to integrate internship support
- Works with the 10th grade Biology teacher to integrate introductory Public Health CTE standards into course scope and sequence
- Teaches 1 additional semester-long course, for a total of five classes over the year
- Leads 1 enrichment course each semester on Wednesdays

### **Advisor**

- Facilitates an advisory
- Follows the ARISE Advisory framework and curriculum to provide daily socio-emotional & academic support and case management to a group of students
- Maintains contact with parents and families in regards to the academic progress of their advisees
- Participates in college tours and day of service once per semester

### **Public Health Pathway Lead**

- Coordinates, facilitates, and develops ARISE's Public Health Pathway with Director of Community Learning & Engagement
- Manages internship program, including priorities development, mentor recruitment and assessment, and program expansion and improvement
- Leads Pathways Advisory Council, including agenda setting, communications, and meeting facilitation
- Builds public health partnerships with outside organizations
- Completes associated data collection, analysis, and evaluations
- Supports grant writing and reporting to sustain the Public Health Pathway
- Facilitates faculty use of College & Career Portfolio with Director of Teaching & Learning
- Works with instructors to assist students in all Pathway related items (i.e. dual enrollment, work-based learning, internships)
- Participates in Academic Familia grade-level meetings to problem-solve student issues and build out collaborative, cross-curricular projects
- Participates in weekly leadership meetings (CLT)

### **ARISE Crew Expectations**

- Participates in ARISE evaluation process
- Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
- Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
- Participates in key ARISE related events such as Back to School Night, Student-Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
- Embodies and helps the school realize its goals, mission, and vision

### Minimum Qualifications

- Master's Degree in Public Health, Health Education, or related field
- 5+ years of experience in public health education or school health programs
- CLEAR Teaching credential in related field
- Strong understanding of health education standards and practices
- Experience in curriculum development and implementation
- Excellent organizational and leadership skills

### **DEAN OF SCHOOL CULTURE**

#### **Responsibilities & Expectations**

- **School Culture and Climate**
  - Leads team hooks meetings and school culture initiatives including but not limited to:
    - Spirit weeks

- Awards and celebrations
    - Advisory competitions
    - Appreciation weeks (i.e. teacher appreciation, counselor appreciation, etc)
    - Cultural celebrations and acknowledgements
  - Leads the planning and execution of school events including but not limited to:
    - Homecoming
    - Prom
    - Grade level community building days
    - Advisory retreats
    - Senior Activities
  - Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
  - Supports the development and maintenance of a beloved and abolitionist school culture
  - Leads ARISE's initiative to shift culture to a pro-Black school
  - Leads ARISE's initiative to diversify its student body
- **Advisory**
  - Leads the development and execution of the Advisory scope and sequence with input from Freire and ALT
  - Updates and maintains weekly advisory slides in collaboration with ALT
  - Is a member of Team Friere to provide communication, input, and support to staff regarding advisory scope and sequence
  - Leads communication and coordination of Advisory Scope and Sequence as well as School Cultural activities throughout the year
  - Maintains Advisor accountability and best practices through weekly observation
  - Leads the planning and implementation of SLCs
- **Student Activities**
  - Teaches one block of Student Activities class
    - Plans and coordinates student led activities throughout the school
    - Creates a schedule and curriculum complete with student Task Cards for use in consecutive years
    - Checks in regularly with a coach to improve teaching practices and principles
- **Athletics**
  - Grows our athletics and intramurals program
  - Supports student-athletes in ensuring academic success
    - Manages weekly progress reports for student athletes and has academic check ins with all athletes weekly
    - Holds athletes accountable to following codes of respect, attendance, and grades
  - Manages partnerships with athletic leagues
  - Ensures all safety guidelines are being followed
  - Communicates with families and students enrolled in athletics
  - Acts as Athletic Director including attending all games
  - Supervises Coaches:
    - Biweekly meetings with coaches
    - Ensures that there are 3 practices a week for each team
    - Gives coaches feedback and acts as liaison between ARISE and BACSAC

- Substitutes for Coaches when needed for practice
- Secures practices spaces, gear, and equipment for all athletic activities
- Leads the implementation and execution of the PFT
- **Academic Support**
  - Supports a block of enrichment
  - Supports substitute needs in the school
- **Data & Reporting**
  - Maintains records of athletics activities
  - Develops and maintains task cards for all school culture events and initiatives
- **ARISE Crew Expectations**
  - Participates in ARISE staff evaluations process
  - Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to the start of school), including overnight August retreat
  - Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
  - Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
  - Embodies and helps the school realize its goals, mission, and vision

#### Minimum Qualifications

- Bachelor's Degree in Education, Social Work, or related field
- 5+ years of experience in school culture and climate initiatives
- Knowledge of Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning
- Strong skills in relationship-building and community engagement
- Proven ability to lead and inspire staff and students

#### **DEAN OF ACADEMIC COUNSELING**

##### **Job Responsibilities & Expectations:**

##### **Academic Counseling Department Leadership**

- Participate in weekly ALT meetings in order to design, implement and revise the overall student support and culture vision of the school
- Collaborate with Dean of School Culture, Director of Student Support, Director of Community Learning, Director of SPED, Head of School, and Director of Teaching and Learning to provide PD, plan, and lead the Academic Counseling Department
- Participate in Instructional Observations Rounds throughout the year
- Lead and Supervise Academic Counselors to support them in all aspects of their role
- Collaborate with 12th grade counselor on college and career support for 12th graders
- Manage all Department supplies and Department budgeting
- Supervise and evaluate all members of the Department - provide biannual evaluations of Department members
- Hold weekly 1:1 meetings with all academic counselors to support their growth
- Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture

- Manage, analyze and report out data related to Academic Counseling Department
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

### **Academic Counselor Duties**

- Create schedules for grade level
- Update Grad Trackers and Ensure A-G completion and ARISE Requirement completion
- Review Transcripts for any students coming into grade level
- Provide a safe and open space for students
- Check in with students when academic issues arise
- Support students and teachers with academic needs
- 1:1 Meetings with students to go over grad track
- Hold parent meetings for students with NCs
- Manage and support grade level meetings
- Support 12th grade counselor with college and career needs
- Hold a College and Career Enrichments for cohort
- Create Grade-Level College and Career lessons

### **Minimum Qualifications**

- Master's Degree in School Counseling or related field
- 5+ years of experience in academic and college counseling
- Knowledge of academic advising, college admissions, and career counseling
- Strong interpersonal and communication skills
- Experience with data-driven decision-making

## **DIRECTOR OF TEACHING & LEARNING**

### **Responsibilities & Expectations**

- **Instruction**
  - Leads and guides the direction of the Instructional Leadership Team and Team Freire
  - Supports all aspects of ARISE's instructional and curriculum integration (PD, coaching, course maps, etc.), ensuring a focus on ARISE's instructional core, mission and vision, and Linked Learning.
  - Support the Dean of Language in the development, implementation and revision of ARISE's internal assessments and benchmarks for core academic courses.
  - Responsible for initiating and collaborating with the A-Team to complete the School Instructional Calendar and PD Days
  - Support the EL Coordinator in the implementation of programs supporting English Learners, including curriculum, instruction, assessment, and monitoring.
  - Represents the school in meetings and conferences related to curriculum, instruction and assessment matters as directed by the Head of School
  - Prepares and administers the budget for instructional materials
  - Works with the Dean of STEM to inform budgetary decisions and purchasing of course and teaching materials
  - Keeps current with educational developments and literature in the field of education and participates in the affairs of state and national professional organizations devoted to the advancement of curriculum and instruction
  - Coordinates and supervises the Instructional Staff at ARISE, including coaching and



- supporting the development of Team Freire teacher leaders
  - Provides leadership and direction for the development, revision and continuous improvements of ARISE’s performance assessments
  - Oversees the ARISE’s Graduate Profile including Warrior Intellectual and Bridge Defenses
  - Guides the development and continual vision of the whole-school literacy model, including supporting the Dean of EL and Literacy with differentiated and universal support for EL students and Daily Independent Reading Time and supporting the Dean of Language with the implementation of the Literacy Priority Plan
  - Monitors grades and makes intervention recommendations
- **Academic Culture**
  - Inspire students, families, and staff to achieve the mission of ARISE by creating an engaging and rigorous academic culture
  - Holds the vision for cultivating a culture of Warrior Intellectuals (with Head of School & A-Team)
  - Collaborates with staff to develop and implement school wide academic initiatives
    - Collaborates with Deans of Instruction in the planning and logistics of all academic events
      - Bridge (1x year)
      - Warrior Intellectual Defenses (1x year)
  - Develop, implement, and maintain College-Going Culture Planning/Initiatives
  - Create and manage the school’s academic calendar (exhibition nights, Bridge, Warrior Intellectual Defenses, field trips)
  - Maintain a daily presence throughout the school (in content classes, advisory, and morning boost).
  - Collaborates with Adelante team to monitor and support teachers around RTI intervention structures and programs
- **Teacher Coaching and Evaluation**
  - Coordinates the development, implementation and revision of ARISE’s Teacher Evaluation Program.
  - Coaches and evaluates Social Studies teachers in content areas, including:
    - Modeling lessons and instructional strategies for teachers
    - Helping teachers to effectively use classroom and schoolwide data to ensure learning is happening in all classrooms
    - Building trust with teachers and using strong interpersonal skills
    - Conducting effective observations and evaluations including giving direct and difficult feedback to support growth of teacher practice when needed
    - 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.
    - Developing an adult culture of accountability (using accountability of crew), direct feedback, and improvement
    - **Evaluation Caseload**
      - Dean of EL and Literacy
      - Social Studies Teachers

- **Assessment**
  - Supports the Dean of Language in the implementation of Whole School Literacy assessment (3x per year)
  - Supports the Dean of EL and Literacy in the implementation of ELPAC testing
  - Co-develops the materials to prepare students for SBAC
  - Leads, coordinates, and implements the logistics of SBAC
  - Demonstrates data driven practices and a growth mindset including: being results-oriented, supporting the internal benchmark testing process, organizing the analysis of results, moving teachers' practice in order to increase student achievement, consistently tracking and monitoring student progress in order to assess effectiveness of intended objective
  
- **Curriculum Development**
  - Holds the short and long-term vision for culturally-relevant and rigorous curriculum, ensuring a focus on ARISE's mission and vision, and Linked Learning.
  - Acts as Social Science Department Lead
  - Lead the codification of a 4-year school-wide scope and sequence by working directly with SS and Language Departments.
  - Codifies and calibrates learning targets across content areas
  - Coordinates all benchmark, finals and standardized testing for Humanities departments, including data analysis protocols and re-teaching plans
  
- **Professional Development**
  - Develops PD scope and sequence with Head of School, Deans of Instruction, and Team Freire
  - Holds the vision for school-wide professional development activities and content specific professional development
  - Facilitates weekly professional development
  
- **Administrative Duties**
  - Participates as key member of administrative team (A-Team)
  - Participates in Student Led Conferences and student intervention meetings
  - Support the Advisory curriculum and program
  - Fulfills other assignments as needed to best serve our students
  - As needed, supports the Head of School to recruit, hire, and retain a high-quality staff
  
- **Teaching**
  - Teach two semester-long sections of a Social Science class
  - Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
  - Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
  - Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly

- Participate in “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
- Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
- Align course content with our Public and Community Health Pathway
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

### Minimum Qualifications

- Master’s Degree in Education, Curriculum and Instruction, or related field
- 7+ years of experience in teaching and instructional leadership
- Deep understanding of curriculum development, instructional practices, and teacher evaluation
- CLEAR Teaching credential in related field
- Experience in leading professional development for teachers
- Strong analytical and problem-solving skills

## **DIRECTOR OF STEM**

### **Responsibilities & Expectations**

- **Administrative Duties**
  - Manage and oversee the [Math Priority Plan](#), ensure all parts of the plan are executed (or adjusted), update data for A-team report-backs as well as ARISE school board review
  - Collaborate and participating as key member of the school’s Instructional Leadership team (ILT), school’s teacher lead team (team Freire) and administrative team (A-team)
  - Collaborate and participating in parent conferences and student interventions meetings (as needed)
  - Collaborate with A-Team to create and sustain a culture of academic achievement, college and career success
  - Collaborates with A-team to recruit, hire and retain high quality staff
  - Fulfill other administrative assignments as needed to best serve ARISE students, parents and families
  - Building trust with teachers and staff using strong interpersonal skills
- **Credentialing, CALPADS and PowerSchool**
  - Manage and lead ARISE’s credentialing compliance requirements as outlined by the state of CA
    - Ensure staff are fully credentialed or working towards credential as determined by their employment agreement
  - Manage credentialing systems and logistics for CALPADs compliance
    - SEID, CALPADs, A-G, and Credentialing alignment
  - Manage Powerteacher Pro (PTP) training and support for staff
    - Lead leadership staff in PTP in Learning Target management
    - Lead major troubleshooting as it pertains to PTP

- Leads and coordinates with ARISE's information management company (EdTec) in regards teacher, course and A-G alignment for CALPADS alignment
- Support ARISE's A-G portal management system, ensuring course and credentialing are aligned
- Support Academic counselors in teacher course alignment as it pertains to master scheduling
- **Assessment and Testing**
  - Manage Math NWEA (MAP) testing for Fall, Winter and Spring (see math Priority Plan), ensure 95% of students are tested in math for each testing cycle
  - Manage and lead SBAC execution logistics, lead ILT to ensure testing schemas are set (see [SBAC-CAST-ELPAC Student Planning 23-24](#))
  - Manage and support SBAC testing culture, build structures to support student and adult positive testing culture (in regards to SBAC)
  - Lead math team in data best practices in regards to student review of
  - Support A-team, ILT and other leadership teams around data management, best practices for using data in the classroom as well as best practices to build up adult culture around using and interacting with student data
  -
- **Academic Culture**
  - Manage vision for cultivating a strong culture of STEM empowerment and excellence
  - Collaborate with A-team to inspire students, families, and staff to achieve the mission of ARISE by creating an engaging and rigorous college and career going culture (Assessments, Curriculum Development and Coaching)
  - Support the vision for cultivating a culture of Warrior Intellectuals through our Linked Learning Public, and Community Health Pathway
  - Support the school's academic calendar (exhibition nights, Bridge, testing, and Senior Seminar Defenses)
  - Supports the instructional Leadership Team (Team Freire), Grade Team Leads and Department Heads
  - Maintain a daily presence throughout the school (in content classes, advisory, and morning boost)
- **Coaching**
  - Manage STEM vision for culturally relevant and rigorous curriculum at ARISE
  - Manage codification of a 4-year school-wide scope and sequence by working directly with departments math, science and CTE departments and department leads
  - Manages the learning target integration and usage for CTE, Common Core and NGSS in CTE, math and science courses
  - Supports Director of Teaching and Learning in the management of the Instructional Coaching Team
  - Supports math teachers by modeling lessons, instructional strategies and co-teaching as needed
  - Support math teachers to effectively use classroom and schoolwide data to ensure learning is happening in all classrooms
  - Building trust with teachers and using strong interpersonal skills
  - Conducting effective observations and evaluations including giving direct and difficult feedback to support growth of teacher practice when needed

- 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
  - developing an adult culture of accountability (using accountability of crew), direct feedback, and improvement
- **Professional Development**
  - Manage and coordinate Math Priority Plan with math department
  - Co-manage school-wide professional development activities and content specific professional development
  - Co-manage weekly professional development with Head of School and Director of Teaching and Learning
  - Support professional development scope and sequence with Director of Teaching and Learning, Head of School, ILT and Team Freire
  - Supports staff to engage in professional developments (PBL, CTE, Literacy etc.) outside of ARISE professional developments
  - Support professional development pertaining to school-wide linked learning development
- **Supervision and Evaluation**
  - Evaluate all math teachers (and science teachers as needed)
  - Evaluate college counselor(s)
  - Manage and Evaluate Dean of Science
    - Give bi-monthly feedback and collect updates from Dean of Science in [Dean of Science Priorities](#)

#### Minimum Qualifications

- Master's Degree in Education, Science, Technology, Engineering, or Mathematics
- 5+ years of experience in STEM education and curriculum development
- CLEAR Teaching credential in related field
- Strong understanding of STEM pedagogy and instructional practices
- Experience in leading STEM initiatives and programs
- Excellent leadership and organizational skills

### **DIRECTOR OF SPECIAL EDUCATION**

#### **Responsibilities & Expectations**

- **Academics**
  - Coordinates pull-out and push-in RSP services for students with Individualized Education Plans (IEPs) as well as other students in need of support. Drafting IEPs and ensuring compliance with all components of the IEP process
  - Ensuring that all service minutes are provided and appropriately documented through meticulous special education records
  - Monitoring progress toward IEP goals and providing parents with frequent progress reports Scheduling, preparing for, and facilitating IEP meetings

- Meeting regularly with other members of the Adelante team to collaborate and share best practices
- Collaborating with general education teachers to ensure the academic success of special education students within the classroom Supporting the general education team to ensure students are provided an effective Student Success Team (SST)
- **Lead RSP duties**
  - Sits in all IEP as the administrative representative
  - Plans with Head of School to build out the SPED program at ARISE
  - Oversees with Head of School the allocation of RSP resources at ARISE
  - Evaluates members of her team
  - Collaborates with Head of School to ensure SPED compliance
- **ARISE Crew Expectations**
  - Participates in ARISE teacher evaluations process
  - Attends and participates fully in the Summer Professional Development Institute (approx. 2 weeks prior to start of school), including overnight August retreat
  - Attends and participates fully in weekly Professional Development days as well as full-day Professional Development days throughout the school year
  - Participates in key ARISE related events such as Back to School Night, Student Led Conferences, Exhibitions of Student Work, 10th grade Bridges, and Warrior Intellectual Portfolio Defenses
  - Embodies and helps the school realize its goals, mission, and vision
  - This is a 12 month position following the ARISE calendar
- **Professional Development**
  - Develops scope and sequence with Head of School, and Team Freire as needed
  - Leads school-wide professional development activities and content specific professional development
  - Facilitates Special Education professional development
- **Administrative Duties**
  - Participating as key member of the school's Instructional Leadership team and Adelante teams as needed
  - Participating in parent conferences and student intervention meetings for students with IEPs as needed and determined by the Director of Special Education in coordination with her team
  - Acts as administrator for ESY including planning and resource allocation
  - Sustaining a culture of academic achievement and college success
  - Fulfilling other assignments as needed to best serve our students
  - As needed, supports the Head of School to recruit, hire, and retain a high-quality staff
- **Evaluation Caseload**
  - RSP Teachers
  - Special Education Administrative Assistant

#### Minimum Qualifications

- Master's Degree in Special Education or related field

- 7+ years of experience in special education, preferably in urban schools
- Knowledge of IDEA, IEP processes, and inclusive education practices
- Strong advocacy skills for students with disabilities
- Experience in leading special education programs and staff

## **DEANS OF INSTRUCTION**

### **DEAN OF ENGLISH LANGUAGE DEVELOPMENT & LITERACY**

#### **Job Responsibilities & Expectations:**

- **Instructional Leadership**
  - School-wide leadership
    - Participate in weekly ILT meetings in order to design, implement and revise the overall instructional vision of the school
    - Collaborate with Dean of STEM, Dean of ELs and Literacy, Head of School, and Director of Teaching and Learning to provide PD, plan curriculum, and lead the Language Department
    - Participate in Instructional Observations Rounds throughout the year
    - Design and hold the vision for ELD support within the larger framework of professional development and instructional support
  - Department
    - Support the Science, Language, and Social Science Departments in realization of the Literacy Priority Plan and building up of EL instruction
  - Coaching
    - Coach 3-4 teachers towards growth on the Instructional Core
    - Attend coaching professional development with Director of STEM and Director of Teaching and Learning
    - Design and facilitate bi-weekly professional development meetings for the Instructional Coaching Team
- **Administrative Duties**
  - Coordinate all aspects of English Language Development, including scheduling of courses, assessing students, communicating with families, and managing reclassification
  - Supervise and evaluate 3-4 teachers - provide biannual evaluations of these teachers
  - Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
  - Coordinate with Dean of STEM and Director of Teaching and Learning to analyze and report out data related to Whole School Literacy Assessment and Instructional Priority Plan
- **Teaching**
  - Teach four semester-long sections of ELD class
  - Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
  - Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
  - Provide regular feedback to students about their progress, including completing quarterly

- progress reports and updating the online grade book weekly
- Participate in “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based “Rigorous Summative Assessments” in alignment with our Graduate Profile
- Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
- Align course content with our Public and Community Health Pathway
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least once per week.
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)
- **Additional Responsibilities**
  - Support (with Dean of Language and Director of Teaching and Learning) the implementation of the Whole School Literacy Assessments - Writing Benchmark and MAP Reading (3x per year)
  - Manage and coordinate all aspects of ELPAC testing
  - Manage and coordinate all aspects of Daily Independent Reading Time, including ordering of books, professional development for advisors, DIRT observations, and training and coordination of DIRT Librarians (Academic Mentors)

Minimum Qualifications

- Master’s Degree in TESOL, Education, or related field
- CLEAR Teaching credential in related field
- 5+ years of experience in ELD and literacy instruction
- Knowledge of language acquisition theories and literacy development
- Strong instructional leadership and curriculum development skills
- Experience in working with diverse student populations

**DEAN OF LANGUAGE**

**Job Responsibilities & Expectations:**

*Specific Teaching Schedules to be determined*

- **Instructional Leadership**
  - School-wide leadership
    - Participate in weekly ILT meetings and bi-weekly Team Freire meetings in order to design, implement and revise the overall instructional vision of the school
    - Collaborate with Dean of STEM, Dean of ELs and Literacy, Head of School, and Director of Teaching and Learning to provide PD, plan curriculum, and lead the Language Department
    - Participate in Instructional Observations Rounds throughout the year
    - Meet with Academic Counselors to support College and Career Enrichment Curriculum Development and implementation
    - Collaborate with 12th grade counselor on college and career support for 12th graders
  - Department
    - Lead Language Department in the realization of ARISE’s Mission and Vision



- Support all teachers in the Language Department in the implementation of Instructional Priority Plan
    - Facilitate the design and revision of the Language Department 4-year Scope and Sequence
    - Manage the finalization of learning targets for all courses in the Language Department
    - Support Language Department with gradebook, both philosophical and technical
  - Coaching
    - Coach 4 Language teachers towards growth on the Instructional Core
    - Plan and facilitate all Language Department meetings
    - Attend coaching professional development with Dean of STEM and Director of Teaching and Learning
    - Participate in bi-weekly meetings for Instructional Coaching team
- **Administrative Duties**
  - Manage all Department supplies and Department budgeting
  - Supervise and evaluate all members of the Department - provide biannual evaluations of Department members
  - Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture
  - Coordinate with Dean of STEM and Director of Teaching and Learning to analyze and report out data related to Whole School Literacy Assessment and Literacy Priority Plan
- **Teaching**
  - Teach four semester-long sections of of an English class
  - Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
  - Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
  - Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
  - Facilitate “Academic Familia” grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
  - Develop project-based “Rigorous Summative Assessments” in alignment with our [Graduate Profile](#)
  - Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
  - Align course content with our Public and Community Health and Education Pathways
  - Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
  - Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

- **Additional Responsibilities**

- Lead the implementation of the Whole School Literacy Assessments - Writing Benchmark and MAP Reading (3x per year)
- Support EL Coordinator with ELPAC testing
- Participate in the Bridge and Warrior Intellectual Design
- Grade Level and 12th Advisory lead

#### Minimum Qualifications

- Master's Degree in Language Education, Linguistics, or related field
- 5+ years of experience in language instruction and program development
- Knowledge of language acquisition and bilingual education strategies
- Strong instructional and leadership skills
- CLEAR Teaching credential in related field
- Experience in developing language curriculum and assessments

#### DEAN OF SCIENCE

- **Teaching**

- Teach two semester long sections of of a science class per semester
- Attend and participate fully in weekly Professional Development and weekly or bi-weekly coaching meetings with an instructional coach (all teachers at ARISE have a dedicated instructional coach)
- Participate in professional development opportunities to develop skills and expand scope of curricular and instructional knowledge and understanding (including school-wide professional development retreats, critical inquiry group participation, opportunities with school partners, and outside individual professional development)
- Provide regular feedback to students about their progress, including completing quarterly progress reports and updating the online grade book weekly
- Participate in "Academic Familia" grade level meetings to problem solve student issues and build out collaborative, cross-curricular projects
- Develop project-based "Rigorous Summative Assessments" in alignment with our Graduate Profile
- Collaborate with teachers/peers and our Adelante Student Support team to provide a consistent academic support system for all students
- Align course content with our Public and Community Health Pathway
- Provide academic support outside of class to our students (e.g. tutoring, mentoring, homework assistance, including one afternoon each week assisting with required study hall hours) at least twice per week.
- Teach a two-week beyond the classroom course during our Post Session, which runs for the final two weeks of the school year
- Attend and support additional beyond the classroom activities including Advisory retreats, College Tours, Days of Service, Student-led conferences, and Exhibition nights)

- **Leadership**

- Campus presence language for Deans: "Support before school, passing period, lunch, and after school campus coverage to help maintain a positive and respectful school culture"
- Lead Science Department in the realization of ARISE's Mission and Vision
- Lead 11th grade level team meetings and advisory curriculum
- Participate in biweekly Department Lead Meetings
- Coach and evaluate four to five science/CTE teachers to realize the ARISE STEM

Instructional Vision as needed

- Maintain Science and Pathway Department materials and ordering supplies
- Collaborate with Linked Learning Public and Community Health Pathway leads and programming
- Collaborate with Director of STEM, Head of School, and Director of Teaching and Learning to provide PD, plan curriculum, and lead the science department
- Attend coaching meetings and trainings with Director of STEM and Director of Teaching and Learning
- Manage PowerTeacher Pro grading platform
- Lead SBAC preparations for the 11th grade

Minimum Qualifications

- Required - Bachelor's Degree in Science of Education
- Preferred - Master's Degree in Science Education or related field
- CLEAR Teaching credential in related field
- 5+ years of experience in science instruction and curriculum development
- Strong understanding of science pedagogy and NGSS standards
- Experience in leading science education initiatives and professional development
- Excellent organizational and leadership skills

**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 multitask.
- Fluency in English and Spanish highly preferred.

**Additional Employees**

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 support capacity.

**Employee Recruitment and Policies**

ARISE High School recruits and hires a diverse faculty composed of well 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 and teacher training programs, including Stanford, Mills, CSU East Bay, Harvard Graduate School of Education, Reach Institute, and experienced teachers. ARISE also recruits through job boards, such as Indeed.

**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, and designated staff development opportunities.

*Evaluation*

ARISE evaluates teachers according to the following rubric.

**ARISE High School Teaching Evaluation**

**Teacher Name:**            **Evaluator:**            **Date:**

**Criteria #1: Instructional Core and Priority Plan**

Instructional Core Criteria	Narrative and Evaluation
A. Proficiency in Restorative Justice and Warm Demander Classroom Management as demonstrated through the criteria on the Instructional Core observation rubric	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
B. Proficiency in Literacy and Academic Discourse as demonstrated through the criteria on the Instructional Core observation rubric	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
C. Proficiency in Cultural Relevance as demonstrated through the criteria on the Instructional Core observation rubric	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
D. Proficiency in Rigor and Critical Thinking as demonstrated through the criteria on the Instructional Core observation rubric	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

	•
E. Proficiency in Differentiated Student Support as demonstrated through the criteria on the Instructional Core observation rubric	• • •
F. Proficiency in Classroom Aesthetics as demonstrated through the criteria on the Instructional Core observation rubric	• • •
G. Teacher’s lesson plans and unit plans are consistently thorough, well-organized, and grounded in one or more of the following: <ul style="list-style-type: none"> <li>• Warrior Intellectual rubrics</li> <li>• Pathway elements</li> <li>• Math Priority Plan</li> <li>• Elements of the PBL “Gold Standard”</li> <li>• Literacy Priority Plans</li> </ul>	• • •
H. Demonstrates commitment and growth towards the Math Priority Plan	•

**Criteria #2: Maintaining commitment to professionalism, collaboration, and [Crew Accountability](#)**

A. Demonstrates timeliness in showing up to work, PD, and other meetings/events
B. Submits attendance consistently and on time (with the first 10 minutes of class)
C. Submits required deliverables on time (lesson plans, curriculum, grades, sub plans, IEP and 504 documents)
D. Attends and maintains strong presence at all mandatory events (RISE UP, Back to School, SLCs, defenses, test administration, day of service, college tours, and graduation)
E. 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
F. Shares responsibility for the success of the entire school including enforcing school-wide expectations, policies, and Codes of Respect
G. Demonstrates consistent commitment to growth through engagement in PD, Department and Academic Familia meetings and instructional coaching and works to improve teaching practice based on feedback
H. Shows respect for all members of the community (communicates openly and honestly, listens to learn, gives feedback in a productive manner, etc)

**Observations and Evaluation:**

Strengths	Areas for Growth
•	

**Criteria #3: Family and Community Engagement**

A. Actively communicates and collaborates with families and school/community regarding grades, programs, and school events	
B. Knows students well and continually works to build supportive relationships with families to ensure student success	
C. Demonstrates growth and self-reflection in commitment to the broader community, to the ARISE Mission and Vision, and towards antiracism in pedagogy, actions, stance	
<b>Observations and Evaluation:</b>	
Strengths	Areas for Growth
•	•

**Priorities for Continuous Improvement**

Priority	Action	Deadline
1.		
2.		
3.		

**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.

## ELEMENT 6 (HEALTH AND SAFETY)

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*  
– Ed. Code § 47605(c)(5)(F)

### Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

### Pupil Safety

#### Immunizations, Health Examinations, and Health Screenings

Charter 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, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

#### Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

### **Employee Training**

Charter School shall ensure that all staff members receive annual training on Charter 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. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter 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 Education Code section 44691.

### **Employee Screening Requirements**

#### **Criminal Background Clearances and Fingerprinting**

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter 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) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter 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, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

#### **Tuberculosis Screening**

Charter 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. Charter School shall maintain TB clearance records and certifications on file.

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 Head of School and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Immunizations**

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

### **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

### **Menstrual Products**

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

### **All Gender Restrooms**

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **School Meals**

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

### **Recess**

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Mental Health Education**

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

### **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures

- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Head of School and, if there is merit to the concern, the Head of School shall direct the School Safety Plan to be modified accordingly.

### **Workplace Violence Prevention Plan**

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

### **Bloodborne Pathogens**

The Charter School shall meet state and federal standards for dealing with bloodborne 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 bloodborne 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.

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

## **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter 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. The Charter School shall conduct fire drills as required under Education Code Section 32001.

## **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter 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 the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

## **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

## **Supporting LGBTQ Students**

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

## **Homicide Threats**

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **Gun Safety Notice**

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **Athletic Programs**

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

### **Transportation Services**

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

## **ELEMENT 7 (BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS)**

*“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)*

It is the explicit goal of ARISE High School to ensure that the racial and ethnic, special education, and English learner 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, including immigration status, 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 several schools located within our school boundaries, as well as community centers, recreation centers, Boys and Girls clubs, Health centers such as La Clinica and Roots Community Health Center. ARISE High School is also focusing on creating a strong presence in social media and in partnership with Oakland Enrolls to support families with school applications.

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;
- Developing partnerships with Ed Specialists in middle schools to recruit special education students;

- Leverage existing families of students with IEPs to act as ambassadors for recruiting students with disabilities.

ARISE is actively working on recruitment and retention strategies to ensure Black student enrollment at ARISE is reflective of Black student enrollment across Oakland Unified School District. Specifically for retention, ARISE is implementing the following strategies:

- Cohorting students with minority identities (Black, APPI, Mam speaking) in classes and advisories to give sense of community
- Placing students in classes with additional supports
- Additional family engagement and leadership
- BSU and HBCU Trips
- BSU graduation celebration dinner and ceremony
- First access to camping, field trips, and enrichment opportunities
- Peer mentorship
- Lunches and field trips to spaces connected to identities

## ELEMENT 8 (ADMISSIONS POLICIES AND PROCEDURES)

*“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)*

### Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter 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.

Charter 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, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

### Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code, including immigration status.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and



Section 504 and the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Karla Gandiaga  
Head of School  
3301 E. 12th Street, Suite 205  
Oakland, CA 94601  
Phone: 617-816-4721  
E-mail: karla@arisehighschool.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### **Homeless and Foster Youth**

Charter 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 contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

### **Non-Discrimination**

Charter 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.

Charter 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.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

### **Parent Engagement**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

### **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(e)(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, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- ARISE High School will ensure that all application materials will reference all the application deadlines and lottery 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.

### **Admission 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. 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
- Release of records<sup>5</sup>

#### *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 OUSD in which 70% or more of students qualify for free and reduced price meals (a minimum of 60% of available spots)
4. Students residing within OUSD boundaries
5. All other applicants

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Head of School). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled, for preferences one and two. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces

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<sup>5</sup> In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

available in that grade level, students from the second preference category will be drawn in the lottery.

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% 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 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 timely 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*

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.

1. 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. Homeowners/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 9 (INDEPENDENT FINANCIAL AUDITS)

***“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.” – Ed. Code § 47605(c)(5)(I)***

### Independent Fiscal Audits

In compliance with Education Code Sections 47605(c)(5)(I) and 47605(c)(5)(m), 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. The audit shall be conducted in accordance with applicable provisions of 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. The annual audit will be completed by December 15th each 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). 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, to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process.

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.

## ELEMENT 10 (PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED OR EXPELLED)

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)*

### Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-

examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

### **Required Notifications**

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

### **Compliance with OCS Student Discipline Guidelines**

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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 form

### **Restorative Discipline**

While we strive to build a community in which all students experience a sense of safety, belonging, and connectedness, we recognize that there are times in which the norms of our school community may be violated. When a violation of our Codes of Respect occurs, there must be an educational & restorative process by which the person(s) who did the violation can reflect and gain insight as to how to restore value in and of the space we call ARISE. The response to these violations depends on the needs that are created by the harm. This response can look like a restorative conversation with the person(s) harmed, community restitution, or, for significant violations, may result in suspension or expulsion.

### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or

expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

### **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, ARISE 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 the 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 peacefully.
- 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 personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student’s parents/guardians are liable for all damages

caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Additionally, Students found damaging the school campus, in any way such as by tagging, littering, destroying foliage or writing on desks will meet with the head of school 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 damage or loss.

### **Academic Honesty**

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 zero credit on the assignment, immediate contact of the family, and a restorative process in which the student is responsible for restoring the harm done to the community. 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 Dean of Restorative Justice and advisor of student
- Teacher calls home and communicate to parents 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 an open and honest dialogue with families or we lose their trust.*

### **PROFESSIONAL BOUNDARIES: TEACHER-STUDENT INTERACTIONS**

ARISE High School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **Corporal Punishment**

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### 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.

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when an employee is unsure if certain conduct is acceptable, is to ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

### 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 activities 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 Head of School (or Designee) promptly. A reasonable suspicion means something more than 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 Head of School (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 Head of School (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.

## **SUSPENSION AND EXPULSION POLICY**

### Policy

This Student 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 offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspension and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

This policy shall serve as ARISE High School's policy and procedures for student suspension, expulsion, and involuntary removal and it may be amended from time to time without the need to seek a material revision of 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 policies and procedures fairly and consistently among all students.

This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline and involuntary removal policies and procedures. 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.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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 this 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 notify, within 30 days, the superintendent of the school district of any student 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 student's last known address. ARISE High School shall, upon request, provide that school district with a copy of the cumulative record of the student, 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 ("IDEA") 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 requires additional or different procedures. ARISE High School will follow all applicable federal and state laws including but not limited to the applicable provisions of 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).c

## Procedures

### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

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

### B. Enumerated Offenses

#### 1. Discretionary Suspension

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, 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, which includes but is not limited to, electronic files and databases.
- 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 the student's own prescription products by a student.
- 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, which includes but is not limited to, electronic files and databases.
- 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 policy, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- r. Made terroristic threats against school officials and/or school property. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in of the Education Code Section 233(e) . This provision shall apply to students in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students 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 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 their age, or for a person of their 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 their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2. "Electronic Act" means the creation transmission originate on or off the schoolsite 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, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - 1. 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.
      - 2. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

3. 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
    1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - iv. 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 student 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 student 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 (1)(a)-(b), above.
  - x. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.
  - b. Brandished a knife at another person.

- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

### 3. *Discretionary Expellable Offenses*

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

- 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, 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, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 student.
- 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 student 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 student. 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 students 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 students 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 students 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:
    - a. 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.
    - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - d. 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:
    - a. A message, text, sound, video, or image.
    - b. A post on a social network Internet Web site including, but not limited to:
      - i. 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.
      - ii. Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- iii. 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- c. 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 student 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 student 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 (3)(a)-(b), above.
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

#### 4. *Non-Discretionary Expellable Offenses*

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

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq .Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with

a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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.

### C. Procedures For Suspension

Suspensions shall be initiated according to the following procedures:

#### 1. *Informal Conference*

Suspension shall be preceded by an informal conference conducted by the School Director with the student and their 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. *Homework Assignments During Suspension*

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.



In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### 5. *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.

#### D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

#### E. 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 is 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 the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense and recommends the student for expulsion.

The expulsion hearing will be presided over by the neutral and impartial Board of Directors or a neutral and impartial Administrative Panel. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson.

The Administrative Panel or Board of Directors (whichever entity presides over the hearing), will make the final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student 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 student, 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.

#### F. Expulsion Decision

The decision of the Board of Directors or Administrative Panel shall be in the form of a written findings of fact and decision. The final decision by the Board of Directors or Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel or Board of Directors decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to

the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### *Written Notice to Expel*

The School Principal or designee following a decision by the Administrative Panel or Board of Directors to expel shall send written notice of the decision to expel, including the 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 chartering authority. 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 Students/Alternative Education*

Students 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 student may reapply to the School for readmission.

#### *Readmission or Admission of Previously Expelled Students*

The decision to readmit a student at the end of the student's expulsion term, or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal and the student and guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session

consistent with the requirements of the Brown Act. The = student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

#### *No Right to Appeal*

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

#### *Notice to Teachers*

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### *Involuntary Removal for Truancy*

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

#### *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 student.

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 student 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.

## **TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, ARISE High School ("ARISE" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ARISE school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom ARISE does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. ARISE will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. ARISE complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Kei'sha Pearson  
Dean of Development and Operations  
3301 E 12th Street  
Oakland, CA 94601



## **Definitions**

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by ARISE.

ARISE is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
  
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by ARISE.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

**Electronic act** means the creation or transmission originated on or off the schoolsite, 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  1. 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 the definition of “bullying,” above.
  2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
  1. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  2. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” 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.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in ARISE’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that ARISE investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in ARISE’s education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could

constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

ARISE has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

ARISE advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

ARISE informs Charter School employees, students, and parents/guardians of ARISE's policies regarding the use of technology in and out of the classroom. ARISE encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### **2. Education**

ARISE employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. ARISE advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at ARISE and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

ARISE's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

ARISE informs ARISE employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

#### **3. Professional Development**

ARISE annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other ARISE

employees who have regular interaction with students.

ARISE informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by ARISE, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

ARISE encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for ARISE’s students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

ARISE will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the ARISE UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, ARISE will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call

for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Kei'sha Pearson  
Dean of Development and Operations  
3301 E. 12th Street, Suite 205  
Oakland, CA 94601  
Phone: 617-816-4721  
E-mail: keisha@arisehighschool.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. ARISE will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Head of School, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

ARISE acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

ARISE prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to ARISE's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or ARISE's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. ARISE will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of ARISE to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ARISE, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an

- attorney, and may inspect and review evidence; and
  - A statement that ARISE prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - ARISE may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with ARISE's policies.
  - ARISE may remove a respondent from ARISE's education program or activity on an emergency basis, in accordance with ARISE's policies, provided that ARISE undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, ARISE may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If ARISE offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
      - Obtain the parties' advance voluntary, written consent to the informal resolution process.
      - ARISE will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. ARISE shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview



- will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, ARISE will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in ARISE's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable ARISE policy.
  - ARISE may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at ARISE; or
    - The specific circumstances prevent ARISE from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, ARISE will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - ARISE will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of ARISE's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

## **5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from ARISE or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by ARISE in response to

a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find ARISE's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of ARISE's decision or resolution, submit a written appeal to the President of the ARISE Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and ARISE will implement appeal procedures equally for both parties.
- Within five (5) business days of ARISE's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from ARISE's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- ARISE will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

ARISE will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

## ELEMENT 11 (EMPLOYEE RETIREMENT SYSTEMS)

*“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.” – Ed. Code § 47605(c)(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 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 2024-2025, ARISE contributions are:

- 100% of an employee’s health premiums and 50% of dependent premiums are paid for by ARISE.
- ARISE covers 100% of employee premiums and 50% of dependent premiums for dental and vision insurance.

## ELEMENT 12 (PUPIL ATTENDANCE ALTERNATIVES)

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)*

Pupils who choose not to attend the Charter 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 Charter 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 District.

No student may be required to attend the Charter School.

## **ELEMENT 13 (EMPLOYEE RIGHTS OF RETURN)**

***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)***

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly 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 Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No individual may be required to work at the Charter School.

## **ELEMENT 14 (DISPUTE RESOLUTION)**

*“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)*

### **Procedures for Complaints against Charter School**

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter 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.

### **Complaints by Students and Employees**

Charter 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.

### **Disputes between the District and the Charter School**

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter 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 between the District and Charter 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, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To ARISE High, c/o Head of School:  
Karla Gandiaga, Head of School  
3301 E. 12th Street, Suite 205  
Oakland, CA 94601  
Phone: 617-816-4721  
E-mail: karla@arisehighschool.org

To Director, Office of Charter Schools:  
1011 Union Street #947  
Oakland, CA 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 facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic 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 calendar 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.

### **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 promptly refer any complaints or reports regarding such disputes to the ARISE High School Board of Directors or Head of School 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.



## ELEMENT 15 (CLOSURE PROCEDURES)

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

### Closure Action

The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

### 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” posted on the California Department of Education website. All references to “Charter School” apply to Charter 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:

The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) 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.

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 OCS.

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 OCS.

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 OCS.

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 ACOE 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 OCS. 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 OCS.

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 OCS.

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 OCS.

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

The effective date of the closure of Charter School  
The name(s) and contact information for the person(s) handling inquiries regarding the closure  
The students' school districts of residence  
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:

A description of the circumstances of the closure  
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:

Information on how to enroll or transfer the student to an appropriate school  
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  
Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

The effective date of the closure of Charter School  
The name(s) and contact information for the person(s) handling inquiries regarding the closure

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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to 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:

- 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.
- 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.
- Charter School shall prepare and provide an electronic master list of all students to OCS 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 submitted to OCS in accordance with District procedures.
- 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 OCS for the delivery of student records.
- Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
- 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.
- 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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other 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 “closeout audit” within six months after the closure of Charter School that includes:

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.

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.

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, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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:

Preliminary budget

Local control and accountability plan and annual updates

Interim financial reports

Second interim financial reports

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 shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the 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:

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.

The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

Name and contact of person(s) handling the liquidation;

Each item in excess of \$500 (computers, laptops, printers, and other equipment);

An identification number that corresponds to a tag on that item;

The cost of the item and whom/where/date of the item that was donated/sold.

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 closure 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:

File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

Make final federal tax payments (employee taxes, etc.)

Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

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.

## **ADDITIONAL PROVISIONS**

### **Facilities**

Prior to occupancy or use of any school site or facility, Charter School shall provide 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. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to 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. This requirement shall also apply, upon request by the District, 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 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.

### **Hold Harmless/Indemnification Provision**

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

### **Fiscal Matters**

#### **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free

facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### Third Party Contracts

Charter 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 Charter 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. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

### Special Education Revenue Adjustment/Payment for Services

In the event that Charter 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 Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter 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.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

### Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,



- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business 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 of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

### **Data and Information Reporting**

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
  - Preliminary budget
  - Local control and accountability plan
  - First interim financial report
  - Second interim financial report
  - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
  - Annual independent audit report (Ed. Code § 47605(m))
  - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - 20 day attendance report (Ed. Code § 47652(a))
  - Monthly attendance reports
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

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.

## Budget and Financial Reporting

### **ARISE High School Budget Narrative**

The attached budget and cash flow projections are based on conservative estimates of actual costs to operate ARISE High School's (ARISE) program. Assumptions used to create the analysis are based on the school's historical financial data and enrollment, as well as the most recently available information provided by the Fiscal Crisis Management Assistance Team (FCMAT) and School Services of California (SSC).

### **REVENUES**

#### ***Enrollment Assumptions***

	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
<b>Enrollment</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>
<b>9<sup>th</sup></b>	100	100	100	100	100	100
<b>10<sup>th</sup></b>	100	100	100	100	100	100
<b>11<sup>th</sup></b>	100	100	100	100	100	100
<b>12<sup>th</sup></b>	100	100	100	100	100	100
<b>ADA</b>	<b>372.0</b>	<b>372.0</b>	<b>372.0</b>	<b>372.0</b>	<b>372.0</b>	<b>372.0</b>
<b>Percentage</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>

Enrollment and average daily attendance (ADA) are based on historical actuals.

#### ***Demographics***

Based on 2023-24 CALPADS data, the percentage of high needs students, or unduplicated pupil percentage, for ARISE was 92.5%. The unduplicated pupil percentage consists of the population of students who are free and reduced-price meal eligible, foster youth and English language learners. The percentage of English learners last year was 33.3%. The unduplicated percentage is assumed to remain the same in out years.

#### ***Government Funding***

General purpose entitlements are based on the State's Local Control Funding Formula (LCFF) since its passage in 2013. The formula is comprised of a base rate per average daily attendance and supplemental and concentration grants, as determined by the LEA's unduplicated percentage. The school's concentration funding is capped by Oakland Unified School District's UPP of 80.10%.

The effective funding rates through 2029-30 were calculated using the most recently available version of the Fiscal Crisis Management Assistance Team's LCFF calculator (version 25.2 released on July 29, 2024). Should the estimated rates change, ARISE will adjust its budget accordingly.

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
<b>COLA</b>	1.07%	2.93%	3.08%	3.30%	3.29%	0.00%
<b>Effective Rate per ADA</b>	\$16,872	\$17,290	\$17,821	\$18,409	\$19,014	\$19,014

The proportion of general purpose entitlements from in lieu property tax is 22.03%, based on the district’s 2023-24 P-2 certified rate of \$3,696.73 per ADA. The percentage coming from the Education Protection Account is assumed to be 13.30% of LCFF funding, also based on last year’s funding level. The remainder of general purpose funding would come from state aid.

Given its high percentage of Free and Reduced Lunch (88.3%) and English Learner population (33.3%), ARISE has budgeted for Title I, Part A; Title II; Title III EL; and Title IV school-wide funds. The budget assumes that the school will receive the same level of funding for future years based on FY24 final entitlements.

For purposes of special education, ARISE is an independent member of El Dorado Charter SELPA. Revenue assumptions are based on historical entitlements of state and federal funding.

ARISE will continue its participation in Child Nutrition Programs. The preliminary assumption is that due to the California Universal Meals Program that began in 2022-23, federal and state funding will cover 100% of student meal costs.

***Other State Funding***

The school is eligible for SB740 Facility Grant funds since it leases a private facility, and the school has a Free and Reduced Lunch population exceeding 55%. In accordance with the terms of the grant, the funds are budgeted according to the lesser of either calculation – \$1,421 per ADA (in 24-25 adjusted annually for COLA); or 75% of annual costs of rent. ARISE’s budget conservatively assumes that its allocation will have a proration of 90% to accommodate potential oversubscription of the grant.

ARISE has budgeted for state lottery revenue. The rate of \$273 per ADA is according to the School Services of California (SSC) Financial Dartboard of the 2024-25 adopted State Budget. The school has also budgeted for the Mandate Block Grant and assumes it will receive \$55.76 per ADA in FY25 with a statutory COLA increase in the future years. This rate information is also provided by the SSC Financial Dartboard.

ARISE is a grantee of several grants including the California Community Schools Partnership Program Implementation Grant, Middle College and Early College Grant, College and Career Access Pathways Grant, The Strong Workforce Program, and Career Technical Education Incentive Grant. These grants fund supplemental programs for the school’s students and enhance the student experience.

### ***Donations/Fundraising***

The school's fundraising goal is conservatively \$25,000 each year for the next five years. ARISE has averaged approximately \$61,000 over the last four fiscal years.

### **EXPENSES**

Expenses have been conservatively budgeted based on the school's historical data. To account for inflation, the majority of expenses have been increased by 2% every year. Below is a summary of the expense categories reflected in the budget and the underlying assumptions.

### ***Staffing and Benefits***

ARISE's staffing will change over the next five years based on whether the school receives additional grant funding. The Academic Mentor program is mainly grant funded and would have to be reduced in future years if the school doesn't receive additional funding. The submitted budget does not plan on the school receiving grant funding from any additional sources.

	<b>FTE 2024-25</b>
Certificated Teachers	18.8
Certificated Support Staff	11.0
Certificated Admin	13.0
Classified Admin	2.0
Classified Support Staff	5.0
Academic Mentors	15.6
Classified Clerical Staff	3.0
Maintenance Support	2.0

The staffing costs included in the budget workbook reflect a 4% increase to base salaries in future years. In addition to base salaries, selected staff members will receive additional pay in the form of stipends. Some examples of stipend pay include work as a grade level coordinator, athletics coach, and teaching enrichment courses.

ARISE participates in STRS for certificated staff. STRS rates for future years are according to the SSC Financial Dashboard and are outlined below:

	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>STRS</b>	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%

ARISE also allows its employees to participate in a 401K plan. ARISE is budgeting for a 3% employer match for eligible non-STRS participants.

ARISE expects to spend \$7,187 on health and welfare benefits per participating employee and budgets for a 3% increase in these costs in future years.

### ***Books and Supplies***

In 2024-25, ARISE expects to spend a total of \$227,900 on books and supplies. \$50,500 will be spent on materials and supplies (including educational software, instructional materials, and office supplies). \$30,000 is budgeted for non-capitalized equipment. Food and nutrition program costs are expected to be \$147,400 in 2024-25. Future years factor in a 2% COLA increase to all recurring costs.

### ***Services and Operating Expenses***

Having renewed its facility lease in 2023 for another five years, ARISE expects to spend \$86,650 per month on rent. Other related costs include utilities (\$57,222), equipment leases (\$78,030), and parking (\$21,973). These costs are based on historical data and are increased at a 2% rate in future years to accommodate for inflation.

ARISE will continue to outsource its back-office functions to EdTec, to include payroll, AP, accounting, financial reporting, budgeting, and student data management services. Fees for these and other similarly contracted services (including audit fees) are based on historical data.

ARISE will continue to work with various instructional and non-instructional consultants to help support its operation. The budget for all out years reflects this and includes an annual increase of 2% to account for inflation.

District oversight fees are calculated at 1% of LCFF.

The budget also includes expenses related directly to student enrichment and support of ARISE's staff and parent population. These include field trips, student activities, parent workshops, translation services, and professional development. Other budgeted operational costs include staff recruiting, fundraising costs, substitutes, student information system, technology services, and communications. Expenses are budgeted based on historical actuals. All recurring expenses are adjusted with a 2% increase per year to account for inflation.

### **CASH FLOW**

Included in the budget is a cash flow projection which shows that ARISE expects to maintain a positive cash balance in all budgeted out years.

### **CONTINGENCIES AND RESERVES**

ARISE is projected to have a positive operating income over the next five years and will maintain a fund balance reserve that well exceeds the 3-5% CDE recommended budget reserve each year.

In the event of financial hardship brought on by circumstances out of the school's control, ARISE has secured a line of credit through Capital Impact Partners which will allow it to meet its short-term cash obligations while it adjusts its budget to meet its future needs.

If anticipated revenues are not received or are lower than estimated, ARISE will evaluate all its supplemental programs and determine which ones have the greatest impact and benefit for the students. The other programs will be reduced to maintain a balanced budget.

# ARISE High 2024-25 Renewal Budget

## MULTI-YEAR BUDGET PROJECTION

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Totals for 2024-25	Totals for 2025-26	Totals for 2026-27	Totals for 2027-28
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	4,046,124.72	4,201,987.79	4,373,759.47	4,563,343.80
Education Protection Account State Aid - Current Year	8012	821,595.72	854,717.65	881,042.97	910,117.64
State Aid - Prior Years	8019	-	0.00	0.00	0.00
Charter Schools Funding in Lieu of Property Taxes	8096	1,375,183.56	1,375,183.56	1,375,183.56	1,375,183.56
Other LCFF Transfers	8091, 8097				
Total, LCFF Sources		6,242,904.00	6,431,889.00	6,629,986.00	6,848,645.00
2. Federal Revenues					
Every Student Succeeds Act (Title I-V)	8290	163,646.63	163,646.63	163,646.63	163,646.63
Special Education - Federal	8181, 8182	56,000.00	56,000.00	56,000.00	56,000.00
Child Nutrition - Federal	8220	48,960.00	49,939.20	50,937.98	51,956.74
Donated Food Commodities	8221				
Other Federal Revenues	8110, 8260-8299				
Total, Federal Revenues		268,606.63	269,585.83	270,584.61	271,603.37
3. Other State Revenues					
Special Education - State	StateRevSE	363,299.10	363,299.10	363,299.10	363,299.10
All Other State Revenues	StateRevAO	1,786,597.07	1,266,273.19	1,080,078.93	1,024,037.70
Total, Other State Revenues		2,149,896.17	1,629,572.28	1,443,378.03	1,387,336.80
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	841,771.00	775,165.64	778,594.23	782,057.10
Total, Local Revenues		841,771.00	775,165.64	778,594.23	782,057.10
<b>5. TOTAL REVENUES</b>		<b>9,503,177.80</b>	<b>9,106,212.75</b>	<b>9,122,542.87</b>	<b>9,289,642.27</b>
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,315,838.50	2,318,953.76	2,403,062.79	2,496,785.30
Certificated Pupil Support Salaries	1200	516,515.00	435,678.20	452,920.57	471,037.39
Certificated Supervisors' and Administrators' Salaries	1300	1,039,790.00	979,699.40	1,018,621.82	1,059,366.69
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		3,872,143.50	3,734,331.36	3,874,605.17	4,027,189.38
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	548,429.00	381,371.00	256,371.00	256,625.84
Non-certificated Support Salaries	2200	610,058.00	472,183.00	407,862.74	424,177.25
Non-certificated Supervisors' and Administrators' Sal.	2300	108,665.00	114,131.60	118,652.06	123,398.15
Clerical and Office Salaries	2400	194,790.00	201,860.60	209,839.06	72,708.97
Other Non-certificated Salaries	2900	238,532.00	247,906.28	257,787.61	268,099.12
Total, Non-certificated Salaries		1,700,474.00	1,417,452.48	1,250,512.48	1,145,009.33



# ARISE High 2024-25 Renewal Budget

## MULTI-YEAR BUDGET PROJECTION

Description	Object Code	Totals for 2024-25	Totals for 2025-26	Totals for 2026-27	Totals for 2027-28
<b>3. Employee Benefits</b>					
STRS	3101-3102	752,738.93	734,090.81	763,454.44	793,992.62
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	181,960.67	155,820.21	144,248.59	137,937.38
Health and Welfare Benefits	3401-3402	418,646.47	388,085.28	392,325.47	388,846.36
Unemployment Insurance	3501-3502	20,160.00	18,144.00	17,808.00	17,136.00
Workers' Compensation Insurance	3601-3602	69,007.40	63,796.09	63,465.87	64,048.89
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	3,601.20	3,745.25	3,895.06	4,050.86
Total, Employee Benefits		1,446,114.67	1,363,681.63	1,385,197.44	1,406,012.11
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00
Materials and Supplies	4300	50,500.00	51,430.00	52,378.60	53,346.17
Noncapitalized Equipment	4400	30,000.00	30,600.00	31,212.00	31,836.24
Food	4700	147,400.00	150,348.00	153,354.96	156,422.06
Total, Books and Supplies		227,900.00	232,378.00	236,945.56	241,604.47
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	0.00	0.00	0.00	0.00
Dues and Memberships	5300	22,201.22	22,645.24	23,098.15	23,560.11
Insurance	5400	78,797.04	80,372.98	81,980.44	83,620.05
Operations and Housekeeping Services	5500	57,222.00	58,366.44	59,533.77	60,724.44
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,139,807.18	1,173,001.36	1,207,171.37	1,242,346.07
Professional/Consulting Services and Operating Expend.	5800	845,789.65	865,156.86	879,804.59	894,911.28
Communications	5900	46,737.20	47,671.94	48,625.38	49,597.89
Total, Services and Other Operating Expenditures		2,190,554.29	2,247,214.82	2,300,213.70	2,354,759.84
<b>6. Capital Outlay</b>					
<i>(Objects 6100-6170, 6200-6500 for mod. accrual basis ONLY)</i>					
Sites and Improvements of Sites	6100-6170				
Buildings and Improvements of Buildings	6200				
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				
Equipment	6400				
Equipment Replacement	6500				
<b>Depreciation Expense (for full accrual only)</b>	<b>6900</b>	38,461.00	38,461.00	38,461.00	38,461.00
Total, Capital Outlay		38,461.00	38,461.00	38,461.00	38,461.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143				
Transfers of Pass-through Revenues to Other LEAs	7211-7213				
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				
All Other Transfers	7281-7299				
Debt Service:					
Interest	7438	19,496.90	7,802.37	106.65	0.00
Principal	7439	0.00		0.00	0.00
Total, Other Outgo		19,496.90	7,802.37	106.65	0.00
<b>8. TOTAL EXPENDITURES</b>		<b>9,495,144.36</b>	<b>9,041,321.66</b>	<b>9,086,042.00</b>	<b>9,213,036.12</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		8,033.44	64,891.09	36,500.87	76,606.15

# ARISE High 2024-25 Renewal Budget

## MULTI-YEAR BUDGET PROJECTION

Description	Object Code	Totals for 2024-25	Totals for 2025-26	Totals for 2026-27	Totals for 2027-28
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				
2. Less: Other Uses	7630-7699				
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
		8,033.44	64,891.09	36,500.87	76,606.15
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	1,944,623.33	1,952,656.77	2,017,547.86	2,054,048.73
b. Adjustments to Beginning Balance	9793, 9795				
c. Adjusted Beginning Balance		1,944,623.33	1,952,656.77	2,017,547.86	2,054,048.73
<b>2. Ending Fund Balance, June 30 (E + F.1.c.)</b>		<b>1,952,656.77</b>	<b>2,017,547.86</b>	<b>2,054,048.73</b>	<b>2,130,654.88</b>
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				
Stores	9712				
Prepaid Expenditures	9713				
All Others	9719				
b. Restricted	9740				
c. Committed					
Stabilization Arrangements	9750				
Other Commitments	9760				
d. Assigned					
Other Assignments	9780				
e. Unassigned/Unappropriated					
<b>Reserve for Economic Uncertainties (% of Total Exp.)</b>	<b>9789</b>	<b>474,757.22</b>	<b>452,066.08</b>	<b>454,302.10</b>	<b>460,651.81</b>
Undesignated / Unappropriated Amount	9790	1,477,899.55	1,565,481.78	1,599,746.63	1,670,003.07

# LCFF Calculator Caveats

v.25.1a

5/24/2024

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs.**

***The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.***

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## General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW  
2022-23

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

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**FCMAT**

FISCAL CRISIS & MANAGEMENT  
ASSISTANCE TEAM

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## Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

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## School District Calculations

NEW  
2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid Choice
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.



**LCFF Calculator Navigation**  
v.25.1a 5/24/2024

**Structure:**

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

**Data entry cells:** prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

**Tab Navigation Key:**

- Information tabs:** provide important projection information and should be reviewed with each update.
- Data Entry tab:** single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.
- Primary calculation results tabs:** provide calculations and results summaries only. **No data is entered on these tabs.**
- Secondary support calculation tabs:** provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**
- User editable tabs:** preformatted graphs and blank worksheet tabs.

## LCFF Calculator Navigation

v.25.1a

5/24/2024

### Instructions:

1 **Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.

- Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

**Section (1) Universal Assumptions:** Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

**Section (2) Charter School Data Elements Required to Calculate the LCFF:** Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

**Section (3) School District Data Elements Required to Calculate the LCFF:** Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

**Section (4) Necessary Small Schools ADA:** School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

**Section (5) In-Lieu of Property Tax Calculation for Charter Schools:** School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.
- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

### Resources:

- FCMAT LCFF help desk and calculator updates: [www.fcmat.org/lcff](http://www.fcmat.org/lcff)
- CDE PASE exhibits: [www.cde.ca.gov/fg/aa/pa/exhibitguides.asp](http://www.cde.ca.gov/fg/aa/pa/exhibitguides.asp)
- CDE Exhibit Guide: [www.cde.ca.gov/fg/aa/pa/exhibitguides.asp](http://www.cde.ca.gov/fg/aa/pa/exhibitguides.asp)
- CDE Funding Rates and Information: [www.cde.ca.gov/fg/aa/pa/lcffcola.asp](http://www.cde.ca.gov/fg/aa/pa/lcffcola.asp)

**LCFF CALCULATOR**

115238	5 digit District code or 7 digit School code (from the CDS code)
NO	Is this calculation for a new charter school? (select from drop down list)
Charter	Projection Type
8/1/2024	Projection Date

LEA:	ARISE High
Projection Title:	ARISE High Charter Renewal
Created by:	Josh Kemp
Email:	<a href="mailto:jkemp@edtec.com">jkemp@edtec.com</a>
Phone:	

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
<b>ARISE High (115238)</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>

**( 1 ) UNIVERSAL ASSUMPTIONS**

Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <small>(prefilled as calculated by the Department of Finance, DOF)</small>	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	1.70%	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Augmentation/(COLA Suspension)	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2022-23 forward)	\$ -	\$ 2,813	\$ 3,044	\$ 3,077	\$ 3,167	\$ 3,265	\$ 3,373	\$ 3,484
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	48.75954508%	26.70046456%	26.70046456%	26.70046456%	26.70046456%	26.70046456%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	48.75954508%	26.70046456%	26.70046456%	26.70046456%	26.70046456%	26.70046456%
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 2 ) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF</b>									
<b>NEW CHARTER SCHOOLS</b>		New Charter School Name: <input type="text"/>							
		Year that charter starts operation (select from drop down list): <input type="text"/>							
<b>( a ) TRANSFER OF IN-LIEU PROPERTY TAX</b>		<b>Note:</b> Charter schools should contact sponsoring district(s) for In-lieu estimate							
F-4	F-6 / F-7 In-Lieu of Property Tax	1,117,863	1,246,937	1,354,656	1,375,184	1,375,184	1,375,184	1,375,184	1,375,184
<b>( b ) UNDUPLICATED PUPIL PERCENTAGE (UPP)</b>									
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	369	387						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	387	404						
A-1, A-2, A-3	Enrollment	404	404	400	400	400	400	400	400
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	309	342						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	342	354						
B-1, B-2, B-3	Unduplicated Pupil Count	354	366	370	370	370	370	370	370
		<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
	Single Year Unduplicated Pupil Percentage	87.62%	90.59%	92.50%	92.50%	92.50%	92.50%	92.50%	92.50%
C-1	Unduplicated Pupil Percentage (%)	86.64%	88.87%	90.23%	91.86%	92.50%	92.50%	92.50%	92.50%
<b>( c ) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location</b>									
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.									
D-3	Unduplicated Pupil Percentage (%)	76.61%	77.95%	80.09%	80.10%	80.10%	80.10%	80.10%	80.10%
	Unduplicated Pupil Percentage: Supplemental Grant	86.64%	88.87%	90.23%	91.86%	92.50%	92.50%	92.50%	92.50%
	Unduplicated Pupil Percentage: Concentration Grant	76.61%	77.95%	80.09%	80.10%	80.10%	80.10%	80.10%	80.10%
<b>( d ) AVERAGE DAILY ATTENDANCE (ADA)</b>									
ADA used for the Transitional Kindergarten Add-on <b>ONLY</b> :									
G-4	TK (NEW beginning 2022-23)	-	-	-					
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year									
B-1	Grades TK-3	-	-	-					
B-2	Grades 4-6	-	-	-					
B-3	Grades 7-8	-	-	-					
B-4	Grades 9-12	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00
	SUBTOTAL ADA	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00
	RATIO: ADA to Enrollment	0.91	0.92	0.93	0.93	0.93	0.93	0.93	0.93
<b>( e ) OTHER LCFF ADJUSTMENTS</b>									
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -					



ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 3 ) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF</b>									
<b>( a ) GENERAL QUESTIONS</b>									
	Is your district required to transfer in-lieu taxes to a charter school?	YES							
	Does your district have a necessary small school?	NO							
<b>( b ) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION</b>									
	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES
<b>( c ) PROPERTY TAXES</b>									
C-1 A-6	Estimated Property Taxes (excluding RDA)	\$ -	\$ -	\$ -					
B-5	Redevelopment Agency Local Revenue	\$ -	\$ -	\$ -					
	Less In-Lieu Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>( d ) OTHER LCFF ADJUSTMENTS</b>									
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -					
<b>( e ) UNDUPLICATED PUPIL PERCENTAGE</b>									
A-1.2 / A-3.2	District Enrollment (second prior year)	-	-						
A-1.1 / A-3.1	District Enrollment (first prior year)	-	-						
A-1 / A-3	District Enrollment	-	-	-					
A-2.2 / A-4.2	COE Enrollment (second prior year)	-	-						
A-2.1 / A-4.1	COE Enrollment (first prior year)	-	-						
A-2 / A-4	COE Enrollment	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	-	-						
B-1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	-	-						
B-1 / B-3	District Unduplicated Pupil Count	-	-	-					
B-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-						
B-2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-						
B-2 / B-4	COE Unduplicated Pupil Count	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
<b>( f ) AVERAGE DAILY ATTENDANCE (ADA)</b>										
ADA used for the Transitional Kindergarten Add-on <b>ONLY</b> :										
G-10	TK (Commencing in 2022-23)	-	-	-	-	-	-	-	-	
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.										
B-1, D-5	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)									
	Grades TK-3	-	-	-						
	Grades 4-6	-	-	-						
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	
D-9, E-1	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)									
	Grades TK-3	-	-	-						
	Grades 4-6	-	-	-						
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-	
District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).										
	DISTRICT TOTAL	-	-	-	-	-	-	-	-	
E-2, E-3	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)									
	Grades TK-3	-	-	-						
	Grades 4-6	-	-	-						
	Grades 7-8	-	-	-						
	Grades 9-12	-	-	-						
	COUNTY TOTAL	-	-	-	-	-	-	-	-	
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
<b>( g ) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT</b>										
If applicable, enter prior year ADA for students transferring into or out of district schools and <u>district-sponsored</u> charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). <b>NOTE: Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.</b>										
A-19	<b>Prior year</b>	Source: Principal Apportionment Data Collection, P-2 Attendance School District Form		2021-22 ADA shift reported in 2022-23 ADA report	2022-23 ADA shift reported in 2023-24 ADA report	2023-24 ADA shift reported in 2024-25 ADA report	2024-25 ADA shift reported in 2025-26 ADA report	2025-26 ADA shift reported in 2026-27 ADA report	2026-27 ADA shift reported in 2027-28 ADA report	2027-28 ADA shift reported in 2028-29 ADA report
	Grades TK-3		Prior year <b>Charter School Shift Increase</b> of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-				
	Grades 4-6			-	-	-				
	Grades 7-8			-	-	-				
	Grades 9-12			-	-	-				
				-	-	-	-	-	-	
A-20	Grades TK-3		Prior year <b>Charter School Shift Decrease</b> of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-				
	Grades 4-6			-	-	-				
	Grades 7-8			-	-	-				
	Grades 9-12			-	-	-				
					-	-	-	-	-	-

ARISE High (115238)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-

ARISE High (115238)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>( 4 ) NECESSARY SMALL SCHOOLS ADA</b>										
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.										
<b>1 NSS #1</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-					
A-13		<b>Grades 4-6</b>	-	-	-					
A-14		<b>Grades 7-8</b>	-	-	-					
B-6		<b>Grades 9-12</b>	-	-	-					
		<b>TOTAL</b>	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
	<b>Is this school eligible for NSS funding?</b>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	<b>Select funding method:</b>		<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	Select method	Select method	Select method	Select method	Select method
<b>2 NSS #2</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-					
A-13		<b>Grades 4-6</b>	-	-	-					
A-14		<b>Grades 7-8</b>	-	-	-					
B-6		<b>Grades 9-12</b>	-	-	-					
		<b>TOTAL</b>	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
	<b>Is this school eligible for NSS funding?</b>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	<b>Select funding method:</b>		<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	Select method	Select method	Select method	Select method	Select method
<b>3 NSS #3</b>			<b>School Code:</b>							
A-12	<b>Current Year P2 ADA:</b>	<b>Grades TK-3</b>	-	-	-					
A-13		<b>Grades 4-6</b>	-	-	-					
A-14		<b>Grades 7-8</b>	-	-	-					
B-6		<b>Grades 9-12</b>	-	-	-					
		<b>TOTAL</b>	-	-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE (round up to the full FTE)</b>		-	-	-	-	-	-	-	-
	<b>Is this school eligible for NSS funding?</b>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	<b>Select funding method:</b>		<b>LCFF</b>	<b>LCFF</b>	<b>LCFF</b>	Select method	Select method	Select method	Select method	Select method

ARISE High (115238)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>4 NSS #4</b>			School Code:							
A-12	<b>Current Year P2 ADA:</b>	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
		TOTAL		-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE</b> (round up to the full FTE)		-	-	-					
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	<b>Select funding method:</b>		LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
<b>5 NSS #5</b>			School Code:							
A-12	<b>Current Year P2 ADA:</b>	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
		TOTAL		-	-	-	-	-	-	-
A-11, B-5	<b>Number of FTE</b> (round up to the full FTE)		-	-	-					
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	<b>Select funding method:</b>		LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method

ARISE High (115238)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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**( 5 ) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS**

Complete either section (a) or (b)

**( a ) ALTERNATIVE CALCULATION TOOL**

Use this section to override the calculated in-lieu of property tax results.

1. Clear the prepopulated number '1' from the box located to the right	1							
2. Local calculation of <u>total</u> in-lieu property taxes								

**( b ) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)**

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	Charter Name								
	Charter ADA by grade span								
	Grades K-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	Total ADA	-	-	-	-	-	-	-	-
2	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
3	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
4	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
5	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
6	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
7	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
8	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
9	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
10	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
11	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
12	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
13	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
14	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-



ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
15	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
16	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
17	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
18	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
19	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
20	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
21	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
22	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
23	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
24	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
25	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
26	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
27	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
28	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
29	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
30	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
31	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
32	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
33	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
34	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
35	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
36	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
37	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
38	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
39	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
40	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
41	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
42	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
43	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
44	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
45	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
46	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
47	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
48	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
49	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

ARISE High (115238)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
50	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-



ARISE High (115238) - ARISE High Charter Renewal		8/1/2024							
DETAILED ADA CALCULATION		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>		2018-19 ADA	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3		Non Applicable	-	-	-	-	-	-	-
Grades 4-6		Until 2022-23	-	-	-	-	-	-	-
Grades 7-8		Certification	-	-	-	-	-	-	-
Grades 9-12			-	-	-	-	-	-	-
<b>LCFF Subtotal</b>			-	-	-	-	-	-	-
NSS			-	-	-	-	-	-	-
<b>Combined Subtotal</b>			-	-	-	-	-	-	-
<b>Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>		2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3		Non Applicable	-	-	-	-	-	-	-
Grades 4-6		Until 2022-23	-	-	-	-	-	-	-
Grades 7-8		Certification	-	-	-	-	-	-	-
Grades 9-12			-	-	-	-	-	-	-
<b>LCFF Subtotal</b>			-	-	-	-	-	-	-
NSS			-	-	-	-	-	-	-
<b>Combined Subtotal</b>			-	-	-	-	-	-	-
<b>Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>		2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3		-	-	-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-	-
<b>LCFF Subtotal</b>		-	-	-	-	-	-	-	-
NSS		-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>		-	-	-	-	-	-	-	-
<b>Net Adjustment to Prior Year ADA for Charter Shift</b>									
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		Non Applicable							
Prior year charter school shift percentage		Until 2022-23	0%	0%	0%	0%	0%	0%	0%
<b>Prior 3-Year Average ADA (if charter shift percentage &gt; -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23</b>									
Grades TK-3			-	-	-	-	-	-	-
Grades 4-6		Applicable Until 2022-23	-	-	-	-	-	-	-
Grades 7-8			-	-	-	-	-	-	-
Grades 9-12			-	-	-	-	-	-	-
<b>LCFF Subtotal</b>			-	-	-	-	-	-	-
NSS			-	-	-	-	-	-	-
<b>Combined Subtotal</b>			-	-	-	-	-	-	-
<b>Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average</b>									
<b>Current Year ADA</b>									
Grades TK-3		-	-	-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-	-	-
Grades 9-12		368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00
<b>LCFF Subtotal</b>		368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00
NSS		-	-	-	-	-	-	-	-
<b>Combined Subtotal</b>		368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00
<b>Change in LCFF ADA (excludes NSS ADA)</b>									
		368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00
		Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase

ARISE High (115238) - ARISE High Charter Renewal		8/1/2024							
DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
<b>Funded LCFF ADA (greater of current year, prior year or 3-prior year average)</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00	
<b>Subtotal</b>	<b>368.99</b>	<b>371.11</b>	<b>370.29</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	
	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	<i>Current Yr</i>	
<b>Funded NSS ADA</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NPS, CDS, &amp; COE Operated</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>ACTUAL ADA (Current Year Only)</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00	
<b>Total Actual ADA</b>	<b>368.99</b>	<b>371.11</b>	<b>370.29</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	
<b>TOTAL FUNDED ADA, LCFF &amp; NSS</b>									
Grades TK-3	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	
Grades 9-12	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00	
<b>Total Funded ADA</b>	<b>368.99</b>	<b>371.11</b>	<b>370.29</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	<b>372.00</b>	
<i>Funded Difference (Funded ADA less Actual ADA)</i>									
	-	-	-	-	-	-	-	-	
<b>FUNDED ADA for the Transitional Kindergarten Add-on</b>									
Current Year TK ADA	-	-	-	-	-	-	-	-	

ARISE High (115238) - ARISE High Charter Renewal		v.25.1a		PY3		v.25.1a		8/1/2024		PY2															
LOCAL CONTROL FUNDING FORMULA						2021-22						2022-23													
LCFF ENTITLEMENT CALCULATION																									
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage											
Calculation Factors		5.07%		0.00%		86.64%		76.61%		13.26%		0.00%		88.87%		77.95%									
		Current Yr								Current Yr															
		ADA		Grade Span		Supplemental		Concentration		ADA		Grade Span		Supplemental		Concentration									
		Base								Base															
Grades TK-3		-		\$ 8,093		\$ 842		\$ 1,548		\$ 1,255		\$ -		\$ 1,510		\$ -									
Grades 4-6		-		\$ 8,215				\$ 1,423		\$ 1,154		-		\$ 1,388		-									
Grades 7-8		-		\$ 8,458				\$ 1,466		\$ 1,188		-		\$ 1,429		-									
Grades 9-12		368.99		9,802		255		1,743		1,413		4,875,218		371.11		11,102		289		2,025		1,699		5,609,287	
Subtract Necessary Small School ADA and Funding		-		-		-		-		-		-		-		-		-		-		-			
<b>Total Base, Supplemental, and Concentration Grant</b>		\$ 3,616,840		\$ 94,092		\$ 643,030		\$ 521,256		\$ 4,875,218		\$ 4,120,063		\$ 107,251		\$ 751,363		\$ 630,610		\$ 5,609,287					
NSS Allowance		-		-		-		-		-		-		-		-		-		-		-			
<b>TOTAL BASE</b>		<b>368.99</b>		<b>\$ 3,616,840</b>		<b>\$ 94,092</b>		<b>\$ 643,030</b>		<b>\$ 521,256</b>		<b>\$ 4,875,218</b>		<b>371.11</b>		<b>\$ 4,120,063</b>		<b>\$ 107,251</b>		<b>\$ 751,363</b>		<b>\$ 630,610</b>		<b>\$ 5,609,287</b>	
<b>ADD ONS:</b>																									
Targeted Instructional Improvement Block Grant												\$ -		\$ -											
Home-to-School Transportation (COLA added commencing 2023-24)												-		-											
Small School District Bus Replacement Program (COLA added commencing 2023-24)												-		-											
Transitional Kindergarten (Commencing 2022-23)												-		-											
TK ADA												-		TK Add-on rate		\$ 2,813.00		-							
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>												-		-		-		-							
<b>LCFF Entitlement Before Adjustments</b>												\$ 4,875,218		\$ 5,609,287											
Miscellaneous Adjustments												-		-											
<b>ADJUSTED LCFF ENTITLEMENT</b>												<b>\$ 4,875,218</b>		<b>\$ 5,609,287</b>											
Local Revenue (including RDA)												(1,117,863)		(1,246,937)											
<b>Gross State Aid</b>												<b>\$ 3,757,355</b>		<b>\$ 4,362,350</b>											
Education Protection Account Entitlement												(1,528,865)		(364,445)											
<b>Net State Aid</b>												<b>\$ 2,228,490</b>		<b>\$ 3,997,905</b>											
<b>MINIMUM STATE AID CALCULATION</b>																									
		12-13 Rate		2021-22 ADA		N/A				12-13 Rate		2022-23 ADA		N/A											
2012-13 RL/Charter Gen BG adjusted for ADA		\$ 6,185.00		368.99		\$ 2,282,203				\$ 6,185.00		371.11		\$ 2,295,315											
2012-13 NSS Allowance (deficit)		\$ -				-				\$ -				-											
Minimum State Aid Adjustments						-								-											
Less Current Year Property Taxes/In-Lieu						(1,117,863)								(1,246,937)											
Less Education Protection Account Entitlement						(1,528,865)								(364,445)											
<b>Subtotal State Aid for Historical RL/Charter General BG</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ 683,933</b>											
Categorical Minimum State Aid						11,972								11,972											
Charter School Categorical Block Grant adjusted for ADA				1,137.13		368.99				1,137.13		371.11		422,000											
<b>Minimum State Aid Guarantee Before Proration Factor</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 1,117,905</b>											
Proration Factor														0.00%											
<b>Minimum State Aid Guarantee</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 431,562</b>		<b>\$ 1,117,905</b>											
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>																									
LCFF Entitlement												4,875,218		5,609,287											
Minimum State Aid plus Property Taxes including RDA												1,549,425		2,364,842											
Offset												-		-											
Minimum State Aid Prior to Offset												431,562		1,117,905											
Total Minimum State Aid with Offset												431,562		1,117,905											
<b>State Aid Before Additional State Aid</b>												<b>\$ 2,228,490</b>		<b>\$ 3,997,905</b>											
<b>ADDITIONAL STATE AID</b>												<b>\$ -</b>		<b>\$ -</b>											
<b>LCFF State Aid, Adjusted for Minimum State Aid Guarantee</b>												<b>\$ 2,228,490</b>		<b>\$ 3,997,905</b>											
<b>LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice &amp; Charter Supplemental</b>												<b>\$ 4,875,218</b>		<b>\$ 5,609,287</b>											
Change Over Prior Year														15.06%		734,069		15,115							
LCFF Entitlement Per ADA (excluding Categorical MSA)												\$ 13,212													
Per-ADA Change Over Prior Year														14.40%		1,903									
Basic Aid Status (school districts only)												-													
<b>LCFF SOURCES INCLUDING EXCESS TAXES</b>																									
		2021-22		2022-23		Increase				2022-23															
State Aid		\$ 2,228,490		\$ 3,997,905		1,769,415		79.40%		\$ 3,997,905															
Education Protection Account		1,528,865		364,445						364,445															
Property Taxes Net of In-Lieu Transfers		-		-				0.00%		-															
Charter In-Lieu Taxes		1,117,863		1,246,937		129,074		11.55%		1,246,937															
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		<b>\$ 4,875,218</b>		<b>\$ 5,609,287</b>		<b>1,898,489</b>		<b>38.94%</b>		<b>\$ 5,609,287</b>															

ARISE High (115238) - ARISE High Charter Renewal		v.25.1a		PY1		v.25.1a		8/1/2024		CY																	
LOCAL CONTROL FUNDING FORMULA						2023-24		2024-25																			
LCFF ENTITLEMENT CALCULATION																											
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage													
Calculation Factors		8.22%		0.00%		90.23%		80.09%		1.07%		0.00%		91.86%		80.10%											
		Current Yr								Current Yr																	
		ADA		Base		Grade Span		Supplemental		Concentration		Total		ADA		Base		Grade Span		Supplemental		Concentration		Total			
Grades TK-3		-	\$ 9,919	\$ 1,032	\$ 1,976	\$ 1,786	\$ -	-	-	-	-	\$ 10,025	\$ 1,043	\$ 2,033	\$ 1,806	\$ -	-	-	-	-	-	-	-	-	-		
Grades 4-6		-	10,069		1,817	1,642	-	-	-	-	-	10,177		1,870	1,660	-	-	-	-	-	-	-	-	-	-		
Grades 7-8		-	10,367		1,871	1,691	-	-	-	-	-	10,478		1,925	1,709	-	-	-	-	-	-	-	-	-	-		
Grades 9-12		370.29	12,015	312	2,225	2,010	6,132,698	372.00	12,144	316	2,289	2,033	6,242,904	-	-	-	-	-	-	-	-	-	-	-	-		
Subtract Necessary Small School ADA and Funding		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Base, Supplemental, and Concentration Grant</b>		\$ 4,449,034		\$ 115,531	\$ 823,721	\$ 744,412	\$ 6,132,698	\$ 4,517,568		\$ 117,552	\$ 851,564	\$ 756,220	\$ 6,242,904	-		-		-		-		-		-			
NSS Allowance		-		-	-	-	-	-		-	-	-	-	-		-		-		-		-		-			
<b>TOTAL BASE</b>		370.29 \$ 4,449,034		\$ 115,531	\$ 823,721	\$ 744,412	\$ 6,132,698	372.00 \$ 4,517,568		\$ 117,552	\$ 851,564	\$ 756,220	\$ 6,242,904	-		-		-		-		-		-			
<b>ADD ONS:</b>																											
Targeted Instructional Improvement Block Grant							\$ -																			\$ -	
Home-to-School Transportation (COLA added commencing 2023-24)							-						-													-	
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-						-													-	
Transitional Kindergarten (Commencing 2022-23)							-						-													-	
TK ADA							\$ 3,044.00						\$ 3,077.00													-	
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>																											
<b>LCFF Entitlement Before Adjustments</b>							\$ 6,132,698						\$ 6,242,904														
Miscellaneous Adjustments							-						-														
<b>ADJUSTED LCFF ENTITLEMENT</b>							\$ 6,132,698						\$ 6,242,904														
Local Revenue (including RDA)							(1,354,656)						(1,375,184)														
<b>Gross State Aid</b>							\$ 4,778,042						\$ 4,867,720														
Education Protection Account Entitlement							(1,493,475)						(830,387)														
<b>Net State Aid</b>							\$ 3,284,567						\$ 4,037,333														
<b>MINIMUM STATE AID CALCULATION</b>																											
				12-13 Rate		2023-24 ADA		N/A				12-13 Rate		2024-25 ADA		N/A											
2012-13 RL/Charter Gen BG adjusted for ADA				\$ 6,185.00		370.29		\$ 2,290,244				\$ 6,185.00		372.00		\$ 2,300,820											
2012-13 NSS Allowance (deficit)				\$ -				-				\$ -				-											
Minimum State Aid Adjustments								-								-											
Less Current Year Property Taxes/In-Lieu								(1,354,656)								(1,375,184)											
Less Education Protection Account Entitlement								(1,493,475)								(830,387)											
<b>Subtotal State Aid for Historical RL/Charter General BG</b>								\$ -								\$ 95,249											
Categorical Minimum State Aid								11,972								11,972											
Charter School Categorical Block Grant adjusted for ADA				1,137.13		370.29		421,068				1,137.13		372.00		423,012											
<b>Minimum State Aid Guarantee Before Proration Factor</b>								\$ 433,040								\$ 530,233											
Proration Factor								0.00%								0.00%											
<b>Minimum State Aid Guarantee</b>								\$ 433,040								\$ 530,233											
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>																											
LCFF Entitlement								6,132,698								6,242,904											
Minimum State Aid plus Property Taxes including RDA								1,787,696								1,905,417											
Offset								-								-											
Minimum State Aid Prior to Offset								433,040								530,233											
Total Minimum State Aid with Offset								433,040								530,233											
<b>State Aid Before Additional State Aid</b>								\$ 3,284,567								\$ 4,037,333											
<b>ADDITIONAL STATE AID</b>																											
LCFF State Aid, Adjusted for Minimum State Aid Guarantee								\$ -								\$ -											
<b>LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice &amp; Charter Supplier</b>								\$ 6,132,698								\$ 6,242,904											
Change Over Prior Year				9.33%		523,411								1.80%		110,206											
LCFF Entitlement Per ADA (excluding Categorical MSA)								16,562								16,782											
Per-ADA Change Over Prior Year				9.57%		1,447								1.33%		220											
Basic Aid Status (school districts only)								-								-											
<b>LCFF SOURCES INCLUDING EXCESS TAXES</b>																											
				Increase		2023-24						Increase		2024-25													
State Aid				-17.84%		(713,338)		\$ 3,284,567				22.92%		752,766		\$ 4,037,333											
Education Protection Account								1,493,475								830,387											
Property Taxes Net of In-Lieu Transfers				0.00%		-		-				0.00%		-		-											
Charter In-Lieu Taxes				8.64%		107,719		1,354,656				1.52%		20,528		1,375,184											
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				-10.80%		(605,619)		\$ 6,132,698				12.61%		773,294		\$ 6,242,904											

ARISE High (115238) - ARISE High Charter Renewal		v.25.1a		CY1		v.25.1a		CY2							
LOCAL CONTROL FUNDING FORMULA				2025-26		2026-27									
LCFF ENTITLEMENT CALCULATION															
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				
	2.93%		0.00%		92.50%		80.10%		3.08%		0.00%		92.50%		80.10%
Current Yr															
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total			
Grades TK-3	-	\$ 10,319	\$ 1,073	\$ 2,108	\$ 1,859	\$ -	-	\$ 10,637	\$ 1,106	\$ 2,172	\$ 1,916	\$ -			
Grades 4-6	-	10,475		1,938	1,709	-	-	10,798		1,998	1,762	-			
Grades 7-8	-	10,785		1,995	1,760	-	-	11,117		2,057	1,814	-			
Grades 9-12	372.00	12,500	325	2,373	2,092	6,431,889	372.00	12,885	335	2,446	2,157	6,629,986			
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-	-	-			
<b>Total Base, Supplemental, and Concentration Grant</b>		\$ 4,650,000	\$ 120,900	\$ 882,617	\$ 778,372	\$ 6,431,889		\$ 4,793,220	\$ 124,620	\$ 909,800	\$ 802,346	\$ 6,629,986			
NSS Allowance		-	-	-	-	-		-	-	-	-	-			
<b>TOTAL BASE</b>	<b>372.00</b>	<b>\$ 4,650,000</b>	<b>\$ 120,900</b>	<b>\$ 882,617</b>	<b>\$ 778,372</b>	<b>\$ 6,431,889</b>	<b>372.00</b>	<b>\$ 4,793,220</b>	<b>\$ 124,620</b>	<b>\$ 909,800</b>	<b>\$ 802,346</b>	<b>\$ 6,629,986</b>			
<b>ADD ONS:</b>															
Targeted Instructional Improvement Block Grant						\$ -						\$ -			
Home-to-School Transportation (COLA added commencing 2023-24)						-						-			
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-			
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	\$ 3,167.00		-	TK ADA	-	TK Add-on rate	\$ 3,265.00		-			
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>						-						-			
<b>LCFF Entitlement Before Adjustments</b>						\$ 6,431,889						\$ 6,629,986			
Miscellaneous Adjustments						-						-			
<b>ADJUSTED LCFF ENTITLEMENT</b>						\$ 6,431,889						\$ 6,629,986			
Local Revenue (including RDA)						(1,375,184)						(1,375,184)			
<b>Gross State Aid</b>						\$ 5,056,705						\$ 5,254,802			
Education Protection Account Entitlement						(854,718)						(881,043)			
<b>Net State Aid</b>						\$ 4,201,987						\$ 4,373,759			
<b>MINIMUM STATE AID CALCULATION</b>															
			12-13 Rate	2025-26 ADA		N/A		12-13 Rate	2026-27 ADA			N/A			
2012-13 RL/Charter Gen BG adjusted for ADA			\$ 6,185.00	372.00		\$ 2,300,820		\$ 6,185.00	372.00			\$ 2,300,820			
2012-13 NSS Allowance (deficit)			\$ -			-		\$ -				-			
Minimum State Aid Adjustments						-						-			
Less Current Year Property Taxes/In-Lieu						(1,375,184)						(1,375,184)			
Less Education Protection Account Entitlement						(854,718)						(881,043)			
<b>Subtotal State Aid for Historical RL/Charter General BG</b>						\$ 70,918						\$ 44,593			
Categorical Minimum State Aid						11,972						11,972			
Charter School Categorical Block Grant adjusted for ADA			1,137.13	372.00		423,012		1,137.13	372.00			423,012			
<b>Minimum State Aid Guarantee Before Proration Factor</b>						\$ 505,902						\$ 479,577			
Proration Factor						0.00%						0.00%			
<b>Minimum State Aid Guarantee</b>						\$ 505,902						\$ 479,577			
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>															
LCFF Entitlement						6,431,889						6,629,986			
Minimum State Aid plus Property Taxes including RDA						1,881,086						1,854,761			
Offset						-						-			
Minimum State Aid Prior to Offset						505,902						479,577			
Total Minimum State Aid with Offset						505,902						479,577			
<b>State Aid Before Additional State Aid</b>						\$ 4,201,987						\$ 4,373,759			
<b>ADDITIONAL STATE AID</b>															
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						\$ -						\$ -			
<b>LCFF State Aid, Adjusted for Minimum State Aid Guarantee</b>						\$ 4,201,987						\$ 4,373,759			
<b>LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice &amp; Charter Supplier</b>															
Change Over Prior Year			3.03%	188,985				3.08%	198,097						
LCFF Entitlement Per ADA (excluding Categorical MSA)						17,290						17,823			
Per-ADA Change Over Prior Year			3.03%	508				3.08%	533						
Basic Aid Status (school districts only)						-						-			
<b>LCFF SOURCES INCLUDING EXCESS TAXES</b>															
			Increase			2025-26		Increase				2026-27			
State Aid		4.08%	164,654			\$ 4,201,987		4.09%	171,772			\$ 4,373,759			
Education Protection Account						854,718						881,043			
Property Taxes Net of In-Lieu Transfers		0.00%	-			-		0.00%	-			-			
Charter In-Lieu Taxes		0.00%	-			1,375,184		0.00%	-			1,375,184			
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		2.64%	164,654			\$ 6,431,889		2.67%	171,772			\$ 6,629,986			

ARISE High (115238) - ARISE High Charter Renewal		v.25.1a		CY3		v.25.1a		CY4				
LOCAL CONTROL FUNDING FORMULA						2027-28		2028-29				
LCFF ENTITLEMENT CALCULATION												
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
	3.30%		0.00%		92.50% 80.10%		3.29%		0.00%		92.50% 80.10%	
Current Yr						Current Yr						
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	\$ 10,988	\$ 1,143	\$ 2,244	\$ 1,979	\$ -	-	\$ 11,350	\$ 1,180	\$ 2,318	\$ 2,044	\$ -
Grades 4-6	-	11,154		2,063	1,820	-	-	11,521		2,131	1,880	-
Grades 7-8	-	11,484		2,125	1,874	-	-	11,862		2,194	1,935	-
Grades 9-12	372.00	13,310	346	2,526	2,228	6,848,645	372.00	13,748	357	2,609	2,301	7,073,824
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Base, Supplemental, and Concentration Grant</b>		\$ 4,951,320	\$ 128,712	\$ 939,806	\$ 828,807	\$ 6,848,645		\$ 5,114,256	\$ 132,804	\$ 970,706	\$ 856,058	\$ 7,073,824
NSS Allowance		-	-	-	-	-		-	-	-	-	-
<b>TOTAL BASE</b>	<b>372.00</b>	<b>\$ 4,951,320</b>	<b>\$ 128,712</b>	<b>\$ 939,806</b>	<b>\$ 828,807</b>	<b>\$ 6,848,645</b>	<b>372.00</b>	<b>\$ 5,114,256</b>	<b>\$ 132,804</b>	<b>\$ 970,706</b>	<b>\$ 856,058</b>	<b>\$ 7,073,824</b>
<b>ADD ONS:</b>												
Targeted Instructional Improvement Block Grant						\$ -						\$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	\$ 3,373.00		-	TK ADA	-	TK Add-on rate	\$ 3,484.00		-
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>												
<b>LCFF Entitlement Before Adjustments</b>						\$ 6,848,645						\$ 7,073,824
Miscellaneous Adjustments						-						-
<b>ADJUSTED LCFF ENTITLEMENT</b>						<b>\$ 6,848,645</b>						<b>\$ 7,073,824</b>
Local Revenue (including RDA)						(1,375,184)						(1,375,184)
<b>Gross State Aid</b>						<b>\$ 5,473,461</b>						<b>\$ 5,698,640</b>
Education Protection Account Entitlement						(910,118)						(940,060)
<b>Net State Aid</b>						<b>\$ 4,563,343</b>						<b>\$ 4,758,580</b>
<b>MINIMUM STATE AID CALCULATION</b>												
			12-13 Rate	2027-28 ADA		N/A		12-13 Rate	2028-29 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ 6,185.00	372.00		\$ 2,300,820		\$ 6,185.00	372.00			\$ 2,300,820
2012-13 NSS Allowance (deficit)			\$ -			-		\$ -				-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(1,375,184)						(1,375,184)
Less Education Protection Account Entitlement						(910,118)						(940,060)
<b>Subtotal State Aid for Historical RL/Charter General BG</b>						<b>\$ 15,518</b>						<b>\$ -</b>
Categorical Minimum State Aid						11,972						11,972
Charter School Categorical Block Grant adjusted for ADA			1,137.13	372.00		423,012		1,137.13	372.00			423,012
<b>Minimum State Aid Guarantee Before Proration Factor</b>						<b>\$ 450,502</b>						<b>\$ 434,984</b>
Proration Factor						0.00%						0.00%
<b>Minimum State Aid Guarantee</b>						<b>\$ 450,502</b>						<b>\$ 434,984</b>
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>												
LCFF Entitlement						6,848,645						7,073,824
Minimum State Aid plus Property Taxes including RDA						1,825,686						1,810,168
Offset						-						-
Minimum State Aid Prior to Offset						450,502						434,984
Total Minimum State Aid with Offset						450,502						434,984
<b>State Aid Before Additional State Aid</b>						<b>\$ 4,563,343</b>						<b>\$ 4,758,580</b>
<b>ADDITIONAL STATE AID</b>						\$ -						\$ -
<b>LCFF State Aid, Adjusted for Minimum State Aid Guarantee</b>						<b>\$ 4,563,343</b>						<b>\$ 4,758,580</b>
<b>LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice &amp; Charter Suppler</b>						<b>\$ 6,848,645</b>						<b>\$ 7,073,824</b>
Change Over Prior Year			3.30%	218,659				3.29%	225,179			
LCFF Entitlement Per ADA (excluding Categorical MSA)						18,410						19,016
Per-ADA Change Over Prior Year			3.29%	587				3.29%	606			
Basic Aid Status (school districts only)						-						-
<b>LCFF SOURCES INCLUDING EXCESS TAXES</b>												
				Increase		2027-28		Increase				2028-29
State Aid		4.33%		189,584		\$ 4,563,343		4.28%	195,237			\$ 4,758,580
Education Protection Account						910,118						940,060
Property Taxes Net of In-Lieu Transfers		0.00%		-		-		0.00%	-			-
Charter In-Lieu Taxes		0.00%		-		1,375,184		0.00%	-			1,375,184
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		2.86%		189,584		<b>\$ 6,848,645</b>		3.04%	195,237			<b>\$ 7,073,824</b>

ARISE High (115238) - ARISE High Charter Renewal

8/1/24

EDUCATION PROTECTION ACCOUNT										
Certification Period:	Annual 2021-22	P-2 2022-23	Annual 2022-23	Estimated P-2 2023-24	Est. Annual 2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT</b>										
A-1 Total ADA for EPA Minimum	368.99	371.11	371.11	370.29	370.29	372.00	372.00	372.00	372.00	372.00
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
A-3 EPA Minimum Funding (A-1 * A-2)	\$ 73,798	\$ 74,222	\$ 74,222	\$ 74,058	\$ 74,058	\$ 74,400	\$ 74,400	\$ 74,400	\$ 74,400	\$ 74,400
<b>EPA PROPORTIONATE SHARE CAP</b>										
B3, B7 2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	\$ 7,172.90		\$ 7,643.44	\$ 8,271.73	\$ 8,271.73	\$ 8,360.24	\$ 8,605.20	\$ 8,870.24	\$ 9,162.96	\$ 9,464.42
B4, B8 Current Year Funded ADA, excluding NSS	368.99		371.11	370.29	370.29	372.00	372.00	372.00	372.00	372.00
B-11 2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12 Current Year Funded ADA, including NSS	368.99		371.11	370.29	370.29	372.00	372.00	372.00	372.00	372.00
Adjusted Total Revenue Limit	\$ 2,646,728		\$ 2,836,557	\$ 3,062,939	\$ 3,062,939	\$ 3,110,009	\$ 3,201,134	\$ 3,299,729	\$ 3,408,621	\$ 3,520,764
B-10 Current Year Adjusted NSS Allowance	-		-	-	-	-	-	-	-	-
B-16 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ 2,646,728	\$ 2,836,557	\$ 2,836,557	\$ 3,062,939	\$ 3,062,939	\$ 3,110,009	\$ 3,201,134	\$ 3,299,729	\$ 3,408,621	\$ 3,520,764
B-17 Local Revenue/In-Lieu of Property Taxes	\$ 1,117,863	\$ 1,247,178	\$ 1,246,937	\$ 1,354,656	\$ 1,354,656	\$ 1,375,184	\$ 1,375,184	\$ 1,375,184	\$ 1,375,184	\$ 1,375,184
B-18 EPA Proportionate Share Cap (B-16 - B-17; if less than 0, B-18 = 0)	\$ 1,528,865	\$ 1,589,379	\$ 1,589,620	\$ 1,708,283	\$ 1,708,283	\$ 1,734,825	\$ 1,825,950	\$ 1,924,545	\$ 2,033,437	\$ 2,145,580
<b>EPA PROPORTIONATE SHARE</b>										
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$2,646,728	\$ 2,836,557	\$2,836,557	\$3,062,939	\$3,062,939	\$3,110,009	\$3,201,134	\$3,299,729	\$3,408,621	\$3,520,764
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)		12.74780911%		48.75954508%		26.70046456%	26.70046456%	26.70046456%	26.70046456%	26.70046456%
C-3 EPA Proportionate Share (C-1 * C-2)	\$ 1,994,880	\$ 361,599	\$ 364,445	\$ 1,493,475	\$ 1,493,475	\$ 830,387	\$ 854,718	\$ 881,043	\$ 910,118	\$ 940,060
<b>EPA ENTITLEMENT</b>										
D-1 EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ 1,528,865	\$ 361,599	\$ 364,445	\$ 1,493,475	\$ 1,493,475	\$ 830,387	\$ 854,718	\$ 881,043	\$ 910,118	\$ 940,060
D-2 Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D-3 Adjusted EPA Entitlement (D-1 + D-2)	1,528,865	361,599	364,445	1,493,475	1,493,475	830,387	854,718	881,043	910,118	940,060
D-4 Prior Year Annual Adjustment	10,653	\$ 65,413	65,413	\$ 2,846	2,846	-	-	-	-	-
D-5 P2 Entitlement Net of PY Adjustment	1,539,518	\$ 427,012	429,858	\$ 1,496,321	1,496,321	830,387	854,718	881,043	910,118	940,060
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	75.37156903%	12.84814107%	12.84814107%	48.75954508%	48.75954508%	26.70046456%	26.70046456%	26.70046456%	26.70046456%	26.70046456%
Adjusted EPA Allocation (used to calculate LCFF Revenue)		\$ 364,445		\$ 1,493,475		830,387	854,718	881,043	910,118	940,060

\*\*A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of isto an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

ARISE High (115238) - ARISE High Charter Renewal		8/1/2024							
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
<b>General Assumptions</b>									
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%	
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Assumptions:									
Enrollment Count	404	404	400	400	400	400	400	400	
Unduplicated Pupil Count (UPC)	354	366	370	370	370	370	370	370	
Unduplicated Pupil Percentage (UPP)	86.64%	88.87%	90.23%	91.86%	92.50%	92.50%	92.50%	92.50%	
Current Year LCFF Average Daily Attendance (ADA)	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00	
Funded LCFF ADA	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00	
LCFF ADA Funding Method	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-	
Funded NSS ADA	-	-	-	-	-	-	-	-	
NSS ADA Funding Method(s)									
<b>LCFF Entitlement Summary</b>									
Base Grant	\$3,616,840	\$4,120,063	\$4,449,034	\$4,517,568	\$4,650,000	\$4,793,220	\$4,951,320	\$5,114,256	
Grade Span Adjustment	94,092	107,251	115,531	117,552	120,900	124,620	128,712	132,804	
<b>Adjusted Base Grant</b>	<b>\$3,710,932</b>	<b>\$4,227,314</b>	<b>\$4,564,565</b>	<b>\$4,635,120</b>	<b>\$4,770,900</b>	<b>\$4,917,840</b>	<b>\$5,080,032</b>	<b>\$5,247,060</b>	
Supplemental Grant	643,030	751,363	823,721	851,564	882,617	909,800	939,806	970,706	
Concentration Grant	521,256	630,610	744,412	756,220	778,372	802,346	828,807	856,058	
<b>Total Base, Supplemental and Concentration Grant</b>	<b>\$4,875,218</b>	<b>\$5,609,287</b>	<b>\$6,132,698</b>	<b>\$6,242,904</b>	<b>\$6,431,889</b>	<b>\$6,629,986</b>	<b>\$6,848,645</b>	<b>\$7,073,824</b>	
Allowance: Necessary Small School	-	-	-	-	-	-	-	-	
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-	
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-	
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-	
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-	
<b>Total Allowance and Add-On Amounts</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	
<b>Total LCFF Entitlement Before Adjustments</b> (excludes Additional State Aid)	<b>\$4,875,218</b>	<b>\$5,609,287</b>	<b>\$6,132,698</b>	<b>\$6,242,904</b>	<b>\$6,431,889</b>	<b>\$6,629,986</b>	<b>\$6,848,645</b>	<b>\$7,073,824</b>	
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	
<b>Total LCFF Entitlement</b> (excludes Additional State Aid)	<b>\$ 4,875,218</b>	<b>\$ 5,609,287</b>	<b>\$ 6,132,698</b>	<b>\$ 6,242,904</b>	<b>\$ 6,431,889</b>	<b>\$ 6,629,986</b>	<b>\$ 6,848,645</b>	<b>\$ 7,073,824</b>	
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 13,212	\$ 15,115	\$ 16,562	\$ 16,782	\$ 17,290	\$ 17,823	\$ 18,410	\$ 19,016	
Additional State Aid	-	-	-	-	-	-	-	-	
<b>Total LCFF Entitlement with Additional State Aid</b>	<b>4,875,218</b>	<b>5,609,287</b>	<b>6,132,698</b>	<b>6,242,904</b>	<b>6,431,889</b>	<b>6,629,986</b>	<b>6,848,645</b>	<b>7,073,824</b>	
<b>LCFF Sources Summary</b>									
<b>Funding Source Summary</b>									
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 1,117,863	\$ 1,246,937	\$ 1,354,656	\$ 1,375,184	\$ 1,375,184	\$ 1,375,184	\$ 1,375,184	\$ 1,375,184	
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 1,528,865	\$ 364,445	\$ 1,493,475	\$ 830,387	\$ 854,718	\$ 881,043	\$ 910,118	\$ 940,060	
Net State Aid (excludes Additional State Aid)	\$ 2,228,490	\$ 3,997,905	\$ 3,284,567	\$ 4,037,333	\$ 4,201,987	\$ 4,373,759	\$ 4,563,343	\$ 4,758,580	
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Funding Sources</b>	<b>\$ 4,875,218</b>	<b>\$ 5,609,287</b>	<b>\$ 6,132,698</b>	<b>\$ 6,242,904</b>	<b>\$ 6,431,889</b>	<b>\$ 6,629,986</b>	<b>\$ 6,848,645</b>	<b>\$ 7,073,824</b>	
<b>Funding Source by Resource-Object</b>									
State Aid (Resource Code 0000, Object Code 8011)	\$ 2,228,490	\$ 3,997,905	\$ 3,284,567	\$ 4,037,333	\$ 4,201,987	\$ 4,373,759	\$ 4,563,343	\$ 4,758,580	
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	\$ 1,528,865	\$ 364,445	\$ 1,493,475	\$ 830,387	\$ 854,718	\$ 881,043	\$ 910,118	\$ 940,060	
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	\$ 10,653	\$ 65,413	\$ 2,846	\$ -	\$ -	\$ -	\$ -	\$ -	
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
In-Lieu of Property Taxes (Object Code 8096)	1,117,863	1,246,937	1,354,656	1,375,184	1,375,184	1,375,184	1,375,184	1,375,184	
<b>Entitlement and Source Reconciliation</b>									
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	



ARISE High (115238) - ARISE High Charter Renewal		8/1/2024									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29			
Total LCFF Entitlement	\$ 4,875,218	\$ 5,609,287	\$ 6,132,698	\$ 6,242,904	\$ 6,431,889	\$ 6,629,986	\$ 6,848,645	\$ 7,073,824			
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Total Funding Sources	\$ 4,875,218	\$ 5,609,287	\$ 6,132,698	\$ 6,242,904	\$ 6,431,889	\$ 6,629,986	\$ 6,848,645	\$ 7,073,824			

ARISE High (115238) - ARISE High Charter Renewal		8/1/2024							
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
<b>LCAP Percentage to Increase or Improve Services Calculation</b>									
Base Grant ( <i>Excludes add-ons for TIIG &amp; Transportation</i> )	\$ 3,710,932	\$ 4,227,314	\$ 4,564,565	\$ 4,635,120	\$ 4,770,900	\$ 4,917,840	\$ 5,080,032	\$ 5,247,060	
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,164,286	\$ 1,381,973	\$ 1,568,133	\$ 1,607,784	\$ 1,660,989	\$ 1,712,146	\$ 1,768,613	\$ 1,826,764	
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 120,290	\$ 145,526	\$ 171,787	\$ 174,512	\$ 179,624	\$ 185,157	\$ 191,263	\$ 197,552	
Percentage to Increase or Improve Services	31.37%	32.69%	34.35%	34.69%	34.82%	34.82%	34.81%	34.82%	

ARISE High (115238) - ARISE High Charter Renewal		8/1/2024								
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
<b>PER-ADA FUNDING LEVELS</b>										
<b>Base, Supplemental and Concentration Rate per ADA</b>										
Grades TK-3	\$	11,738.31	\$ 13,427.05	\$ 14,713.16	\$ 14,907.16	\$ 15,358.12	\$ 15,831.33	\$ 16,354.41	\$ 16,892.32	
Grades 4-6	\$	10,792.42	\$ 12,345.62	\$ 13,528.15	\$ 13,707.10	\$ 14,121.87	\$ 14,557.32	\$ 15,037.27	\$ 15,532.04	
Grades 7-8	\$	11,111.66	\$ 12,711.85	\$ 13,928.53	\$ 14,112.50	\$ 14,539.80	\$ 14,987.38	\$ 15,482.15	\$ 15,991.76	
Grades 9-12	\$	13,212.33	\$ 15,114.89	\$ 16,561.88	\$ 16,782.00	\$ 17,290.02	\$ 17,822.54	\$ 18,410.34	\$ 19,015.66	
<b>Base Grants</b>										
Grades TK-3	\$	8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637	\$ 10,988	\$ 11,350	
Grades 4-6	\$	8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521	
Grades 7-8	\$	8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862	
Grades 9-12	\$	9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885	\$ 13,310	\$ 13,748	
<b>Grade Span Adjustment</b>										
Grades TK-3	\$	842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106	\$ 1,143	\$ 1,180	
Grades 9-12	\$	255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335	\$ 346	\$ 357	
<b>Supplemental Grant</b>										
		20%	20%	20%	20%	20%	20%	20%	20%	
<b>Maximum - 1.00 ADA, 100% UPP</b>										
Grades TK-3	\$	1,787	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,278	\$ 2,349	\$ 2,426	\$ 2,506	
Grades 4-6	\$	1,643	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,095	\$ 2,160	\$ 2,231	\$ 2,304	
Grades 7-8	\$	1,692	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,157	\$ 2,223	\$ 2,297	\$ 2,372	
Grades 9-12	\$	2,011	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,565	\$ 2,644	\$ 2,731	\$ 2,821	
<b>Actual - 1.00 ADA, Local UPP as follows:</b>										
		86.64%	88.87%	90.23%	91.86%	92.50%	92.50%	92.50%	92.50%	
Grades TK-3	\$	1,548	\$ 1,799	\$ 1,976	\$ 2,033	\$ 2,108	\$ 2,172	\$ 2,244	\$ 2,318	
Grades 4-6	\$	1,423	\$ 1,654	\$ 1,817	\$ 1,870	\$ 1,938	\$ 1,998	\$ 2,063	\$ 2,131	
Grades 7-8	\$	1,466	\$ 1,703	\$ 1,871	\$ 1,925	\$ 1,995	\$ 2,057	\$ 2,125	\$ 2,194	
Grades 9-12	\$	1,743	\$ 2,025	\$ 2,225	\$ 2,289	\$ 2,373	\$ 2,446	\$ 2,526	\$ 2,609	
<b>Concentration Grant (&gt;55% population)</b>										
		65%	65%	65%	65%	65%	65%	65%	65%	
<b>Maximum - 1.00 ADA, 100% UPP</b>										
Grades TK-3	\$	5,808	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,405	\$ 7,633	\$ 7,885	\$ 8,145	
Grades 4-6	\$	5,340	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,809	\$ 7,019	\$ 7,250	\$ 7,489	
Grades 7-8	\$	5,498	\$ 6,227	\$ 6,739	\$ 6,811	\$ 7,010	\$ 7,226	\$ 7,465	\$ 7,710	
Grades 9-12	\$	6,537	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,336	\$ 8,593	\$ 8,876	\$ 9,168	
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>										
		21.6100%	22.9500%	25.0900%	25.1000%	25.1000%	25.1000%	25.1000%	25.1000%	
Grades TK-3	\$	1,255	\$ 1,510	\$ 1,786	\$ 1,806	\$ 1,859	\$ 1,916	\$ 1,979	\$ 2,044	
Grades 4-6	\$	1,154	\$ 1,388	\$ 1,642	\$ 1,660	\$ 1,709	\$ 1,762	\$ 1,820	\$ 1,880	
Grades 7-8	\$	1,188	\$ 1,429	\$ 1,691	\$ 1,709	\$ 1,760	\$ 1,814	\$ 1,874	\$ 1,935	
Grades 9-12	\$	1,413	\$ 1,699	\$ 2,010	\$ 2,033	\$ 2,092	\$ 2,157	\$ 2,228	\$ 2,301	

**IN-LIEU PROPERTY TAX TRANSFER**

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

- 1. Property Taxes per ADA
- 2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

- 1. Property taxes per ADA x District of Residence ADA
- 2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:								
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
<b>In-Lieu of Property Tax Transfer Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Prior Year Basic Aid Status

-	-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---	---

1	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

2	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

3	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

4	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

5	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
7	<b>RATES 2021-22</b>												
8	<b>ADA</b>		<b>Level / # FTE</b>	<b>Allowance</b>	<b>12/13 deficated rate</b>		<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA &amp; Augmentation.</i>						
9	<b>Elementary</b>												
10	1 - 24		1	172,200	131,300								
11	25 - 48		2	344,400	262,600								
12	49 - 72		3	516,600	393,900								
13	73 - 96		4	688,800	525,200								
14	<b>High School</b>												
15	1 - 19		1	139,795	106,575								
16	1 - 19		2	279,590	213,150								
17	1 - 19		3	621,060	473,400								
18	20 - 38		4	760,855	579,975								
19	39 - 57		5	900,650	686,550								
20	58 - 71		6	1,040,445	793,125								
21	72 - 86		7	1,180,240	899,700								
22	87 - 100		8	1,320,035	1,006,275								
23	101 - 114		9	1,459,830	1,112,850								
24	115 - 129		10	1,599,625	1,219,425								
25	130 - 143		11	1,739,420	1,326,000								
26	144 - 171		12	1,879,215	1,432,575								
27	172 - 210		13	2,019,010	1,539,150								
28	211 - 248		14	2,158,805	1,645,725								
29	249 - 286		15	2,298,600	1,752,300								
30	NSS Add-on per ADA					-	-						
31						-	-						
32	<b>ADA &amp; NSS FTE 2021-22</b>												
33			<b>DISTRICT</b>	<b>NSS 1</b>	<b>NSS 2</b>	<b>NSS 3</b>	<b>NSS 4</b>	<b>NSS 5</b>	<b>NPS, CDS, &amp; COE operated</b>				
34	Third PY ADA (net of charter shift)												
35	2018-19	Grades TK-3		Placeholder - to be used starting in 22/23									
36	Grades 4-6												
37	Grades 7-8												
38	Grades 9-12												
39	Third PRIOR YEAR ADA												
40	Third PY NUMBER OF FTE												
41	Second PY ADA (net of charter shift)												
42	2019-20	Grades TK-3		Placeholder - to be used starting in 22/23									
43	Grades 4-6												
44	Grades 7-8												
45	Grades 9-12												
46	Second PRIOR YEAR ADA												
47	Second PY NUMBER OF FTE												
48	PRIOR YEAR ADA (net of charter shift)												
49	A-1	Grades TK-3		-	-	-	-	-	-	-	-	-	
50	A-2	Grades 4-6		-	-	-	-	-	-	-	-	-	
51	A-3	Grades 7-8		-	-	-	-	-	-	-	-	-	
52	A-4, B-1	Grades 9-12		-	-	-	-	-	-	-	-	-	
53	PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-	
54	A-5, B-2	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	-	
55	THREE PRIOR YEAR AVERAGE (net of charter shift)												
56	Grades TK-3		-	To be used starting in 22/23 calculations									
57	Grades 4-6		-										
58	Grades 7-8		-										
59	Grades 9-12		-										
60	3 PY AVERAGE ADA		-										
61	3 PRIOR YEAR NUMBER OF FTE												
62	CURRENT YEAR ADA (before charter shift)												
63	2021-22	Grades TK-3		-	-	-	-	-	-	-	-	-	
64	Grades 4-6		-	-	-	-	-	-	-	-	-	-	
65	Grades 7-8		-	-	-	-	-	-	-	-	-	-	
66	Grades 9-12		-	-	-	-	-	-	-	-	-	-	
67	CURRENT YEAR ADA												
68	CURRENT YEAR NUMBER OF FTE												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
69	<b>NSS FUNDING CALCULATIONS</b>												
70	Eligibility as a NSS					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
71	Type of NSS school					Eligible	Eligible	Eligible	Eligible	Eligible			
72	NSS Allowance if funded as NSS & on prior year					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS			
73	NSS allowance level					-	-	-	-	-			
74	NSS Allowance using PY					-	-	-	-	-			
75	NSS Add-on using PY					-	-	-	-	-			
76	Total NSS Allowance using PY					-	-	-	-	-			
77	NSS Allowance if funded as NSS & on 3 PY average					-	-	-	-	-			
78	NSS allowance level					-	-	-	-	-			
79	NSS Allowance using 3 PY average					To be used starting in 22/23 calculations					-	-	-
80	NSS Add-on using 3 PY average										-	-	-
81	Total NSS Allowance using 3 PY average					-	-	-	-	-			
82	NSS Allowance if funded as NSS & on current year					-	-	-	-	-			
83	NSS allowance level					-	-	-	-	-			
84	NSS Allowance using CY					-	-	-	-	-			
85	NSS Add-on using CY					-	-	-	-	-			
86	Total NSS Allowance using CY					-	-	-	-	-			
87	NSS allowance level >0?					NO	NO	NO	NO	NO			
88	NSS Allowance if funded as NSS is based on					Current Yr	Current Yr	Current Yr	Current Yr	Current Yr			
89	NSS Funding					-	-	-	-	-			
90	NSS ADA					-	-	-	-	-			
91	Grades TK-3					-	-	-	-	-			
92	Grades 4-6					To be used starting in 22/23 calculations					-	-	-
93	Grades 7-8										-	-	-
94	Grades 9-12					-	-	-	-	-			
95	Total					-	-	-	-	-			
96	NSS allowance Level					-	-	-	-	-			
97													
98													
99	2021-22					2021-22							
100	<b>Funded P2 NSS ADA and NSS Allowances</b>					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
101	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
102	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
103	<b>NSS Allowance</b>												
104	<b>Third Prior Year</b> 2018-19												
105	<b>NSS ADA</b>												
106	Grades TK-3					-	-	-	-	-	-	-	-
107	Grades 4-6					-	-	-	-	-	-	-	-
108	Grades 7-8					-	-	-	-	-	-	-	-
109	Grades 9-12					-	-	-	-	-	-	-	-
110	<b>P2 NSS ADA</b>					To be used starting in 22/23 calculations							
111	<b>Second Prior Year</b> 2019-20												
112	<b>NSS ADA</b>												
113	Grades TK-3					-	-	-	-	-	-	-	-
114	Grades 4-6					-	-	-	-	-	-	-	-
115	Grades 7-8					-	-	-	-	-	-	-	-
116	Grades 9-12					-	-	-	-	-	-	-	-
117	<b>P2 NSS ADA</b>					-	-	-	-	-	-	-	-
118	<b>Prior Year</b> 2020-21												
119	<b>NSS ADA</b>												
120	Grades TK-3					-	-	-	-	-	-	-	-
121	Grades 4-6					-	-	-	-	-	-	-	-
122	Grades 7-8					-	-	-	-	-	-	-	-
123	Grades 9-12					-	-	-	-	-	-	-	-
124	<b>P2 NSS ADA</b>					-	-	-	-	-	-	-	-
125	<b>NSS Allowances</b>					-	-	-	-	-	-	-	-
126	<b>Current Year</b> 2021-22												
127	<b>NSS ADA</b>												
128	Grades TK-3					-	-	-	-	-	-	-	-
129	Grades 4-6					-	-	-	-	-	-	-	-
130	Grades 7-8					-	-	-	-	-	-	-	-
131	Grades 9-12					-	-	-	-	-	-	-	-
132	<b>P2 NSS ADA</b>					-	-	-	-	-	-	-	-
133	<b>NSS Allowances</b>					-	-	-	-	-	-	-	-

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4													
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6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
134	<b>Funded</b>	<b>NSS allowance Level</b>											
135		<b>NSS ADA</b>											
136		Grades TK-3											
137		Grades 4-6											
138		Grades 7-8											
139		Grades 9-12											
140		<b>P2 NSS ADA</b>											
141		<b>NSS Allowances</b>											
142													
143		<i>Funding based on</i>										<i>Current Yr</i>	
144		<b>TOTAL Funded ADA</b>											0
145		<b>Total NSS Allowance</b>											-
146	<b>Exclude: LCFF Adjusted Base Funding for NSS ADA</b>												
147													
148		Grades TK-3											
149		Grades 4-6											
150		Grades 7-8											
151		Grades 9-12											
152		<b>Total Exclusion: LCFF Adjusted Base Funding for NSS ADA</b>											
153		<b>Adjusted NSS Allowance (Deficited) for EPA</b>											
154		Funding at 12-13 levels (deficited)											
155		NSS Allowances											
156		NSS Add-on											
157		NSS Add-on per ADA											
158		Funded ADA											
159		NSS Add-on											
160		<b>TOTAL Adjusted NSS Allowance (Deficited) for EPA</b>											
161													
162													
163													

To be used starting in 22/23 calculations

	A	B	C	D	E	F	G	H	I	J	K	L	M																								
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>																																				
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6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>																																				
164	<b>RATES</b>		<b>2022-23</b>																																		
165	ADA	Level / # FTE	Allowance	12/13 deficated rate																																	
166	<b>Elementary</b>																																				
167	1 - 24	1	247,965	139,913		<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA &amp; Augmentation.</i>																															
168	25 - 48	2	490,709	279,827																																	
169	49 - 72	3	733,666	419,740																																	
170	73 - 96	4	976,409	559,653																																	
171	<b>High School</b>																																				
172	1 - 19	1	208,964	113,566		Funded COLA 2021-22 6.56%																															
173	1 - 19	2	297,931	227,133		Proration Factor 0.00%																															
174	1 - 19	3	661,802	504,455		<b>LCFF Rates per ADA</b>																															
175	20 - 38	4	810,767	618,021		<table border="1"> <thead> <tr> <th></th> <th>Base</th> <th>Gr Span</th> <th>Supp</th> <th>Concen</th> </tr> </thead> <tbody> <tr> <td>Grades TK-3</td> <td>9,166</td> <td>953</td> <td>1,799</td> <td>1,510</td> </tr> <tr> <td>Grades 4-6</td> <td>9,304</td> <td>-</td> <td>1,654</td> <td>1,388</td> </tr> <tr> <td>Grades 7-8</td> <td>9,580</td> <td>-</td> <td>1,703</td> <td>1,429</td> </tr> <tr> <td>Grades 9-12</td> <td>11,102</td> <td>289</td> <td>2,025</td> <td>1,699</td> </tr> </tbody> </table>								Base	Gr Span	Supp	Concen	Grades TK-3	9,166	953	1,799	1,510	Grades 4-6	9,304	-	1,654	1,388	Grades 7-8	9,580	-	1,703	1,429	Grades 9-12	11,102	289	2,025	1,699
	Base	Gr Span	Supp	Concen																																	
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176	39 - 57	5	959,733	731,588																																	
177	58 - 71	6	1,108,698	845,154																																	
178	72 - 86	7	1,257,664	958,720																																	
179	87 - 100	8	1,406,629	1,072,287																																	
180	101 - 114	9	1,555,595	1,185,853																																	
181	115 - 129	10	1,704,560	1,299,419																																	
182	130 - 143	11	1,853,526	1,412,986																																	
183	144 - 171	12	2,002,492	1,526,552																																	
184	172 - 210	13	2,397,701	1,640,118																																	
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188	NSS Add-on per ADA		-	-																																	



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4													
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6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
189	<b>ADA &amp; NSS FTE</b>												
190	<b>2022-23</b>												
191	NPS, CDS, & COE operated												
192	DISTRICT												
193	NSS 1												
194	NSS 2												
195	NSS 3												
196	NSS 4												
197	NSS 5												
198	Third PY ADA (net of charter shift)												
199	2019-20	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
200		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
201		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
202		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
203		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
204	Third PY NUMBER OF FTE												
205	Second PY ADA (net of charter shift)												
206	2020-21	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
207		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
208		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
209		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
210		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
211	Second PY NUMBER OF FTE												
212	PRIOR YEAR ADA (net of charter shift)												
213	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
214		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
215		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
216		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
217		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
218	PRIOR YEAR NUMBER OF FTE												
219	THREE PRIOR YEAR AVERAGE (net of charter shift)												
220		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
221		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
222		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
223		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
224		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
225	3 PRIOR YEAR NUMBER OF FTE												
226	CURRENT YEAR ADA (before charter shift)												
227	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
228		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
229		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
230		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
231		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
232	CURRENT YEAR NUMBER OF FTE												
233	<b>NSS FUNDING CALCULATIONS</b>												
234	Eligibility as a NSS												
235	Type of NSS school												
236	NSS Allowance if funded as NSS & on prior year												
237	NSS allowance level												
238	NSS Allowance using PY												
239	NSS Add-on using PY												
240	Total NSS Allowance using PY												
241	NSS Allowance if funded as NSS & on 3 PY average												
242	NSS allowance level												
243	NSS Allowance using 3 PY average												
244	NSS Add-on using 3 PY average												
245	Total NSS Allowance using 3 PY average												
246	NSS Allowance if funded as NSS & on current year												
247	NSS allowance level												
248	NSS Allowance using CY												
249	NSS Add-on using CY												
250	Total NSS Allowance using CY												
251	NSS allowance level >0?												
252	NSS Allowance if funded as NSS is based on												
253	NSS Funding												
254	NSS ADA												
255	Grades TK-3												
256	Grades 4-6												
257	Grades 7-8												
258	Grades 9-12												
259	Total												
260	NSS allowance Level												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
256	2022-23					2022-23							
257	<b>Funded P2 NSS ADA and NSS Allowances</b>					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
258	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
259	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
260	<b>NSS Allowance</b>												
261	<b>Third Prior Year</b> 2019-20												
262	NSS ADA												
263	Grades TK-3					-	-	-	-	-			
264	Grades 4-6					-	-	-	-	-			
265	Grades 7-8					-	-	-	-	-			
266	Grades 9-12					-	-	-	-	-			
267	<b>P2 NSS ADA</b>					-	-	-	-	-			
268	<b>Second Prior Year</b> 2020-21												
269	NSS ADA												
270	Grades TK-3					-	-	-	-	-			
271	Grades 4-6					-	-	-	-	-			
272	Grades 7-8					-	-	-	-	-			
273	Grades 9-12					-	-	-	-	-			
274	<b>P2 NSS ADA</b>					-	-	-	-	-			
275	<b>Prior Year</b> 2021-22												
276	NSS ADA												
277	Grades TK-3					-	-	-	-	-			
278	Grades 4-6					-	-	-	-	-			
279	Grades 7-8					-	-	-	-	-			
280	Grades 9-12					-	-	-	-	-			
281	<b>P2 NSS ADA</b>					-	-	-	-	-			
282	<b>NSS Allowances</b>					-	-	-	-	-			
283	<b>Current Year</b> 2022-23												
284	NSS ADA												
285	Grades TK-3					-	-	-	-	-			
286	Grades 4-6					-	-	-	-	-			
287	Grades 7-8					-	-	-	-	-			
288	Grades 9-12					-	-	-	-	-			
289	<b>P2 NSS ADA</b>					-	-	-	-	-			
290	<b>NSS Allowances</b>					-	-	-	-	-			
291	<b>Funded NSS allowance Level</b>					-	-	-	-	-			
292	NSS ADA												
293	Grades TK-3					-	-	-	-	-			
294	Grades 4-6					-	-	-	-	-			
295	Grades 7-8					-	-	-	-	-			
296	Grades 9-12					-	-	-	-	-			
297	<b>P2 NSS ADA</b>					-	-	-	-	-			
298	<b>NSS Allowances</b>					-	-	-	-	-			
299	<b>Exclude: LCFF Adjusted Base Funding for NSS ADA</b>					NSS ADA	Rates		Amounts		Total		
300							Base	Grade Span	Base	Grade Span			
301	Grades TK-3					-	9,166	953	-	-			
302	Grades 4-6					-	9,304	-	-	-			
303	Grades 7-8					-	9,580	-	-	-			
304	Grades 9-12					-	11,102	289	-	-			
305	<b>Total Exclusion: LCFF Adjusted Base Funding for NSS ADA</b>					-			-	-			
306	<b>Adjusted NSS Allowance (Deficited) for EPA</b>					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
307	Funding at 12-13 levels (deficited)												
308	NSS Allowances					-	-	-	-	-			
309	NSS Add-on												
310	NSS Add-on per ADA					-	-	-	-	-			
311	Funded ADA					-	-	-	-	-			
312	NSS Add-on					-	-	-	-	-			
313	<b>TOTAL Adjusted NSS Allowance (Deficited) for EPA</b>					-	-	-	-	-			
314													
315													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	ARISE High (115238) - ARISE High Charter Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
316													
317	RATES		2023-24		12/13 deficated rate								
318	ADA		Level / # FTE		Allowance		(adj. for COLA)						
319	Elementary						The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.						
320	1 - 24		1		268,348		151,414						
321	25 - 48		2		531,045		302,829						
322	49 - 72		3		793,973		454,243						
323	73 - 96		4		1,056,670		605,656						
324	High School						COLA		8.22%				
325	1 - 19		1		226,141		122,901		Proration Factor		0.00%		
326	1 - 19		2		322,421		245,803						
327	1 - 19		3		716,202		545,921						
328	20 - 38		4		877,412		668,822						
329	39 - 57		5		1,038,623		791,725						
330	58 - 71		6		1,199,833		914,626						
331	72 - 86		7		1,361,044		1,037,527						
332	87 - 100		8		1,522,254		1,160,429						
333	101 - 114		9		1,683,465		1,283,330						
334	115 - 129		10		1,844,675		1,406,231						
335	130 - 143		11		2,005,886		1,529,133						
336	144 - 171		12		2,167,097		1,652,035						
337	172 - 210		13		2,594,792		1,774,936						
338	211 - 248		14		3,063,276		1,897,838						
339	249 - 286		15		3,531,767		2,020,739						
340													
341	NSS Add-on per ADA				-		-						

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
342	<b>ADA &amp; NSS FTE</b>												
	<b>2023-24</b>												
343													NPS, CDS, & COE operated
344		DISTRICT		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
345	Third PY ADA (net of charter shift)												
346	2020-21	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
347		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
348		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
349		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
350		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
351	Third PY NUMBER OF FTE												
352	Second PY ADA (net of charter shift)												
353	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
354		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
355		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
356		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
357		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
358	Second PY NUMBER OF FTE												
359	PRIOR YEAR ADA (net of charter shift)												
360	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
361		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
362		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
363		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
364		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
365	PRIOR YEAR NUMBER OF FTE												
366	THREE PRIOR YEAR AVERAGE (net of charter shift)												
367		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
368		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
369		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
370		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
371		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
372	3 PRIOR YEAR NUMBER OF FTE												
373	CURRENT YEAR ADA (before charter shift)												
374	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
375		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
376		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
377		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
378		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
379	CURRENT YEAR NUMBER OF FTE												
380	<b>NSS FUNDING CALCULATIONS</b>												
381				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
382		Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible					
383		Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
384		NSS Allowance if funded as NSS & on prior year											
385		NSS allowance level		0	0	0	0	0					0
386		NSS Allowance using PY		-	-	-	-	-					-
387		NSS Add-on using PY		-	-	-	-	-					-
388		Total NSS Allowance using PY		-	-	-	-	-					-
389		NSS Allowance if funded as NSS & on 3 PY average											
390		NSS allowance level		-	-	-	-	-					-
391		NSS Allowance using 3 PY average		-	-	-	-	-					-
392		NSS Add-on using 3 PY average		-	-	-	-	-					-
393		Total NSS Allowance using 3 PY average		-	-	-	-	-					-
394		NSS Allowance if funded as NSS & on current year											
395		NSS allowance level		0	0	0	0	0					0
396		NSS Allowance using CY		-	-	-	-	-					-
397		NSS Add-on using CY		-	-	-	-	-					-
398		Total NSS Allowance using CY		-	-	-	-	-					-
399		NSS allowance level >0?		NO	NO	NO	NO	NO					NO
400		NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr					Current Yr
401		NSS Funding		-	-	-	-	-					-
402		NSS ADA		-	-	-	-	-					-
403		Grades TK-3		-	-	-	-	-					-
404		Grades 4-6		-	-	-	-	-					-
405		Grades 7-8		-	-	-	-	-					-
406		Grades 9-12		-	-	-	-	-					-
407		Total		-	-	-	-	-					-
408		NSS allowance Level		-	-	-	-	-					-

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
409	2023-24					2023-24							
410	<b>Funded P2 NSS ADA and NSS Allowances</b>					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
411	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
412	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
413	<b>NSS Allowance</b>												
414	<b>Third Prior Year</b> 2020-21												
415	<b>NSS ADA</b>												
416	Grades TK-3					-	-	-	-	-	-		
417	Grades 4-6					-	-	-	-	-	-		
418	Grades 7-8					-	-	-	-	-	-		
419	Grades 9-12					-	-	-	-	-	-		
420	<b>P2 NSS ADA</b>					-	-	-	-	-	-		
421	<b>Second Prior Year</b> 2021-22												
422	<b>NSS ADA</b>												
423	Grades TK-3					-	-	-	-	-	-		
424	Grades 4-6					-	-	-	-	-	-		
425	Grades 7-8					-	-	-	-	-	-		
426	Grades 9-12					-	-	-	-	-	-		
427	<b>P2 NSS ADA</b>					-	-	-	-	-	-		
428	<b>Prior Year</b> 2022-23												
429	<b>NSS ADA</b>												
430	Grades TK-3					-	-	-	-	-	-		
431	Grades 4-6					-	-	-	-	-	-		
432	Grades 7-8					-	-	-	-	-	-		
433	Grades 9-12					-	-	-	-	-	-		
434	<b>P2 NSS ADA</b>					-	-	-	-	-	-		
435	<b>NSS Allowances</b>					-	-	-	-	-	-		
436	<b>Current Year</b> 2023-24												
437	<b>NSS ADA</b>												
438	Grades TK-3					-	-	-	-	-	-		
439	Grades 4-6					-	-	-	-	-	-		
440	Grades 7-8					-	-	-	-	-	-		
441	Grades 9-12					-	-	-	-	-	-		
442	<b>P2 NSS ADA</b>					-	-	-	-	-	-		
443	<b>NSS Allowances</b>					-	-	-	-	-	-		
444	<b>Funded NSS allowance Level</b>					-	-	-	-	-	-		
445	<b>NSS ADA</b>												
446	Grades TK-3					-	-	-	-	-	-		
447	Grades 4-6					-	-	-	-	-	-		
448	Grades 7-8					-	-	-	-	-	-		
449	Grades 9-12					-	-	-	-	-	-		
450	<b>P2 NSS ADA</b>					-	-	-	-	-	-		
451	<b>NSS Allowances</b>					-	-	-	-	-	-		
452	<b>Exclude: LCFF Adjusted Base Funding for NSS ADA</b>					NSS ADA	Rates		Amounts		Total		
453							<b>Base</b>	<b>Grade Span</b>	<b>Base</b>	<b>Grade Span</b>			
454	Grades TK-3					-	9,919	1,032	-	-	-		
455	Grades 4-6					-	10,069	-	-	-	-		
456	Grades 7-8					-	10,367	-	-	-	-		
457	Grades 9-12					-	12,015	312	-	-	-		
458	<b>Total Exclusion: LCFF Adjusted Base Funding for NSS ADA</b>					-	-	-	-	-	-		
459	<b>Adjusted NSS Allowance (Deficited) for EPA</b>					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
460	Funding at 12-13 levels (deficited)												
461	NSS Allowances					-	-	-	-	-	-		
462	NSS Add-on												
463	NSS Add-on per ADA					-	-	-	-	-	-		
464	Funded ADA					-	-	-	-	-	-		
465	NSS Add-on					-	-	-	-	-	-		
466	<b>TOTAL Adjusted NSS Allowance (Deficited) for EPA</b>										-		
467													
468													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
469													
470	<b>RATES</b>	<b>2024-25</b>			<b>12/13 def. rate +</b>								
471		<b>ADA</b>	<b>Level / # FTE</b>	<b>Allowance</b>	<b>COLA for EPA</b>								
472		<b>Elementary</b>											
473		1 - 24	1	271,219	153,034								
474		25 - 48	2	536,727	306,069								
475		49 - 72	3	802,469	459,103								
476		73 - 96	4	1,067,976	612,137								
477		<b>High School</b>											
478		1 - 19	1	228,561	124,216		COLA						
479		1 - 19	2	325,871	248,433		Proration Factor						
480		1 - 19	3	723,865	551,762		1.07%						
481		20 - 38	4	886,800	675,978		0.00%						
482		39 - 57	5	1,049,736	800,196								
483		58 - 71	6	1,212,671	924,412								
484		72 - 86	7	1,375,607	1,048,629								
485		87 - 100	8	1,375,607	1,172,846								
486		101 - 114	9	1,701,478	1,297,062								
487		115 - 129	10	1,864,413	1,421,278								
488		130 - 143	11	2,027,349	1,545,495								
489		144 - 171	12	2,190,285	1,669,712								
490		172 - 210	13	2,622,556	1,793,928								
491		211 - 248	14	3,096,053	1,918,145								
492		249 - 286	15	3,569,557	2,042,361								
493													
494		NSS Add-on per ADA				-							

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA					1.07%
Proration Factor					0.00%
<b>LCFF Rates per ADA</b>					
	Base	Gr Span	Supp	Concen	
Grades TK-3	10,025	1,043	2,033	1,806	
Grades 4-6	10,177	-	1,870	1,660	
Grades 7-8	10,478	-	1,925	1,709	
Grades 9-12	12,144	316	2,289	2,033	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
495	<b>ADA &amp; NSS FTE</b>												
496													
497													
498													
499													
500													
501													
502													
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530													
531													
532	<b>NSS FUNDING CALCULATIONS</b>												
533	Eligibility as a NSS												
534	Type of NSS school												
535	NSS Allowance if funded as NSS & on prior year												
536	NSS allowance level												
537	NSS Allowance using PY												
538	NSS Add-on using PY												
539	Total NSS Allowance using PY												
540	NSS Allowance if funded as NSS & on 3 PY average												
541	NSS allowance level												
542	NSS Allowance using 3 PY average												
543	NSS Add-on using 3 PY average												
544	Total NSS Allowance using 3 PY average												
545	NSS Allowance if funded as NSS & on current year												
546	NSS allowance level												
547	NSS Allowance using CY												
548	NSS Add-on using CY												
549	Total NSS Allowance using CY												
550	NSS allowance level >0?												
551	NSS Allowance if funded as NSS is based on												
552	NSS Funding												
553	NSS ADA												
554	Grades TK-3												
555	Grades 4-6												
556	Grades 7-8												
557	Grades 9-12												
558	Total												
559	NSS allowance Level												
560													
561													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
562	2024-25												
563	<b>Funded P2 NSS ADA and NSS Allowances</b>												
564	Best funding option calculated is:												
565	Selected funding method:												
566	<b>NSS Allowance</b>												
567	<b>Third Prior Year</b> 2021-22												
568	<b>NSS ADA</b>												
569	Grades TK-3												
570	Grades 4-6												
571	Grades 7-8												
572	Grades 9-12												
573	<b>P2 NSS ADA</b>												
574	<b>Second Prior Year</b> 2022-23												
575	<b>NSS ADA</b>												
576	Grades TK-3												
577	Grades 4-6												
578	Grades 7-8												
579	Grades 9-12												
580	<b>P2 NSS ADA</b>												
581	<b>Prior Year</b> 2023-24												
582	<b>NSS ADA</b>												
583	Grades TK-3												
584	Grades 4-6												
585	Grades 7-8												
586	Grades 9-12												
587	<b>P2 NSS ADA</b>												
588	<b>NSS Allowances</b>												
589	<b>Current Year</b> 2024-25												
590	<b>NSS ADA</b>												
591	Grades TK-3												
592	Grades 4-6												
593	Grades 7-8												
594	Grades 9-12												
595	<b>P2 NSS ADA</b>												
596	<b>NSS Allowances</b>												
597	<b>Funded NSS allowance Level</b>												
598	<b>NSS ADA</b>												
599	Grades TK-3												
600	Grades 4-6												
601	Grades 7-8												
602	Grades 9-12												
603	<b>P2 NSS ADA</b>												
604	<b>NSS Allowances</b>												
605	<b>Exclude: LCFF Adjusted Base Funding for NSS ADA</b>												
606													
607	Grades TK-3												
608	Grades 4-6												
609	Grades 7-8												
610	Grades 9-12												
611	<b>Total Exclusion: LCFF Adjusted Base Funding for NSS ADA</b>												
612	<b>Adjusted NSS Allowance (Deficited) for EPA</b>												
613	Funding at 12-13 levels (deficited)												
614	NSS Allowances												
615	NSS Add-on												
616	NSS Add-on per ADA												
617	Funded ADA												
618	NSS Add-on												
619	<b>TOTAL Adjusted NSS Allowance (Deficited) for EPA</b>												
620													
621													



	A	B	C	D	E	F	G	H	I	J	K	L	M
1	ARISE High (115238) - ARISE High Charter Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
622													
623	<b>RATES 2025-26</b>				<b>12/13 def. rate +</b>								
624	<b>ADA</b>		<b>Level / # FTE</b>		<b>Allowance</b>		<b>COLA for EPA</b>						
625	<b>Elementary</b>						The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.						
626	1 - 24		1		279,166		157,518						
627	25 - 48		2		552,453		315,037						
628	49 - 72		3		825,981		472,555						
629	73 - 96		4		1,099,268		630,073						
630	<b>High School</b>								COLA 2.93%				
631	1 - 19		1		235,258		127,856		Proration Factor 0.00%				
632	1 - 19		2		335,419		255,712						
633	1 - 19		3		745,074		567,929						
634	20 - 38		4		912,783		695,784						
635	39 - 57		5		1,080,493		823,642						
636	58 - 71		6		1,248,202		951,497						
637	72 - 86		7		1,415,912		1,079,354						
638	87 - 100		8		1,415,912		1,207,210						
639	101 - 114		9		1,751,331		1,335,066						
640	115 - 129		10		1,919,040		1,462,921						
641	130 - 143		11		2,086,750		1,590,778						
642	144 - 171		12		2,254,460		1,718,635						
643	172 - 210		13		2,699,397		1,846,490						
644	211 - 248		14		3,186,767		1,974,347						
645	249 - 286		15		3,674,145		2,102,202						
646													
647	NSS Add-on per ADA				-		-						

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
648	<b>ADA &amp; NSS FTE</b>												
649	2025-26 <span style="float:right">NPS, CDS, &amp; COE operated</span>												
650	DISTRICT NSS 1 NSS 2 NSS 3 NSS 4 NSS 5												
651	Third PY ADA (net of charter shift)												
652	2022-23 Grades TK-3 - - - - -												
653	Grades 4-6 - - - - -												
654	Grades 7-8 - - - - -												
655	Grades 9-12 - - - - -												
656	Third PRIOR YEAR ADA - - - - -												
657	Third PY NUMBER OF FTE - - - - -												
658	Second PY ADA (net of charter shift)												
659	2023-24 Grades TK-3 - - - - -												
660	Grades 4-6 - - - - -												
661	Grades 7-8 - - - - -												
662	Grades 9-12 - - - - -												
663	Second PRIOR YEAR ADA - - - - -												
664	Second PY NUMBER OF FTE - - - - -												
665	PRIOR YEAR ADA (net of charter shift)												
666	2024-25 Grades TK-3 - - - - -												
667	Grades 4-6 - - - - -												
668	Grades 7-8 - - - - -												
669	Grades 9-12 - - - - -												
670	PRIOR YEAR ADA - - - - -												
671	PRIOR YEAR NUMBER OF FTE - - - - -												
672	THREE PRIOR YEAR AVERAGE (net of charter shift)												
673	Grades TK-3 - - - - -												
674	Grades 4-6 - - - - -												
675	Grades 7-8 - - - - -												
676	Grades 9-12 - - - - -												
677	3 PY AVERAGE ADA - - - - -												
678	3 PRIOR YEAR NUMBER OF FTE - - - - -												
679	CURRENT YEAR ADA (before charter shift)												
680	2025-26 Grades TK-3 - - - - -												
681	Grades 4-6 - - - - -												
682	Grades 7-8 - - - - -												
683	Grades 9-12 - - - - -												
684	CURRENT YEAR ADA - - - - -												
685	CURRENT YEAR NUMBER OF FTE - - - - -												
686	<b>NSS FUNDING CALCULATIONS</b>												
687	Eligibility as a NSS Eligible Eligible Eligible Eligible Eligible												
688	Type of NSS school Not NSS Not NSS Not NSS Not NSS Not NSS												
689	NSS Allowance if funded as NSS & on prior year												
690	NSS allowance level - - - - -												
691	NSS Allowance using PY - - - - -												
692	NSS Add-on using PY - - - - -												
693	Total NSS Allowance using PY - - - - -												
694	NSS Allowance if funded as NSS & on 3 PY average												
695	NSS allowance level - - - - -												
696	NSS Allowance using 3 PY average - - - - -												
697	NSS Add-on using 3 PY average - - - - -												
698	Total NSS Allowance using 3 PY average - - - - -												
699	NSS Allowance if funded as NSS & on current year												
700	NSS allowance level - - - - -												
701	NSS Allowance using CY - - - - -												
702	NSS Add-on using CY - - - - -												
703	Total NSS Allowance using CY - - - - -												
704	NSS allowance level >0? NO NO NO NO NO												
705	NSS Allowance if funded as NSS is based on Current Yr Current Yr Current Yr Current Yr Current Yr												
706	NSS Funding - - - - -												
707	NSS ADA Grades TK-3 - - - - -												
708	Grades 4-6 - - - - -												
709	Grades 7-8 - - - - -												
710	Grades 9-12 - - - - -												
711	Total - - - - -												
712	NSS allowance Level - - - - -												
713													
714													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
715	2025-26												
716	2025-26												
716	<b>Funded P2 NSS ADA and NSS Allowances</b>		NSS 1		NSS 2		NSS 3		NSS 4		NSS 5		TOTAL
717	Best funding option calculated is:												
718	Selected funding method:												
719	NSS Allowance												
720	<b>Third Prior Year</b>		2022-23										
721	NSS ADA												
722	Grades TK-3												
723	Grades 4-6												
724	Grades 7-8												
725	Grades 9-12												
726	<b>P2 NSS ADA</b>												
727	<b>Second Prior Year</b>		2023-24										
728	NSS ADA												
729	Grades TK-3												
730	Grades 4-6												
731	Grades 7-8												
732	Grades 9-12												
733	<b>P2 NSS ADA</b>												
734	<b>Prior Year</b>		2024-25										
735	NSS ADA												
736	Grades TK-3												
737	Grades 4-6												
738	Grades 7-8												
739	Grades 9-12												
740	<b>P2 NSS ADA</b>												
741	NSS Allowances												
742	<b>Current Year</b>		2025-26										
743	NSS ADA												
744	Grades TK-3												
745	Grades 4-6												
746	Grades 7-8												
747	Grades 9-12												
748	<b>P2 NSS ADA</b>												
749	NSS Allowances												
750	<b>Funded</b>		NSS allowance Level										
751	NSS ADA												
752	Grades TK-3												
753	Grades 4-6												
754	Grades 7-8												
755	Grades 9-12												
756	<b>P2 NSS ADA</b>												
757	NSS Allowances												
758	<b>Exclude: LCFF Adjusted Base Funding for NSS ADA</b>		NSS ADA		Rates		Amounts						Total
759													
760	Grades TK-3												
761	Grades 4-6												
762	Grades 7-8												
763	Grades 9-12												
764	<b>Total Exclusion: LCFF Adjusted Base Funding for NSS ADA</b>												
765	<b>Adjusted NSS Allowance (Deficited) for EPA</b>		NSS 1		NSS 2		NSS 3		NSS 4		NSS 5		
766	Funding at 12-13 levels (deficited)												
767	NSS Allowances												
768	NSS Add-on												
769	NSS Add-on per ADA												
770	Funded ADA												
771	NSS Add-on												
772	<b>TOTAL Adjusted NSS Allowance (Deficited) for EPA</b>												
773													
774													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	ARISE High (115238) - ARISE High Charter Renewal												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
775													
776	RATES		2026-27		12/13 def. rate +								
777	ADA		Level / # FTE		Allowance		COLA for EPA						
778	Elementary						The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.						
779	1 - 24		1		287,764		162,370						
780	25 - 48		2		569,469		324,740						
781	49 - 72		3		851,421		487,110						
782	73 - 96		4		1,133,125		649,479						
783	High School						COLA		3.08%				
784	1 - 19		1		242,504		131,794		Proration Factor				
785	1 - 19		2		345,750		263,588		0.00%				
786	1 - 19		3		768,022		585,421						
787	20 - 38		4		940,897		717,214						
788	39 - 57		5		1,113,772		849,010						
789	58 - 71		6		1,286,647		980,803						
790	72 - 86		7		1,459,522		1,112,598						
791	87 - 100		8		1,459,522		1,244,392						
792	101 - 114		9		1,805,272		1,376,186						
793	115 - 129		10		1,978,146		1,507,979						
794	130 - 143		11		2,151,022		1,639,774						
795	144 - 171		12		2,323,897		1,771,569						
796	172 - 210		13		2,782,538		1,903,362						
797	211 - 248		14		3,284,919		2,035,157						
798	249 - 286		15		3,787,309		2,166,950						
799													
800	NSS Add-on per ADA				-		-						

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ARISE High (115238) - ARISE High Charter Renewal</b>												
2	<b>NECESSARY SMALL SCHOOLS (NSS)</b>												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	<b>SECTION 1: DATA NEEDED TO CALCULATE FUNDING</b>												
801	<b>ADA &amp; NSS FTE</b>												
802	<b>2026-27</b>												
803	NPS, CDS, & COE operated												
804	DISTRICT												
805	NSS 1												
806	NSS 2												
807	NSS 3												
808	NSS 4												
809	NSS 5												
810	Third PY ADA (net of charter shift)												
811	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
812		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
813		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
814		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
815	Third PRIOR YEAR ADA												
816	Third PY NUMBER OF FTE												
817	Second PY ADA (net of charter shift)												
818	2024-25	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
819		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
820		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
821		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
822	Second PRIOR YEAR ADA												
823	Second PY NUMBER OF FTE												
824	PRIOR YEAR ADA (net of charter shift)												
825	2025-26	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
826		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
827		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
828		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
829	PRIOR YEAR ADA												
830	PRIOR YEAR NUMBER OF FTE												
831	THREE PRIOR YEAR AVERAGE (net of charter shift)												
832		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
833		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
834		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
835		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
836	3 PY AVERAGE ADA												
837	3 PRIOR YEAR NUMBER OF FTE												
838	CURRENT YEAR ADA (before charter shift)												
839	2026-27	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
840		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
841		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
842		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
843	CURRENT YEAR ADA												
844	CURRENT YEAR NUMBER OF FTE												
845	<b>NSS FUNDING CALCULATIONS</b>												
846	Eligibility as a NSS												
847	Type of NSS school												
848	NSS Allowance if funded as NSS & on prior year												
849	NSS allowance level												
850	NSS Allowance using PY												
851	NSS Add-on using PY												
852	Total NSS Allowance using PY												
853	NSS Allowance if funded as NSS & on 3 PY average												
854	NSS allowance level												
855	NSS Allowance using 3 PY average												
856	NSS Add-on using 3 PY average												
857	Total NSS Allowance using 3 PY average												
858	NSS Allowance if funded as NSS & on current year												
859	NSS allowance level												
860	NSS Allowance using CY												
861	NSS Add-on using CY												
862	Total NSS Allowance using CY												
863	NSS allowance level >0?												
864	NSS Allowance if funded as NSS is based on												
865	NSS Funding												
866	NSS ADA												
867	Grades TK-3												
868	Grades 4-6												
869	Grades 7-8												
870	Grades 9-12												
871	Total												
872	NSS allowance Level												

ARISE High (115238) - ARISE High Charter Renewal

Charts and Graphs

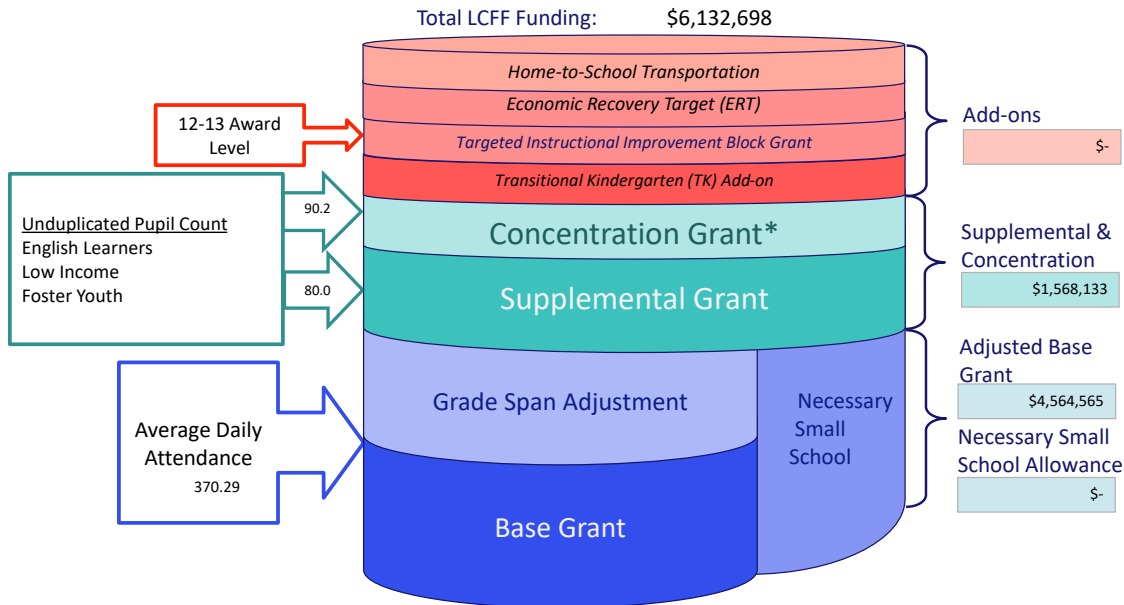
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2023-24

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2023-24		2023-24
Base Grant	\$ 4,449,034	370.29 ADA	
Grade Span Adjustment	\$ 115,531	\$ 4,564,565	Adjusted Base Grant
Supplemental Grant	\$ 823,721 90.23%		
Concentration Grant	\$ 744,412 80.09%	\$ 1,568,133	Supplemental & Concentration
Allowance: Necessary Small School	\$ -	\$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ -		
Add-on: Home-to-School Transportation	\$ -		
Add-on: Small School District Bus Replacement Program	\$ -	\$ -	Add-ons
Add-on Economic Recovery Target	\$ -		
Add-on: Transitional Kindergarten	\$ -		
<b>Total</b>	<b>\$ 6,132,698</b>	<b>\$ 6,132,698</b>	

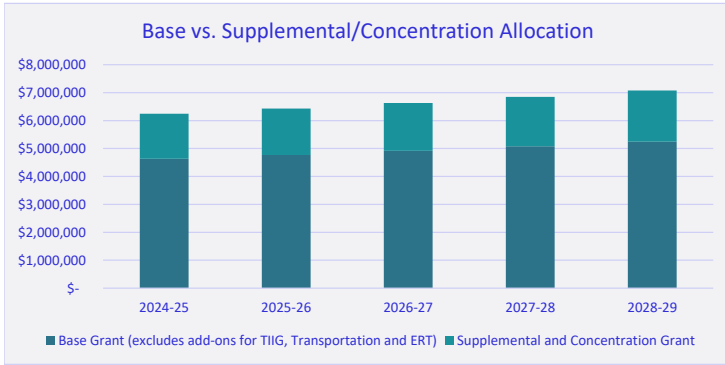


\*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

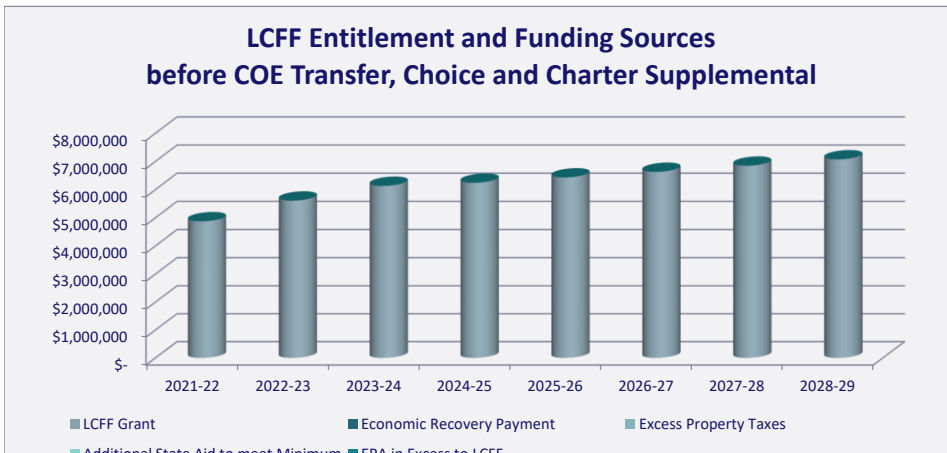
**ARISE High (115238) - ARISE High Charter Renewal**

**Charts and Graphs**

Minimum Proportionality Analysis					
	2024-25	2025-26	2026-27	2027-28	2028-29
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	\$ 4,635,120	\$ 4,770,900	\$ 4,917,840	\$ 5,080,032	\$ 5,247,060
Supplemental and Concentration Grant	1,607,784	1,660,989	1,712,146	1,768,613	1,826,764
<b>Total</b>	<b>\$ 6,242,904</b>	<b>\$ 6,431,889</b>	<b>\$ 6,629,986</b>	<b>\$ 6,848,645</b>	<b>\$ 7,073,824</b>



Funding Sources									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
LCFF Grant	\$ 4,875,218	\$ 5,609,287	\$ 6,132,698	\$ 6,242,904	\$ 6,431,889	\$ 6,629,986	\$ 6,848,645	\$ 7,073,824	
<b>Total General Purpose Funding</b>	<b>\$ 4,875,218</b>	<b>\$ 5,609,287</b>	<b>\$ 6,132,698</b>	<b>\$ 6,242,904</b>	<b>\$ 6,431,889</b>	<b>\$ 6,629,986</b>	<b>\$ 6,848,645</b>	<b>\$ 7,073,824</b>	

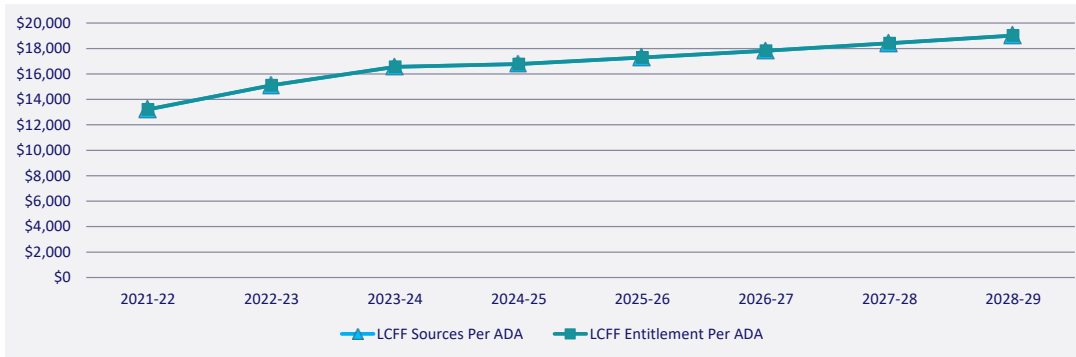


**ARISE High (115238) - ARISE High Charter Renewal**

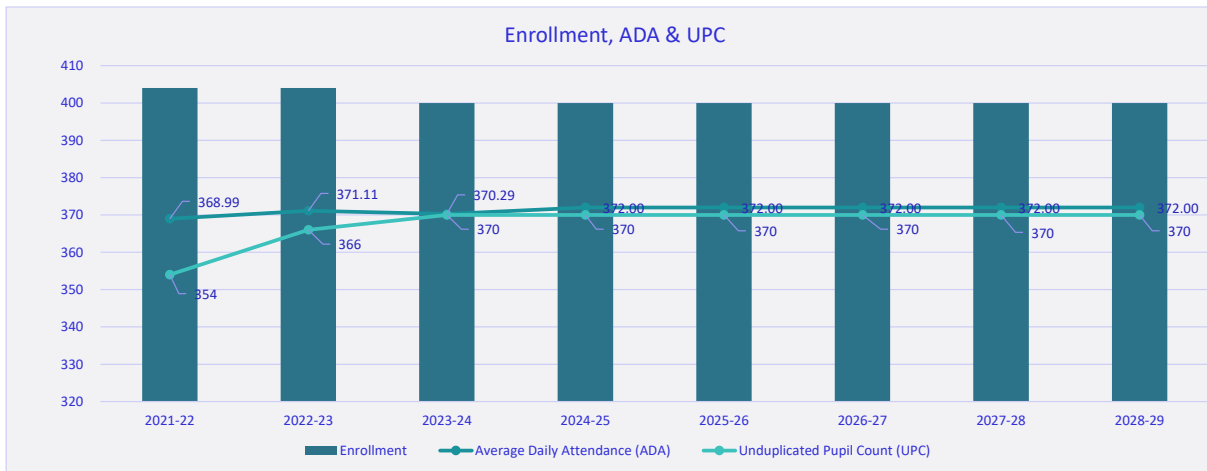
**Charts and Graphs**

■ Additional State Aid to meet Minimum ■ EPA in Excess to LCFF

LCFF Entitlement per ADA									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Funded ADA (LCFF & NSS)	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00	372.00
LCFF Sources per ADA, including NSS	\$ 13,212.33	\$ 15,114.89	\$ 16,561.88	\$ 16,782.00	\$ 17,290.02	\$ 17,822.54	\$ 18,410.34	\$ 19,015.66	
Net Dollar Change per ADA		\$ 1,902.56	\$ 1,446.99	\$ 220.12	\$ 508.02	\$ 532.52	\$ 587.79	\$ 605.32	
Net Percent Change		14.40%	9.57%	1.33%	3.03%	3.08%	3.30%	3.29%	
Estimated LCFF Entitlement per ADA (excludes minimum state air	\$ 13,212.33	\$ 15,114.89	\$ 16,561.88	\$ 16,782.00	\$ 17,290.02	\$ 17,822.54	\$ 18,410.34	\$ 19,015.66	
Net Change per ADA		\$ 1,902.56	\$ 1,446.99	\$ 220.12	\$ 508.02	\$ 532.52	\$ 587.79	\$ 605.32	
Net Percent Change		14.40%	9.57%	1.33%	3.03%	3.08%	3.30%	3.29%	



Student Summary, excluding COE									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Enrollment	404	404	400	400	400	400	400	400	400
Unduplicated Pupil Count (UPC)	354	366	370	370	370	370	370	370	370
Average Daily Attendance (ADA)	368.99	371.11	370.29	372.00	372.00	372.00	372.00	372.00	372.00





ARISE High School		2024-25 - PROJECTED CASH FLOW																
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total		
	Actuals through Month of:	N/A																
<b>A</b>	<b>Beginning Cash</b>	177,152	197,329	341,967	92,377	91,919	74,722	26,776	235,800	294,981	38,512	81,827	235,780	177,152				
<b>B</b>	<b>Receipts</b>																	
	<b>LCFF Sources</b>																	
	State Aid - Current Year	8011	-	200,939	200,939	361,690	361,690	361,690	361,690	361,690	365,401	365,401	365,401	365,401	3,671,932	365,401	4,037,333	
	Education Protection Account	8012	-	-	-	168,376	-	-	168,376	-	-	286,038	-	-	622,790	207,597	830,387	
	State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-	-	-	0	-	0		
	Local In Lieu of Prop. Taxes	8096	-	82,132	164,263	109,509	109,509	109,509	109,509	193,748	96,874	96,874	96,874	1,278,310	96,874	1,375,184		
	<b>Federal Revenue (List)</b>	8100-8299																
	Title Funding		-	-	-	-	40,912	-	-	40,912	-	-	40,912	-	122,736	40,912	163,648	
	Child Nutrition		-	-	-	-	4,896	4,896	4,896	4,896	4,896	4,896	4,896	39,168	9,792	48,960		
	Special Education		-	-	-	-	-	-	-	-	-	-	-	0	56,000	56,000		
	<b>Other State Revenue (List)</b>	8300-8599																
	Special Education		16,466	17,949	31,122	32,308	32,308	32,308	32,308	33,173	33,173	33,173	33,173	360,634	2,669	363,303		
	Child Nutrition		-	-	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	56,100	11,220	67,320		
	Other State Revenue		5,990	5,990	157,901	5,990	5,990	26,637	246,365	300,065	5,990	5,990	150,253	594,004	1,511,165	208,108	1,719,273	
	<b>Other Local Revenue (List)</b>	8600-8799																
	Interest		583	583	583	583	583	583	583	583	583	583	583	6,996	-	6,996		
	Measure N		-	-	-	-	-	84,000	-	-	84,000	-	-	168,000	168,000	336,000		
	CTEIG, Fundraising, Other		-	-	12,500	-	-	12,500	-	-	12,500	-	339,464	121,807	498,771	498,771		
	Interfund Transfers In	8910-8929																
	All Other Financing Sources	8930-8979																
	Other Receipts/Non-Revenue	TRANS																
	<b>Total Receipts</b>		23,039	307,593	572,918	684,066	561,498	553,733	1,013,337	856,438	621,901	882,565	1,037,166	1,222,348	8,336,602	1,166,573	9,503,175	
<b>C</b>	<b>Disbursements</b>																	
	Certificated Salaries	1000-1999	169,573	326,779	326,779	326,779	326,779	326,779	326,779	392,779	326,779	326,779	368,779	3,872,142		3,872,142		
	Classified Salaries	2000-2999	78,740	144,839	145,789	145,789	145,789	145,789	145,789	145,789	145,789	145,789	164,789	1,700,469		1,700,469		
	Employee Benefits	3000-3999	129,549	121,682	127,825	121,777	120,769	120,769	128,833	121,777	134,891	114,299	89,645	1,446,115		1,446,115		
	Books & Supplies	4000-4999	14,717	14,717	24,917	17,461	17,461	17,461	16,794	16,794	16,794	16,794	16,794	207,498	20,400	227,898		
	Services	5000-5999	271,358	179,540	190,742	177,204	177,204	179,204	174,441	174,441	176,441	167,875	167,875	81,394	2,117,719	72,833	2,190,552	
	Capital Outlay	6000-6599												0		0		
	Other Outgo	7000-7499	2,024	2,014	1,935	1,797	1,777	1,643	1,618	1,537	1,315	1,374	1,251	19,495		19,495		
	Interfund Transfers Out	7600-7629												0		0		
	All Other Financing Uses	7630-7699												0		0		
	Other Disbursements/Non-Exp.													0		0		
	<b>Total Disbursements</b>		665,961	789,571	817,987	790,807	789,779	791,645	794,254	787,117	868,009	772,910	772,787	722,611	9,363,438	93,233	9,456,671	
<b>D</b>	<b>Prior Year Transactions</b>																	
	Accounts Receivable-9200		1,507,269	636,332	5,220	16,163	20,984	-	-	-	-	43,963	-	-	2,229,931		2,229,931	
	Due From Grantor Govts.-9290													0		0		
	Due From Other Funds-9310													0		0		
	Prepaid Expense-9330		145,657											145,657		145,657		
	Accounts Payable-9500		293,956	(4,531)	(4,584)	(4,584)	(4,584)	(4,584)	(4,584)	(4,584)	(4,584)	(4,584)	(4,584)	243,585		243,585		
	Due To Grantor Govts.-9590													0		0		
	Due to Other Funds-9610													0		0		
	Due to Other Agencies-9620													0		0		
	Current Loans/TRANS-9640		14,237	14,247	14,325	(85,536)	(185,516)	(185,382)	14,643	14,724	14,945	114,887	115,010	(24,365)		(24,365)		
	Deferred Revenue-9650		681,634											588,014	1,269,648	1,269,648		
	<b>Total Pr. Yr. Transactions</b>		-	663,099	626,616	(4,521)	106,283	211,084	189,966	(10,059)	(10,140)	(10,361)	(66,340)	(110,426)	(698,481)	886,720	0	886,720
<b>E</b>	<b>Net Increase/Decrease (B-C+D)</b>		20,177	144,638	(249,590)	(458)	(17,197)	(47,946)	209,024	59,181	(256,469)	43,315	153,953	(198,744)	(140,116)	1,073,340	933,224	
<b>F</b>	<b>Ending Cash (A+E)</b>		197,329	341,967	92,377	91,919	74,722	26,776	235,800	294,981	38,512	81,827	235,780	37,036	37,036			
<b>G</b>	<b>Ending Cash plus Accruals</b>																1,110,376	

ARISE High School		2025-26 - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
	Actuals through Month of:	N/A															
<b>A</b>	<b>Beginning Cash</b>	9110	37,036	112,497	552,026	512,441	513,390	442,847	238,858	550,483	392,591	208,544	373,798	712,366	37,036		
<b>B</b>	<b>Receipts</b>																
	<b>LCFF Sources</b>																
	State Aid - Current Year	8011	-	210,090	210,090	378,162	378,162	378,162	378,162	399,171	399,171	399,171	399,171	3,907,674	399,171	4,306,845	
	Education Protection Account	8012	-	-	-	207,597	-	-	207,597	-	-	241,871	-	657,065	219,021	876,086	
	State Aid - Prior Years	8019												0		0	
	Local In Lieu of Prop. Taxes	8096	-	82,511	165,022	110,015	110,015	110,015	110,015	203,986	101,993	101,993	101,993	1,307,573	101,993	1,409,566	
	<b>Federal Revenue (List)</b>	8100-8299												0		0	
	Title Funding					40,912			40,912			40,912		122,736	40,912	163,648	
	Child Nutrition		-	-	-	-	5,119	5,119	5,119	5,119	5,119	5,119	5,119	40,952	10,238	51,190	
	Special Education		-	-	-	-	-	-	-	-	-	-	-	0	56,000	56,000	
	<b>Other State Revenue (List)</b>	8300-8599												0		0	
	Special Education		16,682	18,202	31,548	32,763	32,763	32,763	32,763	33,173	33,173	33,173	33,173	363,349	2,669	366,018	
	Child Nutrition		-	-	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	56,100	11,220	67,320	
	Other State Revenue		5,991	207,377	207,632	17,434	17,434	38,783	271,038	45,210	18,692	18,692	172,012	1,038,987	183,066	1,222,053	
	<b>Other Local Revenue (List)</b>	8600-8799												0		0	
	Interest		583	583	583	583	583	583	583	583	583	583	583	6,996		6,996	
	Measure N		-	-	-	-	-	84,000	-	-	84,000	-	-	168,000	168,000	336,000	
	CTEIG, Fundraising, Other				6,250			6,250		6,250		342,859	70,557	432,166		432,166	
	Interfund Transfers In	8910-8929												0		0	
	All Other Financing Sources	8930-8979												0		0	
	Other Receipts/Non-Revenue	TRANS												0		0	
	<b>Total Receipts</b>		23,256	518,763	626,735	752,164	590,598	577,285	1,094,887	618,784	672,584	890,212	1,101,432	634,898	8,101,598	1,192,290	9,293,888
<b>C</b>	<b>Disbursements</b>																
	Certificated Salaries	1000-1999	161,117	324,612	324,612	324,612	324,612	324,612	324,612	389,612	324,612	324,612	362,098	3,834,335		3,834,335	
	Classified Salaries	2000-2999	73,892	125,726	126,714	126,714	126,714	126,714	126,714	126,714	126,714	126,714	142,752	1,482,796		1,482,796	
	Employee Benefits	3000-3999	123,689	117,398	123,139	117,494	116,553	116,553	124,080	117,494	130,409	110,380	85,853	1,393,422		1,393,422	
	Books & Supplies	4000-4999	15,004	15,004	25,668	18,064	18,064	18,064	17,384	17,384	17,384	17,384	17,384	214,172	21,328	235,500	
	Services	5000-5999	278,700	184,180	195,606	181,798	181,798	183,838	178,979	178,979	181,019	172,282	172,282	2,172,665	76,537	2,249,202	
	Capital Outlay	6000-6599												0		0	
	Other Outgo	7000-7499	1,091	1,044	961	849	792	685	622	536	406	363	266	7,803		7,803	
	Interfund Transfers Out	7600-7629												0		0	
	All Other Financing Uses	7630-7699												0		0	
	Other Disbursements/Non-Exp.													0		0	
	<b>Total Disbursements</b>		653,493	767,964	796,700	769,531	768,533	770,466	772,391	765,719	845,544	751,735	751,638	691,479	9,105,193	97,865	9,203,058
<b>D</b>	<b>Prior Year Transactions</b>																
	Accounts Receivable-9200		802,101	261,608	40,912	28,960	18,093	-	-	-	-	37,907	-	1,189,581		1,189,581	
	Due From Grantor Govts.-9290													0		0	
	Due From Other Funds-9310													0		0	
	Prepaid Expense-9330													0		0	
	Accounts Payable-9500		81,233	57,661	(4,768)	(4,768)	(4,768)	(4,768)	(4,768)	(4,768)	(4,768)	(4,768)	(4,768)	91,214		91,214	
	Due To Grantor Govts.-9590													0		0	
	Due to Other Funds-9610													0		0	
	Due to Other Agencies-9620													0		0	
	Current Loans/TRANS-9640		15,170	(484,783)	(84,700)	15,412	(84,531)	15,576	15,639	15,725	15,855	15,898	15,994	16,073	(512,672)	(512,672)	
	Deferred Revenue-9650													0		0	
	<b>Total Pr. Yr. Transactions</b>	-	705,698	688,730	130,380	18,316	107,392	(10,808)	(10,871)	(10,957)	(11,087)	26,777	(11,226)	(11,305)	1,611,039	0	1,611,039
<b>E</b>	<b>Net Increase/Decrease (B-C+D)</b>		75,461	439,529	(39,585)	949	(70,543)	(203,989)	311,625	(157,892)	(184,047)	165,254	338,568	(67,886)	607,444	1,094,425	1,701,869
<b>F</b>	<b>Ending Cash (A+E)</b>		112,497	552,026	512,441	513,390	442,847	238,858	550,483	392,591	208,544	373,798	712,366	644,480	644,480		
<b>G</b>	<b>Ending Cash plus Accruals</b>															1,738,905	

ARISE High School		2026-27 - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
	Actuals through Month of:	N/A															
<b>A</b>	<b>Beginning Cash</b>	<b>9110</b>	<b>644,480</b>	<b>628,652</b>	<b>490,310</b>	<b>299,633</b>	<b>346,853</b>	<b>213,322</b>	<b>46,549</b>	<b>313,661</b>	<b>191,861</b>	<b>17,810</b>	<b>87,930</b>	<b>142,935</b>	<b>644,480</b>		
<b>B</b>	<b>Receipts</b>																
	<b>LCFF Sources</b>																
	State Aid - Current Year	8011	-	224,135	224,135	403,443	403,443	403,443	403,443	403,443	403,443	403,443	403,443	403,443	4,079,257	403,443	4,482,700
	Education Protection Account	8012	-	-	-	219,021	-	-	219,021	-	-	239,259	-	-	677,301	225,767	903,068
	State Aid - Prior Years	8019												0		0	
	Local In Lieu of Prop. Taxes	8096	-	84,574	169,148	112,765	112,765	112,765	112,765	197,339	98,669	98,669	98,669	1,310,893	98,669	1,409,562	
	<b>Federal Revenue (List)</b>	<b>8100-8299</b>												0		0	
	Title Funding		-	-	-	-	41,876	-	-	41,876	-	-	41,876	-	125,628	41,876	167,504
	Child Nutrition		-	-	-	-	5,221	5,221	5,221	5,221	5,221	5,221	5,221	41,768	10,442	52,210	
	Special Education		-	-	-	-	-	-	-	-	-	-	-	0	57,400	57,400	
	<b>Other State Revenue (List)</b>	<b>8300-8599</b>												0		0	
	Special Education		17,099	18,619	32,299	33,514	33,514	33,514	33,514	33,514	33,514	33,514	33,514	369,643	2,735	372,378	
	Child Nutrition		-	-	5,983	5,983	5,983	5,983	5,983	5,983	5,983	5,983	5,983	59,830	11,965	71,795	
	Other State Revenue		6,142	126,141	126,140	12,808	12,808	35,365	274,223	39,988	12,808	12,808	170,696	842,735	185,069	1,027,804	
	<b>Other Local Revenue (List)</b>	<b>8600-8799</b>												0		0	
	Interest		583	583	583	583	583	583	583	583	583	583	583	6,996		6,996	
	Measure N		-	-	-	-	-	-	84,000	-	-	84,000	-	168,000	168,000	336,000	
	CTEIG, Fundraising, Other				6,250			6,250		6,250		346,287	70,557	435,594		435,594	
	Interfund Transfers In	8910-8929												0		0	
	All Other Financing Sources	8930-8979												0		0	
	Other Receipts/Non-Revenue	TRANS												0		0	
	<b>Total Receipts</b>		<b>23,824</b>	<b>454,052</b>	<b>564,538</b>	<b>788,117</b>	<b>616,193</b>	<b>603,124</b>	<b>1,138,753</b>	<b>643,373</b>	<b>665,141</b>	<b>883,480</b>	<b>1,106,272</b>	<b>630,778</b>	<b>8,117,645</b>	<b>1,205,366</b>	<b>9,323,011</b>
<b>C</b>	<b>Disbursements</b>																
	Certificated Salaries	1000-1999	167,562	337,596	337,596	337,596	337,596	337,596	337,596	397,596	337,596	337,596	375,082	3,978,604		3,978,604	
	Classified Salaries	2000-2999	69,931	111,111	112,139	112,139	112,139	112,139	112,139	112,139	112,139	112,139	128,177	1,318,470		1,318,470	
	Employee Benefits	3000-3999	125,579	119,392	125,040	119,496	118,572	118,572	125,964	119,496	131,434	112,422	87,573	1,415,962		1,415,962	
	Books & Supplies	4000-4999	15,298	15,298	26,175	18,418	18,418	18,418	17,725	17,725	17,725	17,725	17,725	218,375	21,755	240,130	
	Services	5000-5999	285,784	188,481	200,136	186,051	186,051	188,131	183,176	185,257	176,344	176,344	84,593	2,223,524	78,778	2,302,302	
	Capital Outlay	6000-6599												0		0	
	Other Outgo	7000-7499	96	11	-	-	-	-	-	-	-	-	-	107		107	
	Interfund Transfers Out	7600-7629												0		0	
	All Other Financing Uses	7630-7699												0		0	
	Other Disbursements/Non-Exp.													0		0	
	<b>Total Disbursements</b>		<b>664,250</b>	<b>771,889</b>	<b>801,086</b>	<b>773,700</b>	<b>772,776</b>	<b>774,856</b>	<b>776,600</b>	<b>770,132</b>	<b>844,151</b>	<b>756,226</b>	<b>756,226</b>	<b>693,150</b>	<b>9,155,042</b>	<b>100,533</b>	<b>9,255,575</b>
<b>D</b>	<b>Prior Year Transactions</b>																
	Accounts Receivable-9200		825,149	242,385	40,912	27,844	18,093	-	-	-	-	37,907	-	1,192,290		1,192,290	
	Due From Grantor Govts.-9290													0		0	
	Due From Other Funds-9310													0		0	
	Prepaid Expense-9330													0		0	
	Accounts Payable-9500		84,386	60,966	(4,959)	(4,959)	(4,959)	(4,959)	(4,959)	(4,959)	(4,959)	(4,959)	(4,959)	95,762		95,762	
	Due To Grantor Govts.-9590													0		0	
	Due to Other Funds-9610													0		0	
	Due to Other Agencies-9620													0		0	
	Current Loans/TRANS-9640		116,165	1,924	-	-	-	-	100,000	-	-	100,000	300,000	618,089		618,089	
	Deferred Revenue-9650													0		0	
	<b>Total Pr. Yr. Transactions</b>	<b>-</b>	<b>624,598</b>	<b>179,495</b>	<b>45,871</b>	<b>32,803</b>	<b>23,052</b>	<b>4,959</b>	<b>(95,041)</b>	<b>4,959</b>	<b>4,959</b>	<b>(57,134)</b>	<b>(295,041)</b>	<b>4,959</b>	<b>478,439</b>	<b>0</b>	<b>478,439</b>
<b>E</b>	<b>Net Increase/Decrease (B-C+D)</b>		<b>(15,828)</b>	<b>(138,342)</b>	<b>(190,677)</b>	<b>47,220</b>	<b>(133,531)</b>	<b>(166,773)</b>	<b>267,112</b>	<b>(121,800)</b>	<b>(174,051)</b>	<b>70,120</b>	<b>55,005</b>	<b>(57,413)</b>	<b>(558,958)</b>	<b>1,104,833</b>	<b>545,875</b>
<b>F</b>	<b>Ending Cash (A+E)</b>		<b>628,652</b>	<b>490,310</b>	<b>299,633</b>	<b>346,853</b>	<b>213,322</b>	<b>46,549</b>	<b>313,661</b>	<b>191,861</b>	<b>17,810</b>	<b>87,930</b>	<b>142,935</b>	<b>85,522</b>	<b>85,522</b>		
<b>G</b>	<b>Ending Cash plus Accruals</b>															<b>1,190,355</b>	

ARISE High School		2027-28 - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
	Actuals through Month of:	N/A															
<b>A</b>	<b>Beginning Cash</b>	9110	85,522	180,795	213,459	92,498	150,884	22,959	62,042	450,020	333,479	164,642	349,994	318,200	85,522		
<b>B</b>	<b>Receipts</b>																
	<b>LCFF Sources</b>																
	State Aid - Current Year	8011	-	233,840	233,840	420,912	420,912	420,912	420,912	420,912	420,912	420,912	420,912	420,912	4,255,888	420,912	4,676,800
	Education Protection Account	8012	-	-	-	225,767	-	-	225,767	-	-	248,118	-	-	699,652	233,218	932,870
	State Aid - Prior Years	8019													0		0
	Local In Lieu of Prop. Taxes	8096	-	84,574	169,148	112,765	112,765	112,765	112,765	197,339	98,669	98,669	98,669	1,310,893	98,669	1,409,562	
	<b>Federal Revenue (List)</b>	8100-8299													0		0
	Title Funding		-	-	-	-	41,876	-	-	41,876	-	-	41,876	-	125,628	41,876	167,504
	Child Nutrition		-	-	-	-	5,326	5,326	5,326	5,326	5,326	5,326	5,326	42,608	10,651	53,259	
	Special Education		-	-	-	-	-	-	-	-	-	-	-	0	57,400	57,400	
	<b>Other State Revenue (List)</b>	8300-8599													0		0
	Special Education		17,099	18,619	32,299	33,514	33,514	33,514	33,514	33,514	33,514	33,514	33,514	369,643	2,735	372,378	
	Child Nutrition		-	-	6,102	6,102	6,102	6,102	6,102	6,102	6,102	6,102	6,102	61,020	12,204	73,224	
	Other State Revenue		6,142	96,141	96,141	11,142	11,142	34,443	281,183	38,322	11,142	11,142	173,343	781,425	189,383	970,808	
	<b>Other Local Revenue (List)</b>	8600-8799													0		0
	Interest		583	583	583	583	583	583	583	583	583	583	583	6,996		6,996	
	Measure N		-	-	-	-	-	84,000	-	-	84,000	-	-	168,000	168,000	336,000	
	CTEIG, Fundraising, Other				6,250			6,250		6,250		349,750	70,557	439,057		439,057	
	Interfund Transfers In	8910-8929												0		0	
	All Other Financing Sources	8930-8979												0		0	
	Other Receipts/Non-Revenue	TRANS												0		0	
	<b>Total Receipts</b>		23,824	433,757	544,363	810,785	632,220	619,895	1,170,152	659,400	681,168	908,366	1,130,075	646,805	8,260,810	1,235,048	9,495,858
<b>C</b>	<b>Disbursements</b>																
	Certificated Salaries	1000-1999	174,264	351,100	351,100	351,100	351,100	351,100	351,100	411,100	351,100	351,100	390,085	4,135,349		4,135,349	
	Classified Salaries	2000-2999	66,452	101,988	103,056	103,056	103,056	103,056	103,056	103,056	103,056	103,056	119,736	1,215,680		1,215,680	
	Employee Benefits	3000-3999	126,409	121,278	126,731	121,389	120,499	120,499	127,622	121,389	133,331	114,286	114,286	90,108	1,437,827	1,437,827	
	Books & Supplies	4000-4999	15,597	15,597	26,692	18,780	18,780	18,780	18,073	18,073	18,073	18,073	18,073	222,664	22,190	244,854	
	Services	5000-5999	293,059	192,891	204,778	190,412	190,412	192,534	187,480	187,480	189,602	180,511	180,511	86,005	2,275,675	81,233	2,356,908
	Capital Outlay	6000-6599												0		0	
	Other Outgo	7000-7499												0		0	
	Interfund Transfers Out	7600-7629												0		0	
	All Other Financing Uses	7630-7699												0		0	
	Other Disbursements/Non-Exp.													0		0	
	<b>Total Disbursements</b>		675,781	782,854	812,357	784,737	783,847	785,969	787,331	781,098	855,162	767,026	767,026	704,007	9,287,195	103,423	9,390,618
<b>D</b>	<b>Prior Year Transactions</b>																
	Accounts Receivable-9200		834,353	244,557	41,876	27,181	18,545	-	-	-	-	38,855	-	-	1,205,367		1,205,367
	Due From Grantor Govts.-9290														0		0
	Due From Other Funds-9310														0		0
	Prepaid Expense-9330														0		0
	Accounts Payable-9500		87,123	62,796	(5,157)	(5,157)	(5,157)	(5,157)	(5,157)	(5,157)	(5,157)	(5,157)	(5,157)	98,349		98,349	
	Due To Grantor Govts.-9590														0		0
	Due to Other Funds-9610														0		0
	Due to Other Agencies-9620														0		0
	Current Loans/TRANS-9640			(200,000)	(100,000)			(200,000)					400,000	100,000	0		0
	Deferred Revenue-9650														0		0
	<b>Total Pr. Yr. Transactions</b>	-	747,230	381,761	147,033	32,338	23,702	205,157	5,157	5,157	5,157	44,012	(394,843)	(94,843)	1,107,018	0	1,107,018
<b>E</b>	<b>Net Increase/Decrease (B-C+D)</b>		95,273	32,664	(120,961)	58,386	(127,925)	39,083	387,978	(116,541)	(168,837)	185,352	(31,794)	(152,045)	80,633	1,131,625	1,212,258
<b>F</b>	<b>Ending Cash (A+E)</b>		180,795	213,459	92,498	150,884	22,959	62,042	450,020	333,479	164,642	349,994	318,200	166,155	166,155		
<b>G</b>	<b>Ending Cash plus Accruals</b>																1,297,780

### **NWEA MAP Combined Raw (xx-xx) Tab**

1. Copy and paste your NWEA MAP Combined Data File into the tab labeled 'NWEA
2. Rename the 'NWEA MAP Combined Raw (xx-xx) tab to include the relevant schoo
3. Duplicate the 'NWEA MAP Combined Raw (xx-xx)' tab if you wish to include mult

**Note:** Raw data should be student-level data but may be anonymized for privacy

### **NWEA MAP Summary Table Tab**

1. Delete the example row and populate the summary table for all indicators, all gr

**Note:** In cases where student group data cannot be disaggregated at the grade level

### **School Participation Table**

1. After completing the data tabs, fill in the open response on the School Participat
2. Please be sure each school year you are submitting NWEA MAP Growth data is a

## Instructions

MAP Combined Raw (xx-xx)' (For instructions on downloading the NWEA MAP Combined Data File of year. (e.g. 'NWEA MAP Combined Raw (23-24)')  
multiple school years of data and repeat steps 1-2 for each school year appropriately.

grades tested, and all appropriate student groups.  
If applicable, please specify the grade span.

Information Tab.  
Accounted for.



le, please refer to the NWEA MAP one-pager)

Indicator	School year	Student Group	Grade	School Conditional Growth Index	Percent Met Fall to Spring Projected Growth (CGI value of -0.2 or higher)	
Math	2023-2024	All		9	2.97	77
Math	2023-2024	All		10	1.88	70
Math	2023-2024	All		11	2.33	74
Math	2023-2024	All		12	2.53	73
Math	2023-2024	All	All Grades		0.6	73
Math	2023-2024	SED	All Grades		0.6	73
Math	2023-2024	EL	All Grades		0.6	73
Math	2023-2024	SWD	All Grades		0.4	65
Reading	2023-2024	All		9	1.64	70
Reading	2023-2024	All		10	2	65
Reading	2023-2024	All		11	1.72	69
Reading	2023-2024	All		12	0.69	46
Reading	2023-2024	All	All Grades		0.3	62
Reading	2023-2024	SED	All Grades		0.3	62
Reading	2023-2024	EL	All Grades		0.3	59
Reading	2023-2024	SWD	All Grades		0.4	60
Math	2022-2023	All		9	2.43	77
Math	2022-2023	All		10	2.46	72
Math	2022-2023	All		11	2.94	78
Math	2022-2023	All		12	0.51	54
Math	2022-2023	All	All Grades		0.5	71
Math	2022-2023	SED	All Grades		0.5	70
Math	2022-2023	EL	All Grades		0.7	71
Math	2022-2023	SWD	All Grades		0.4	64
Reading	2022-2023	All		9	1.05	64
Reading	2022-2023	All		10	1.81	68
Reading	2022-2023	All		11	0.5	60
Reading	2022-2023	All		12	0.47	55
Reading	2022-2023	All	All Grades		0.2	62
Reading	2022-2023	SED	All Grades		0.2	62
Reading	2022-2023	EL	All Grades		0.2	63



Reading

2022-2023

SWD

All Grades

0.1

60

Term	Narr	District	Na	District_S	School	Na	School_S	StudentL	StudentFi	StudentM	StudentID	Student_S	StudentD	StudentE	INWEA	St	StudentG
Spring 20	ARISE High School	ARISE HIGH SCHC									2893		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2968		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2968		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2970		6/5/2006	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2970		6/5/2006	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2971		4/3/2006	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2971		4/3/2006	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2972		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2972		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2975		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2975		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2980		#####	Not Speci	Not Speci	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2980		#####	Not Speci	Not Speci	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2981		8/9/2006	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2982		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2982		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2985		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2985		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2986		#####	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2986		#####	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2988		#####	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2988		#####	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2991		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2991		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2993		1/5/2006	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2993		1/5/2006	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2994		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2994		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2997		#####	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2997		#####	Hispanic (	Hispanic (	F	
Spring 20	ARISE High School	ARISE HIGH SCHC									2999		2/7/2007	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									2999		2/7/2007	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									3000		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									3000		#####	Hispanic (	Hispanic (	M	
Spring 20	ARISE High School	ARISE HIGH SCHC									3007		#####	Hispanic (	Hispanic (	M	















































































12	12 Language Reading	2020	2	20	32	32 Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: S#####
9	9 Language Reading (Spanish)		2	20	32	Survey W Growth: S#####
11	11 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
11	11 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2		32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
11	11 Mathemat Math K-12	2020	2	20	32	Survey W Growth: S#####
11	11 Language Reading (Spanish)		2	20	32	Survey W Growth: S#####
11	11 Mathemat Math K-12	2020		20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
11	11 Mathemat Math K-12	2020		20	32	Survey W Growth: S#####
11	11 Language Reading	2020		20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	2	20	32	Survey W Growth: F#####









9	9	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9	Language	Reading	2020	2	20	32	Survey W Growth: F#####
9	9	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9	Language	Reading	2020	2	20	32	Survey W Growth: F#####
9	9	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9	Language	Reading	2020	2	20	32	Survey W Growth: F#####
9	9	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9	Language	Reading	2020	2	20	32	Survey W Growth: F#####
9	9	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9	Language	Reading	2020	2	20	32	Survey W Growth: F#####
9	9	Language	Reading	2020	2	20	32	Survey W Growth: F#####
9	9	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
9	9	Language	Reading	2020	2	20	32	Survey W Growth: F#####
10	10	Mathema	Math K-12	2020	2	20	32	Survey W Growth: S#####
10	10	Language	Reading	2020		20	32	Survey W Growth: F#####
10	10	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
10	10	Language	Reading	2020	2	20	32	Survey W Growth: F#####
10	10	Mathema	Math K-12	2020			32	Survey W Growth: N 6/5/2024
10	10	Language	Reading (Spanish)		2	20	32	Survey W Growth: S#####
10	10	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
10	10	Language	Reading	2020	2	20	32	Survey W Growth: F#####
10	10	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
10	10	Language	Reading	2020	2	20	32	Survey W Growth: F#####
10	10	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
10	10	Language	Reading	2020	2	20	32	Survey W Growth: F#####
11	11	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
11	11	Language	Reading	2020	2	20	32	Survey W Growth: F#####
11	11	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
11	11	Language	Reading	2020	2	20	32	Survey W Growth: F#####
10	10	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
10	10	Language	Reading	2020	2	20	32	Survey W Growth: F#####
11	11	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
11	11	Language	Reading	2020	2	20	32	Survey W Growth: F#####
12	12	Mathema	Math K-12	2020	2	20	32	Survey W Growth: N#####
12	12	Language	Reading	2020	2	20	32	Survey W Growth: F#####
11	11	Mathema	Math K-12	2020		20	32	Survey W Growth: N#####

11	11 Language Reading	2020	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: S#####
9	9 Language Reading (Spanish)		20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: S#####
9	9 Language Reading (Spanish)		20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	20	32	Survey W Growth: F#####
11	11 Mathemat Math K-12	2020	20	32	Survey W Growth: S#####
11	11 Language Reading (Spanish)		20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: S#####
9	9 Language Reading (Spanish)		20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020	20	32	Survey W Growth: N#####
9	9 Language Reading	2020	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020		32	Survey W Growth: N#####
9	9 Language Reading	2020	20	32	Survey W Growth: F#####
9	9 Mathemat Math K-12	2020		32	Survey W Growth: N#####
9	9 Language Reading	2020	20	32	Survey W Growth: F#####
10	10 Mathemat Math K-12	2020		32	Survey W Growth: S#####
10	10 Language Reading (Spanish)		20	32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020		32	Survey W Growth: S#####
9	9 Language Reading (Spanish)			32	Survey W Growth: S#####
11	11 Mathemat Math K-12	2020		32	Survey W Growth: S#####
11	11 Language Reading (Spanish)			32	Survey W Growth: S#####
10	10 Mathemat Math K-12	2020		32	Survey W Growth: S#####
10	10 Language Reading (Spanish)			32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020		32	Survey W Growth: S#####
9	9 Language Reading (Spanish)			32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020		32	Survey W Growth: S#####
9	9 Language Reading (Spanish)			32	Survey W Growth: S#####
9	9 Mathemat Math K-12	2020		32	Survey W Growth: S#####
9	9 Language Reading (Spanish)			32	Survey W Growth: S#####

TestStart	TestDura	TestRITS	TestStanc	TestPercc	Achievem	PercentC	RapidGue	FallToFall	FallToFall	FallToFall	FallToFall	FallToFall	FallToFall
9:19:42	68	223	3.3	48	Avg	53	0						
9:25:37	83	250	3.28	74	HiAvg	59	0						
10:45:32	192	243	3.38	79	HiAvg	60	0						
10:36:02	90	265	3.28	89	High	60	0						
9:18:32	96	236	3.35	69	HiAvg	53	0						
14:03:09	77	218	3.52	23	LoAvg	53	0						
10:37:54	133	211	3.38	23	LoAvg	40	0						
9:24:23	52	232	3.28	46	Avg	56	0						
10:45:34	76	237	3.33	71	HiAvg	55	0						
9:26:53	69	239	3.47	58	Avg	60	0						
14:19:41	63	209	3.43	25	LoAvg	35	4.6512						
9:26:11	70	235	3.37	51	Avg	63	0						
14:14:03	81	234	3.32	66	HiAvg	50	0						
10:45:28	89	200	3.53	15	Low	33	0						
12:36:32	90	244	3.29	65	HiAvg	58	0						
14:10:09	68	226	3.42	53	Avg	45	0						
10:39:08	71	196	3.72	6	Low	30	13.9535						
9:18:59	27	181	3.9	3	Low	23	9.3023						
10:36:00	94	261	3.28	86	High	57	0						
9:18:24	98	228	3.5	56	Avg	43	0						
9:25:58	62	230	3.37	43	Avg	65	0						
14:14:00	86	222	3.32	46	Avg	45	0						
10:36:08	66	248	3.39	71	HiAvg	60	0						
9:18:32	110	244	3.37	80	HiAvg	53	0						
10:36:06	48	267	3.32	91	High	58	6.9767						
9:18:22	99	226	3.32	53	Avg	45	0						
9:26:10	59	247	3.27	70	HiAvg	60	0						
11:10:41	52	222	3.34	46	Avg	50	5						
9:28:16	44	214	3.51	21	LoAvg	44	2.3256						
14:16:26	67	207	3.49	23	LoAvg	35	5						
9:26:07	67	228	3.3	39	LoAvg	60	0						
14:06:28	128	223	3.31	46	Avg	48	0						
10:35:55	113	273	3.27	96	High	49	0						
14:01:59	147	239	3.41	78	HiAvg	48	0						
10:36:04	86	263	3.34	88	High	58	0						

14:13:59	94	232	3.31	63 HiAvg	53	0
14:03:04	77	202	3.17	7 Low	53	0
12:36:05	69	204	3.44	13 Low	35	2.5
10:36:19	72	208	3.28	11 Low	54	0
9:06:53	115	220	3.36	40 LoAvg	40	0
14:03:03	50	226	3.26	37 LoAvg	55	2.5
9:19:01	99	208	3.54	24 LoAvg	33	0
10:36:39	52	246	3.28	68 HiAvg	58	0
9:22:46	129	235	3.41	68 HiAvg	45	2.5
9:26:05	61	231	3.29	45 Avg	56	0
10:45:27	80	212	3.48	30 LoAvg	37	2.439
9:26:01	69	245	3.26	67 HiAvg	53	0
10:45:43	108	233	3.32	65 HiAvg	48	0
9:06:11	60	228	3.3	40 LoAvg	57	0
9:10:51	59	207	3.53	23 LoAvg	33	0
9:12:18	40	235	3.3	51 Avg	60	0
10:45:26	124	232	3.35	63 HiAvg	48	0
10:50:22	74	219	3.37	27 LoAvg	56	0
14:15:09	56	224	3.34	49 Avg	53	5
9:25:55	61	243	3.28	64 HiAvg	60	0
10:45:23	109	228	3.27	56 Avg	48	0
14:06:39	42	219	3.37	27 LoAvg	56	6.9767
9:18:26	53	209	3.46	25 LoAvg	35	7.5
14:15:43	50	225	3.44	51 Avg	43	2.5
10:50:22	81	234	3.3	50 Avg	49	2.439
14:15:05	62	217	3.36	38 LoAvg	48	0
9:26:39	103	225	3.3	35 LoAvg	51	2.439
12:44:33	56	208	3.45	24 LoAvg	34	17.0732
14:03:04	50	235	3.3	51 Avg	62	0
9:25:00	99	227	3.32	55 Avg	50	0
10:39:05	58	215	3.39	22 LoAvg	47	2.3256
9:18:37	141	227	3.3	55 Avg	48	2.5
10:38:05	68	211	3.3	17 Low	44	14.6341
9:18:35	76	208	3.49	24 LoAvg	43	11.9048
10:36:11	30	201	3.5	9 Low	42	0
8:50:14	81	204	3.44	19 Low	36	7.1429

10:50:19	81	211	3.3	17 Low	47	0
9:18:31	102	219	3.36	41 Avg	38	7.5
9:27:38	56	202	3.39	10 Low	40	0
12:50:36	80	210	3.46	27 LoAvg	33	12.5
10:36:10	40	259	3.27	84 High	53	0
12:44:51	46	224	3.3	49 Avg	48	2.5
10:39:01	87	206	3.25	10 Low	45	0
9:07:33	64	200	3.48	9 Low	36	0
14:03:08	65	229	3.27	42 Avg	58	0
9:18:28	101	222	3.37	46 Avg	43	0
9:11:50	71	267	3.56	91 High	65	0
9:18:26	127	225	3.34	51 Avg	45	0
10:37:11	37	229	3.3	42 Avg	54	2.439
13:18:54	19	208	3.45	24 LoAvg	35	25
10:36:00	54	247	3.38	70 HiAvg	63	0
12:44:33	47	218	3.37	39 LoAvg	40	2.5
10:49:07	26	239	3.3	58 Avg	52	4.7619
9:19:27	87	223	3.34	48 Avg	48	0
9:25:56	110	251	3.3	75 HiAvg	55	0
12:46:28	170	231	3.31	61 HiAvg	45	0
9:26:21	21	192	3.28	4 Low	47	0
10:45:24	56	201	3.48	16 Low	33	7.1429
10:36:02	107	273	3.29	94 High	58	0
14:14:28	94	239	3.36	74 HiAvg	50	0
10:36:00	49	237	3.29	55 Avg	60	0
9:18:31	72	225	3.33	51 Avg	48	2.5
10:47:52	39	235	3.33	51 Avg	60	0
12:45:01	74	214	3.33	33 LoAvg	43	15
9:25:57	92	231	3.27	45 Avg	56	0
12:42:43	113	225	3.39	51 Avg	48	0
9:25:58	56	232	3.18	46 Avg	47	0
12:54:46	51	212	3.33	30 LoAvg	40	0
9:14:58	102	268	3.31	91 High	60	0
9:18:25	109	235	3.4	68 HiAvg	48	0
9:21:05	28	247	3.28	70 HiAvg	51	9.7561
12:44:30	46	215	3.47	34 LoAvg	38	7.5

9:25:36	90	230	3.28	43 Avg	57	0
10:47:33	90	224	3.4	49 Avg	43	10
10:39:02	104	217	3.28	24 LoAvg	48	4.7619
9:32:46	90	216	3.48	36 LoAvg	33	16.2791
9:25:31	51	227	3.27	39 LoAvg	56	0
14:17:26	49	222	3.36	46 Avg	40	15
10:36:06	78	269	3.29	92 High	58	0
9:18:30	93	227	3.49	55 Avg	53	0
9:25:38	43	249	3.26	73 HiAvg	56	0
12:48:16	73	219	3.29	41 Avg	40	0
9:30:52	110	241	3.32	61 HiAvg	63	0
10:45:25	180	220	3.35	43 Avg	48	0
9:25:35	51	211	3.29	17 Low	48	0
14:15:17	62	212	3.41	30 LoAvg	35	10
9:26:09	75	240	3.43	59 Avg	51	0
14:15:02	99	215	3.39	34 LoAvg	40	0
10:35:57	50	248	3.57	71 HiAvg	58	0
14:13:54	33	223	3.31	48 Avg	48	2.5
12:36:06	128	247	3.29	70 HiAvg	53	0
14:15:33	113	250	3.48	87 High	66	0
10:50:31	73	234	3.27	50 Avg	59	0
12:44:37	109	206	3.43	21 LoAvg	38	7.5
10:53:14	42	230	3.27	43 Avg	56	0
14:13:58	54	213	3.44	31 LoAvg	40	0
9:26:03	69	221	3.29	30 LoAvg	53	0
14:15:14	105	226	3.36	53 Avg	45	0
9:21:27	52	265	4.65	89 High	77	0
9:18:51	112	213	3.48	31 LoAvg	37	2.439
11:20:50	37	259	3.28	84 High	55	0
10:45:30	203	247	3.43	84 High	63	0
12:44:12	62	206	3.29	13 Low	43	23.8095
10:45:27	123	220	3.34	43 Avg	45	0
10:54:01	34	210	3.28	16 Low	42	4.6512
12:46:30	72	177	4.23	2 Low	19	13.9535
9:23:53	53	219	3.28	27 LoAvg	52	11.9048
9:18:35	58	213	3.41	31 LoAvg	40	10

10:38:59	84	216	3.35	23 LoAvg	42	4.6512
9:13:17	133	223	3.32	48 Avg	45	0
9:26:36	99	264	3.27	89 High	51	4.878
10:45:26	92	218	3.34	39 LoAvg	50	0
10:39:07	101	203	3.5	10 Low	37	6.9767
12:44:28	98	223	3.44	48 Avg	40	0
9:25:40	70	223	3.27	33 LoAvg	56	0
12:44:23	93	191	3.5	7 Low	34	2.439
9:28:12	65	242	3.57	62 HiAvg	65	0
14:13:55	122	231	3.32	61 HiAvg	50	0
9:24:11	94	248	3.3	74 HiAvg	59	0
9:13:24	138	200	3.56	9 Low	37	13.9535
10:36:01	57	262	3.29	90 High	55	0
12:35:56	103	228	3.24	57 Avg	53	0
9:16:59	24	207	3.26	14 Low	44	2.3256
14:14:02	52	190	3.49	7 Low	35	20
14:04:04	69	232	3.29	46 Avg	58	4.6512
10:37:46	124	212	3.34	25 LoAvg	43	7.5
9:27:35	105	267	3.29	93 High	58	0
10:38:02	131	240	3.36	80 HiAvg	55	2.5
9:14:23	62	238	3.36	65 HiAvg	63	0
9:41:56	165	214	3.31	35 LoAvg	48	0
9:37:18	43	219	3.26	24 LoAvg	55	0
10:42:53	103	213	3.37	26 LoAvg	43	0
10:39:34	64	201	3.29	9 Low	42	4.6512
12:45:04	58	192	3.98	8 Low	23	13.9535
9:25:02	60	224	3.27	32 LoAvg	56	0
9:15:06	123	181	3.47	1 Low	33	13.9535
9:25:38	92	239	3.28	59 Avg	59	0
12:34:25	133	220	3.29	40 LoAvg	45	0
14:03:11	59	221	3.3	27 LoAvg	48	0
9:13:24	114	221	3.31	42 Avg	50	0
9:23:56	44	230	3.3	42 Avg	53	0
9:13:25	83	219	3.35	38 LoAvg	45	0
14:03:31	57	241	3.26	62 HiAvg	55	0
12:37:09	123	221	3.35	42 Avg	50	0



10:51:28	112	209	3.26	12 Low	51	0
14:10:06	295	229	3.33	59 Avg	55	0
10:53:57	88	240	3.63	60 Avg	49	0
9:17:46	70	227	3.31	55 Avg	45	7.5
9:27:42	84	239	3.5	59 Avg	65	0
12:36:02	98	214	3.4	28 LoAvg	43	0
9:27:41	124	246	3.5	71 HiAvg	65	0
10:37:36	117	215	3.41	30 LoAvg	45	0
14:03:07	70	220	3.51	26 LoAvg	58	0
10:37:41	133	220	3.35	40 LoAvg	45	0
10:06:14	58	216	3.46	20 Low	56	2.3256
14:01:11	122	221	3.26	42 Avg	48	0
9:25:38	108	245	3.36	69 HiAvg	65	0
14:01:12	144	222	3.23	44 Avg	50	0
9:24:00	47	229	3.24	40 LoAvg	55	0
12:36:25	88	225	3.36	51 Avg	55	0
14:07:09	122	248	3.4	74 HiAvg	51	0
9:17:51	205	224	3.32	48 Avg	45	0
10:39:09	135	217	3.38	21 LoAvg	37	4.6512
14:01:50	140	231	3.4	63 HiAvg	45	0
10:39:15	100	225	3.36	33 LoAvg	60	0
9:15:53	108	213	3.37	26 LoAvg	40	0
9:25:44	57	252	3.39	79 HiAvg	60	2.3256
10:37:49	93	231	3.33	63 HiAvg	48	0
9:27:31	99	244	3.4	67 HiAvg	63	0
10:37:47	134	233	3.25	67 HiAvg	53	0
10:35:54	159	296	3.62	99 High	63	2.3256
14:01:26	123	254	3.58	94 High	72	0
9:23:47	104	239	3.37	59 Avg	51	0
12:35:23	98	236	3.32	73 HiAvg	50	0
10:50:15	63	226	3.28	35 LoAvg	51	0
9:13:13	150	221	3.29	42 Avg	43	0
14:03:11	64	278	3.68	98 High	63	0
12:39:03	98	218	3.42	36 LoAvg	40	0
10:50:15	29	225	3.28	35 LoAvg	53	2.5
9:18:29	40	218	3.32	39 LoAvg	43	2.5

10:36:23	92	259	3.28	87 High	58	0
12:34:39	118	239	3.24	78 HiAvg	50	0
9:20:08	57	213	3.26	16 Low	47	2.3256
8:57:11	99	211	3.49	23 LoAvg	34	14.6341
9:23:53	59	201	3.42	6 Low	47	9.3023
10:37:41	122	181	3.7	1 Low	28	6.9767
9:25:36	105	243	3.36	66 HiAvg	60	0
10:37:32	170	227	3.3	55 Avg	48	0
9:36:48	46	236	3.26	53 Avg	56	0
10:37:45	87	222	3.3	44 Avg	50	0
9:27:35	112	251	3.29	78 HiAvg	60	0
10:37:34	120	240	3.31	80 HiAvg	48	0
14:03:25	95	246	3.28	71 HiAvg	60	0
10:37:32	127	230	3.46	61 HiAvg	48	0
9:23:47	90	240	3.33	60 Avg	58	0
10:37:37	71	208	3.42	18 Low	45	5
9:25:39	92	232	3.26	46 Avg	58	0
10:37:37	164	221	3.35	42 Avg	45	0
10:39:41	115	222	3.24	29 LoAvg	53	0
12:38:33	122	217	3.28	34 LoAvg	45	2.5
14:05:12	41	222	3.3	29 LoAvg	47	23.2558
9:17:51	196	218	3.33	36 LoAvg	43	5
10:44:06	96	226	3.29	35 LoAvg	54	0
14:06:49	187	210	3.38	21 LoAvg	43	0
10:44:06	97	202	3.43	7 Low	37	9.3023
11:02:51	160	225	3.46	51 Avg	45	0
14:03:26	89	245	3.28	69 HiAvg	59	0
12:43:58	67	213	3.35	26 LoAvg	40	15
14:03:08	136	234	3.26	50 Avg	56	0
12:34:29	144	226	3.29	53 Avg	55	0
9:30:42	45	197	3.28	4 Low	47	0
12:35:09	110	208	3.47	18 Low	35	0
9:25:39	79	249	3.3	75 HiAvg	51	0
14:01:18	107	239	3.26	78 HiAvg	48	0
9:25:38	86	234	3.27	50 Avg	59	0
10:37:48	130	228	3.35	57 Avg	50	0

10:39:06	76	236	3.3	53 Avg	63	0
9:09:39	106	237	3.36	75 HiAvg	55	0
10:39:50	101	228	3.28	39 LoAvg	56	0
14:01:21	100	228	3.37	57 Avg	45	0
10:44:06	89	217	3.26	21 LoAvg	54	0
14:04:59	110	213	3.37	26 LoAvg	43	0
10:35:54	94	266	3.28	93 High	58	0
14:01:30	122	223	3.33	46 Avg	50	0
10:36:34	80	261	3.29	89 High	60	0
14:01:32	100	243	3.49	84 High	63	0
10:39:00	100	222	3.31	29 LoAvg	56	0
9:09:30	103	199	3.57	8 Low	28	6.9767
9:23:56	49	234	3.34	50 Avg	63	0
10:37:42	98	230	3.3	61 HiAvg	50	2.5
9:23:45	115	228	3.26	39 LoAvg	54	0
12:36:03	140	217	3.32	34 LoAvg	43	7.5
10:37:59	80	225	3.34	33 LoAvg	56	0
9:13:23	74	224	3.34	48 Avg	48	0
10:36:04	87	258	3.28	86 High	60	0
14:01:14	143	234	3.27	69 HiAvg	53	0
14:06:51	54	209	3.28	12 Low	51	2.439
9:19:03	97	216	3.41	32 LoAvg	38	7.5
14:09:42	73	216	3.3	20 Low	49	0
9:18:59	93	207	3.36	17 Low	38	0
10:39:03	78	214	3.44	18 Low	56	11.6279
13:57:42	59	212	3.58	25 LoAvg	37	2.3256
11:07:32	54	224	3.53	32 LoAvg	60	0
12:52:06	85	215	3.33	30 LoAvg	43	0
9:25:30	84	233	3.33	48 Avg	49	2.3256
12:50:41	67	197	3.45	7 Low	38	12.5
9:24:46	81	218	3.36	23 LoAvg	56	0
12:34:19	71	215	3.33	30 LoAvg	48	0
9:27:41	66	227	3.27	37 LoAvg	53	0
10:37:32	133	227	3.36	55 Avg	43	0
9:27:39	75	246	3.28	71 HiAvg	59	0
12:35:20	110	236	3.26	73 HiAvg	48	0

10:39:10	71	237	3.28	55 Avg	55	0
12:35:59	137	221	3.25	42 Avg	48	0
9:26:34	83	248	3.31	74 HiAvg	58	0
14:01:15	92	232	3.27	65 HiAvg	50	0
10:50:39	48	222	3.27	29 LoAvg	51	0
14:03:20	94	209	3.35	20 Low	40	0
9:28:14	63	238	3.31	57 Avg	63	0
12:37:03	84	230	3.24	61 HiAvg	53	0
10:53:52	98	243	3.28	66 HiAvg	58	0
9:15:28	117	237	3.27	75 HiAvg	53	0
9:25:32	83	230	3.25	42 Avg	59	0
9:25:39	58	216	3.28	20 Low	49	0
12:35:30	96	217	3.33	34 LoAvg	48	0
9:23:49	164	242	3.29	64 HiAvg	60	0
10:37:38	297	220	3.28	40 LoAvg	48	0
9:28:33	116	245	3.33	69 HiAvg	58	0
14:01:57	94	236	3.33	73 HiAvg	55	0
9:32:50	61	240	3.19	59 Avg	49	0
12:44:37	50	217	3.46	38 LoAvg	38	10
10:39:11	61	211	3.31	17 Low	40	4.6512
14:16:27	55	211	3.4	28 LoAvg	40	12.5
14:03:11	52	221	3.18	27 LoAvg	49	0
12:40:10	64	189	3.45	3 Low	41	2.439
9:11:41	108	244	3.4	65 HiAvg	58	0
10:41:18	99	189	3.63	6 Low	28	9.3023
9:27:31	76	227	3.27	39 LoAvg	54	0
10:41:38	55	208	3.48	24 LoAvg	38	0
10:36:17	104	267	3.27	91 High	56	0
9:18:26	80	238	3.42	72 HiAvg	45	0
10:38:46	132	225	3.16	33 LoAvg	51	0
14:01:35	140	202	3.45	11 Low	32	0
9:26:02	58	237	3.16	55 Avg	51	0
10:41:17	79	221	3.34	44 Avg	45	0
9:18:11	100	234	3.29	53 Avg	51	0
12:38:15	100	231	3.39	66 HiAvg	48	0
10:38:54	141	257	3.26	88 High	58	0

10:42:26	330	229	3.28	62 HiAvg	50	0
10:38:49	55	219	3.45	26 LoAvg	47	6.9767
9:14:38	65	201	3.49	11 Low	35	4.6512
10:45:16	94	235	3.28	55 Avg	57	2.381
14:02:57	106	231	3.38	66 HiAvg	53	2.5
9:27:36	103	271	3.29	95 High	55	0
10:37:38	134	244	3.32	85 High	55	0
10:51:17	55	239	3.28	58 Avg	60	0
14:13:59	68	235	3.43	68 HiAvg	45	5
9:27:40	116	275	3.28	97 High	56	0
10:37:41	111	249	3.45	91 High	64	0
9:18:13	40	204	3.14	8 Low	51	0
12:36:17	79	225	3.47	51 Avg	50	15
9:27:20	43	259	3.27	84 High	50	0
12:46:01	39	212	3.42	30 LoAvg	35	15
9:25:32	51	231	3.25	45 Avg	59	0
10:45:26	50	224	3.49	49 Avg	40	0
9:18:22	87	257	3.25	82 High	55	0
12:44:26	99	243	3.34	79 HiAvg	55	0
9:11:33	104	252	3.3	76 HiAvg	55	0
14:16:23	146	217	3.37	38 LoAvg	43	0
9:12:57	43	240	3.29	59 Avg	56	0
10:47:24	94	218	3.4	39 LoAvg	50	0
9:15:56	95	212	3.27	17 Low	46	0
12:38:46	109	208	3.41	20 Low	40	15
9:16:17	71	224	3.26	35 LoAvg	46	12.1951
12:44:45	116	225	3.47	53 Avg	53	0
10:39:04	86	204	3.39	9 Low	51	0
9:16:34	110	202	3.47	12 Low	35	5
9:16:22	98	227	3.27	40 LoAvg	56	13.9535
12:44:34	144	218	3.27	38 LoAvg	48	2.5
9:18:10	89	239	3.27	62 HiAvg	59	0
12:38:16	96	226	3.25	55 Avg	50	0
9:27:39	124	243	3.29	69 HiAvg	57	0
12:38:19	153	225	3.29	53 Avg	53	0
10:45:19	52	223	3.56	33 LoAvg	47	0

10:37:27	52	208	3.36	20 Low	38	2.5
10:38:55	33	229	3.27	44 Avg	54	4.878
12:41:10	105	220	3.24	42 Avg	50	0
10:43:05	76	208	3.3	13 Low	53	2.5
9:15:26	66	212	3.28	26 LoAvg	48	0
9:27:28	97	256	3.39	87 High	63	0
14:00:08	119	233	3.32	70 HiAvg	50	0
10:38:44	97	225	3.31	36 LoAvg	56	0
9:15:09	127	216	3.32	34 LoAvg	45	0
9:18:14	51	209	3.19	14 Low	53	0
10:44:43	75	188	3.57	3 Low	30	2.3256
10:38:47	85	251	3.29	81 High	52	0
14:03:57	103	222	3.24	47 Avg	50	0
10:42:49	107	231	3.27	47 Avg	59	0
10:37:19	131	222	3.49	47 Avg	43	0
10:38:40	61	230	3.29	45 Avg	55	0
9:16:14	70	223	3.24	49 Avg	50	0
10:38:53	74	237	3.28	59 Avg	56	0
13:57:18	117	217	3.3	36 LoAvg	45	0
9:18:13	28	232	3.39	49 Avg	63	0
12:38:43	61	229	3.33	62 HiAvg	48	0
9:28:09	118	250	3.32	80 HiAvg	56	4.6512
14:05:44	152	237	3.28	77 HiAvg	50	0
9:27:32	109	248	3.41	77 HiAvg	47	0
10:37:17	177	230	3.27	64 HiAvg	55	0
10:43:20	107	233	3.27	51 Avg	52	2.381
9:15:19	139	198	3.44	8 Low	38	2.381
9:11:36	95	226	3.27	38 LoAvg	57	0
13:59:03	114	208	3.45	20 Low	40	0
9:23:55	81	251	3.27	81 High	60	0
10:37:07	136	221	3.42	45 Avg	45	0
9:27:29	89	248	3.29	77 HiAvg	57	14.2857
12:37:45	109	234	3.28	72 HiAvg	55	0
9:18:10	115	237	3.33	59 Avg	58	0
12:39:58	88	231	3.42	66 HiAvg	60	0
9:16:24	49	219	3.27	26 LoAvg	54	0

14:05:10	71	211	3.35	25 LoAvg	45	0
9:27:33	99	258	3.3	89 High	60	0
12:43:00	107	231	3.47	66 HiAvg	44	0
9:18:15	60	205	3.39	10 Low	47	0
10:41:33	125	183	3.65	1 Low	30	0
9:16:11	131	183	3.41	1 Low	35	0
12:41:32	213	194	3.51	5 Low	35	0
9:27:32	99	255	3.32	86 High	60	0
12:38:12	126	227	3.26	58 Avg	50	0
10:38:44	125	231	3.26	47 Avg	55	0
9:14:34	126	220	3.4	42 Avg	43	0
9:11:50	84	224	3.32	35 LoAvg	58	0
12:38:17	89	221	3.29	45 Avg	48	0
10:43:09	46	220	3.48	28 LoAvg	47	0
10:37:07	117	228	3.28	60 Avg	50	0
9:11:32	111	241	3.31	66 HiAvg	60	0
10:37:12	174	225	3.42	53 Avg	45	0
10:42:07	59	224	3.28	35 LoAvg	56	0
14:00:53	60	216	3.33	34 LoAvg	48	0
9:18:18	54	230	3.37	45 Avg	47	4.6512
12:36:54	57	187	3.48	2 Low	32	14.6341
9:18:17	65	239	3.28	62 HiAvg	55	0
12:37:40	86	228	3.42	60 Avg	53	0
10:36:56	90	234	3.39	53 Avg	65	2.3256
12:47:48	193	220	3.25	42 Avg	50	0
9:12:16	155	235	3.28	55 Avg	52	0
12:37:49	179	231	3.26	66 HiAvg	50	0
10:39:07	112	228	3.34	42 Avg	60	0
12:37:51	113	216	3.43	34 LoAvg	48	0
9:27:37	143	261	3.39	91 High	60	0
10:37:25	119	225	3.44	53 Avg	55	0
9:16:15	71	220	3.27	28 LoAvg	55	2.381
12:41:25	220	231	3.31	66 HiAvg	53	0
9:17:06	131	241	3.8	66 HiAvg	70	0
12:38:16	203	226	3.22	55 Avg	50	0
9:27:30	84	258	3.27	89 High	56	0

13:57:44	92	240	3.29	82 High	50	0
10:38:40	101	250	3.66	79 HiAvg	47	0
9:15:14	186	232	3.29	68 HiAvg	45	7.5
9:27:30	94	253	3.3	83 High	52	0
14:01:14	167	247	3.34	90 High	63	0
9:23:47	107	257	3.29	88 High	63	0
10:37:20	124	239	3.29	80 HiAvg	53	0
10:38:55	85	246	3.28	74 HiAvg	55	0
9:15:07	117	217	3.33	36 LoAvg	45	10
10:38:47	76	243	3.37	69 HiAvg	60	0
9:09:11	150	241	3.37	83 High	53	0
9:27:40	125	246	3.38	74 HiAvg	63	0
12:39:47	131	228	3.27	60 Avg	50	0
9:27:31	167	264	3.28	93 High	58	0
12:38:19	217	225	3.28	53 Avg	53	0
9:11:40	82	231	3.3	47 Avg	57	0
12:37:40	112	220	3.26	42 Avg	50	0
10:39:38	51	196	3.41	4 Low	44	0
9:19:02	69	205	3.4	15 Low	35	12.5
9:11:46	85	236	3.28	57 Avg	60	0
12:37:41	130	226	3.25	55 Avg	50	0
9:25:34	113	250	3.34	80 HiAvg	56	0
14:02:56	197	232	3.34	68 HiAvg	55	0
9:11:36	67	228	3.25	42 Avg	54	0
10:37:15	127	233	3.49	70 HiAvg	45	0
9:23:45	142	248	3.47	77 HiAvg	63	0
10:37:11	150	235	3.24	74 HiAvg	53	0
10:38:41	67	224	3.34	35 LoAvg	58	0
12:38:16	97	221	3.27	45 Avg	50	2.5
10:43:00	113	239	3.29	62 HiAvg	57	0
14:05:36	93	227	3.25	58 Avg	55	0
10:38:51	134	247	3.27	75 HiAvg	59	0
12:38:22	188	237	3.44	77 HiAvg	53	0
10:39:00	69	242	3.55	67 HiAvg	67	0
12:37:48	124	237	3.3	77 HiAvg	53	0
9:27:31	117	252	3.42	82 High	63	0



12:38:23	107	222	3.26	47 Avg	53	0
9:23:54	41	232	3.27	49 Avg	60	0
12:38:40	49	223	3.47	49 Avg	43	0
9:14:01	64	216	3.31	22 LoAvg	42	0
10:42:36	52	198	3.59	8 Low	33	2.3256
9:19:19	93	233	3.27	51 Avg	59	0
9:15:02	183	212	3.38	26 LoAvg	43	0
10:39:02	62	251	3.26	81 High	53	0
9:15:01	78	235	3.36	74 HiAvg	55	0
9:18:20	78	212	3.26	17 Low	52	0
12:37:48	149	230	3.33	64 HiAvg	55	0
9:18:11	71	227	3.29	40 LoAvg	60	0
9:15:01	161	226	3.46	55 Avg	43	0
9:15:54	169	231	3.34	47 Avg	63	0
14:03:53	125	215	3.49	32 LoAvg	55	0
10:42:55	50	226	3.28	42 Avg	54	0
9:17:30	87	201	3.55	14 Low	30	2.3256
10:39:07	90	252	3.26	82 High	58	0
10:37:14	107	223	3.3	49 Avg	48	0
10:38:44	101	234	3.53	53 Avg	47	0
9:14:58	131	225	3.42	53 Avg	50	0
9:11:40	31	214	3.29	19 Low	45	0
12:38:18	49	217	3.27	36 LoAvg	45	0
10:42:54	50	241	3.73	66 HiAvg	63	2.3256
10:37:18	88	217	3.31	36 LoAvg	43	0
9:27:33	84	261	3.25	91 High	54	0
13:58:54	123	232	3.39	68 HiAvg	53	0
10:38:47	93	233	3.31	51 Avg	63	0
9:15:38	137	222	3.27	47 Avg	53	5
9:18:13	55	228	3.4	42 Avg	56	0
9:15:03	71	221	3.35	45 Avg	45	2.5
9:16:21	74	213	3.28	18 Low	47	0
12:42:40	118	212	3.32	26 LoAvg	43	0
9:11:34	50	234	3.26	53 Avg	55	0
10:42:17	66	184	3.47	1 Low	35	0
9:17:46	76	201	3.49	11 Low	35	0

9:11:38	132	211	3.3	16 Low	53	0
12:38:17	171	213	3.42	28 LoAvg	43	0
9:19:21	81	221	3.29	30 LoAvg	55	0
10:51:54	93	209	3.27	14 Low	52	0
14:21:34	118	200	3.45	10 Low	37	2.3256
9:16:22	142	233	3.28	70 HiAvg	53	0
10:42:15	50	218	3.28	25 LoAvg	56	0
14:03:54	107	214	3.29	30 LoAvg	43	0
12:37:47	82	222	3.45	47 Avg	43	2.5
10:46:23	67	242	3.26	67 HiAvg	60	0
9:16:27	132	219	3.24	40 LoAvg	48	7.5
9:27:10	55	221	3.3	33 LoAvg	42	9.3023
10:42:06	42	214	3.35	35 LoAvg	40	15
10:35:59	63	224	3.3	34 LoAvg	50	0
12:44:34	58	209	3.48	25 LoAvg	33	25.5814
10:05:41	36	242	3.33	62 HiAvg	63	4.6512
14:15:10	73	186	3.67	5 Low	30	13.9535
9:35:13	31	226	3.28	38 LoAvg	50	15
10:37:18	92	223	3.38	49 Avg	50	0
14:03:26	76	242	3.6	67 HiAvg	67	0
10:37:15	155	209	3.46	21 LoAvg	37	0
10:50:18	119	258	3.28	89 High	59	0
14:02:35	178	230	3.31	64 HiAvg	45	0
10:42:18	66	216	3.3	22 LoAvg	48	2.5
12:42:46	88	205	3.43	15 Low	38	2.5
9:27:39	107	252	3.35	79 HiAvg	60	0
10:37:35	97	220	3.41	40 LoAvg	43	10
14:04:02	78	216	3.32	20 Low	47	0
12:35:16	109	225	3.24	51 Avg	53	0
9:18:17	75	215	3.44	21 LoAvg	53	0
10:41:12	98	199	3.47	9 Low	39	4.878
10:38:56	150	250	3.29	74 HiAvg	55	0
14:02:13	102	219	3.32	41 Avg	43	15
10:50:20	31	224	3.27	34 LoAvg	49	0
12:49:57	34	225	3.4	51 Avg	45	25
10:44:13	27	236	3.75	53 Avg	63	2.3256

14:04:42	84	212	3.48	30 LoAvg	37	2.439
9:28:43	104	191	4.07	3 Low	26	27.907
9:14:42	48	198	3.5	11 Low	33	4.6512
10:42:04	62	206	3.25	12 Low	48	0
9:14:47	79	215	3.34	37 LoAvg	48	0
10:43:58	43	179	3.48	1 Low	37	4.6512
14:10:17	55	189	3.32		51	12.1951
9:27:33	82	262	3.29	90 High	57	0
14:03:23	107	236	3.31	73 HiAvg	50	0
10:41:08	72	224	3.3	39 LoAvg	57	0
12:40:18	72	225	3.4	57 Avg	45	0
11:04:08	75	220	3.62	26 LoAvg	58	0
14:08:03	116	219	3.37		45	0
10:52:49	53	201	3.24	6 Low	47	0
9:26:47	31	235	3.29	59 Avg	57	0
10:39:34	116	227	3.26	62 HiAvg	53	0
10:42:26	89	217	3.26	26 LoAvg	58	0
14:04:10	138	221	3.3	49 Avg	45	0
9:23:51	35	201	3.18	6 Low	51	0
10:41:36	87	210	3.32	21 LoAvg	43	0
10:39:06	56	231	3.29	52 Avg	55	0
10:38:48	80	229	3.46	65 HiAvg	52	0
9:29:45	60	208	3.26	14 Low	49	7.3171
10:44:45	72	201	3.58	14 Low	30	4.6512
9:30:16	78	222	3.25	35 LoAvg	54	0
9:14:54	107	216	3.31	39 LoAvg	45	0
10:38:52	90	235	3.32	59 Avg	51	0
10:38:15	51	222	3.32	51 Avg	45	7.5
10:42:02	39	214	3.19	22 LoAvg	47	0
10:41:13	115	202	3.43	15 Low	40	0
9:28:48	49	225	3.28	40 LoAvg	56	0
9:14:53	109	223	3.24	53 Avg	48	2.5
10:38:44	80	241	3.35	70 HiAvg	49	0
10:38:45	131	226	3.28	60 Avg	50	0
10:43:44	95	222	3.32	35 LoAvg	58	4.6512
9:14:55	83	216	3.47	39 LoAvg	43	0

10:38:51	148	256	3.45	90 High	63	0
9:14:39	163	243	3.29	87 High	53	0
9:29:10	84	227	3.35	44 Avg	60	0
9:14:40	129	220	3.27	47 Avg	45	0
9:35:25	89	217	3.28	26 LoAvg	50	0
10:42:45	129	217	3.46	41 Avg	56	0
9:28:51	74	228	3.26	46 Avg	54	0
9:14:49	100	224	3.35	55 Avg	58	0
9:27:08	74	219	3.32	30 LoAvg	58	2.3256
10:38:23	169	205	3.47	19 Low	43	5
10:51:52	59	230	3.27	50 Avg	52	0
9:14:48	98	218	3.29	43 Avg	45	0
10:38:52	108	243	3.49	73 HiAvg	67	0
14:04:13	173	224	3.34	55 Avg	43	15
10:42:22	98	235	3.28	59 Avg	62	0
12:37:45	71	219	3.41	45 Avg	48	0
10:38:48	118	240	3.53	68 HiAvg	65	0
14:04:15	139	230	3.28	67 HiAvg	53	0
9:31:45	54	221	3.29	33 LoAvg	53	0
12:42:31	124	214	3.39	35 LoAvg	40	0
10:42:55	38	224	3.29	39 LoAvg	49	0
12:41:41	64	205	3.49	19 Low	41	2.439
10:39:15	90	224	3.3	39 LoAvg	53	0
10:38:21	80	233	3.3	73 HiAvg	53	0
10:49:34	58	239	3.32	67 HiAvg	60	0
14:03:59	100	236	3.29	78 HiAvg	53	0
10:50:12	49	237	3.29	63 HiAvg	56	0
10:38:17	76	236	3.26	78 HiAvg	53	0
9:26:49	63	235	3.27	59 Avg	60	2.381
10:34:56	59	210	3.34	27 LoAvg	43	0
10:50:10	37	211	3.29	18 Low	51	4.878
10:38:21	86	209	3.49	26 LoAvg	43	0
9:27:37	103	220	3.27	31 LoAvg	53	0
10:41:24	116	209	3.34	26 LoAvg	43	0
10:38:56	88	223	3.47	37 LoAvg	42	0
14:02:20	53	222	3.25	51 Avg	50	2.5

10:49:35	80	221	3.4	33 LoAvg	49	0
14:04:02	107	222	3.24	51 Avg	50	0
10:42:26	112	247	3.3	79 HiAvg	51	0
14:04:01	209	234	3.36	75 HiAvg	48	0
10:42:17	65	218	3.28	28 LoAvg	54	0
14:04:08	118	203	3.35	17 Low	45	0
10:37:23	132	243	3.24	73 HiAvg	60	0
10:38:17	216	245	3.38	89 High	58	0
10:40:58	31	215	3.42	23 LoAvg	58	0
14:04:09	115	214	3.29	35 LoAvg	48	0
10:42:53	57	222	3.26	35 LoAvg	54	2.439
14:04:07	156	218	3.29	43 Avg	50	0
10:38:50	95	234	3.3	58 Avg	57	0
10:38:23	106	225	3.31	57 Avg	53	0
10:40:01	89	238	3.5	65 HiAvg	63	0
10:34:54	115	209	3.36	26 LoAvg	40	0
10:38:54	78	206	3.21	12 Low	42	13.9535
14:08:01	38	191	3.28		51	21.9512
10:49:40	39	233	3.29	56 Avg	53	0
9:14:37	63	222	3.23	51 Avg	50	0
10:38:51	64	239	3.4	67 HiAvg	56	2.3256
14:07:28	84	215	3.3	37 LoAvg	48	0
9:26:56	49	219	3.27	30 LoAvg	54	0
10:38:55	101	210	3.39	27 LoAvg	40	0
10:51:31	47	220	3.25	31 LoAvg	55	0
12:38:34	57	209	3.33	26 LoAvg	40	2.5
10:42:08	54	216	3.42	25 LoAvg	58	0
12:37:36	150	206	3.39	21 LoAvg	40	0
10:38:46	72	230	3.27	50 Avg	57	0
9:14:40	106	233	3.36	73 HiAvg	53	0
10:38:45	89	233	3.44	56 Avg	63	0
9:14:39	170	215	3.26	37 LoAvg	45	0
9:28:43	69	236	3.29	61 HiAvg	56	0
12:47:17	78	231	3.28	69 HiAvg	50	0
10:51:10	67	198	3.28	6 Low	44	0
10:42:50	88	189	3.49	4 Low	35	0

10:42:06	58	236	3.3	61 HiAvg	59	0
9:14:46	110	217	3.37	41 Avg	50	0
10:38:49	76	222	3.27	35 LoAvg	48	2.381
14:04:20	86	203	3.46	17 Low	40	0
10:51:00	49	219	3.29	30 LoAvg	51	0
14:02:28	56	207	3.44	22 LoAvg	40	0
10:50:02	73	221	3.28	33 LoAvg	55	0
10:38:45	97	221	3.28	49 Avg	48	0
9:26:57	31	228	3.28	46 Avg	57	0
8:41:50	66	225	3.41	57 Avg	43	0
10:43:11	101	227	3.27	44 Avg	58	0
12:37:46	102	208	3.43	24 LoAvg	50	0
10:42:16	54	215	3.29	23 LoAvg	55	2.5
12:41:49	64	212	3.36	31 LoAvg	48	2.5
10:51:02	75	222	3.26	35 LoAvg	51	0
14:04:09	109	202	3.44	15 Low	37	0
9:26:57	73	230	3.23	50 Avg	56	0
10:41:56	81	203	3.44	17 Low	40	7.1429
10:39:04	93	240	3.27	69 HiAvg	58	0
10:38:19	106	224	3.28	55 Avg	50	0
10:51:53	83	227	3.28	44 Avg	50	0
12:37:50	119	223	3.32	53 Avg	45	0
10:50:29	44	210	3.42	17 Low	53	0
10:38:27	92	209	3.43	26 LoAvg	40	0
10:49:36	85	231	3.3	52 Avg	59	0
14:04:06	122	214	3.38	35 LoAvg	48	0
9:27:20	86	225	3.27	40 LoAvg	51	0
10:38:23	77	213	3.33	33 LoAvg	45	0
10:42:14	43	200	3.14	7 Low	47	0
10:43:27	126	202	3.5	15 Low	36	0
9:27:39	77	241	3.26	70 HiAvg	55	0
12:37:33	138	234	3.26	75 HiAvg	55	0
10:49:41	90	249	3.5	82 High	65	0
10:38:17	130	221	3.29	49 Avg	45	0
10:42:12	31	230	3.29	50 Avg	57	2.381
12:37:27	52	218	3.4	43 Avg	50	0

9:26:51	205	287	3.28	99 High	52	0
12:37:36	152	228	3.4	64 HiAvg	55	0
10:42:07	86	223	3.29	37 LoAvg	58	0
10:38:26	132	220	3.32	47 Avg	53	0
10:50:51	46	230	3.25	50 Avg	56	2.439
14:04:18	79	219	3.24	45 Avg	48	0
10:49:49	31	207	3.28	13 Low	49	14.6341
14:04:16	60	222	3.3	51 Avg	50	0
10:39:54	70	162	4.02	1 Low	26	11.6279
14:06:21	96	198	3.47	11 Low	36	14.2857
14:18:33	41	183	3.62	2 Low	28	13.9535
10:49:49	37	214	3.27	22 LoAvg	56	0
9:21:59	34	206	3.41	21 LoAvg	40	0
9:18:14	65	200	3.34	6 Low	56	4.6512
11:08:47	42	187	3.48	2 Low	34	9.7561
9:11:55	129	257	3.29	88 High	56	0
10:37:47	85	227	3.46	58 Avg	58	0
14:16:20	25	200	3.31	6 Low	44	0
14:08:01	46	215	3.24		53	0
10:38:45	76	230	3.27	45 Avg	51	0
13:58:39	86	227	3.34	58 Avg	50	0
10:43:39	35	213	3.3	18 Low	48	0
14:01:41	39	189	3.48	3 Low	37	14.6341
10:40:35	112	246	3.29	74 HiAvg	58	0
14:05:43	143	229	3.38	62 HiAvg	55	0
10:52:15	55	244	3.35	67 HiAvg	58	0
14:08:36	76	236	3.27	73 HiAvg	55	0
9:25:42	104	241	3.46	62 HiAvg	60	2.3256
10:39:08	78	218	3.35	36 LoAvg	43	7.5
14:07:05	50	223	3.43	33 LoAvg	63	0
10:20:07	100	211	3.4	25 LoAvg	40	0
9:23:49	75	240	3.29	60 Avg	51	0
10:37:39	103	223	3.32	46 Avg	48	0
10:36:02	63	252	3.27	76 HiAvg	59	0
14:13:52	105	236	3.36	69 HiAvg	50	0
9:11:40	99	216	3.28	20 Low	49	0

12:37:34	143	207	3.43	17 Low	38	0
10:42:46	34	205	3.17	11 Low	51	0
10:42:07	46	203	3.24	10 Low	56	0
10:41:59	51	197	3.22	5 Low	51	0
14:08:00	59	185	3.24		46	0
10:49:39	61	204	3.33	10 Low	47	0
9:09:55	45	186	3.22		45	0
9:26:55	49	222	3.27	35 LoAvg	53	0
9:15:20	95	233	3.34	73 HiAvg	58	0
10:42:04	56	230	3.28	50 Avg	57	0
12:37:30	83	234	3.26	75 HiAvg	50	0
10:50:17	58	231	3.35	44 Avg	44	0
14:08:01	45	206	3.41		50	5
10:49:43	52	187	3.16	2 Low	51	0
9:10:42	50	175	3.63		31	0
9:28:45	53	229	3.27	48 Avg	55	2.381
14:02:25	119	224	3.29	55 Avg	48	0
10:49:40	66	249	3.29	82 High	56	0
9:14:48	83	222	3.32	51 Avg	45	0
9:27:24	44	224	3.29	39 LoAvg	56	0
9:14:46	119	217	3.26	41 Avg	50	0
9:12:16	32	196	3.18	4 Low	53	0
14:08:45	47	189	3.31		48	5
10:51:54	67	209	3.17	15 Low	47	0
14:08:45	77	206	3.36		50	0
10:44:42	38	208	3.32	11 Low	51	0
14:08:04	52	215	3.51		43	0
10:38:49	55	229	3.17	44 Avg	47	0
14:08:00	63	224	3.23		50	2.5
10:36:19	49	188	3.27	2 Low	44	0
14:08:23	91	200	3.43		48	0
10:49:40	44	236	3.26	61 HiAvg	47	0
14:08:43	55	232	3.27		54	0
10:49:40	53	221	3.24	33 LoAvg	47	0
14:08:05	75	217	3.3		48	0



FallToFall	FallToWir	FallToWir	FallToWir	FallToWir	FallToWir	FallToWir	FallToWir	FallToWir	FallToSpr	FallToSpr	FallToSpr	FallToSpr	FallToSpr	FallToSpr
									2	1	4.75 No*	0.07	53	
									2	10	4.76 Yes	0.89	81	
									2	9	4.86 Yes	0.8	79	
									2	10	5.29 Yes	0.8	79	
									2	11	4.83 Yes	1.12	87	
									4	9	4.81 Yes	0.57	72	
									2	-4	4.85 No	-0.68	25	
									2	-7	4.74 No	-0.91	18	
									2	0	4.77 No*	-0.2	42	
									2	13	4.88 Yes	1.29	90	
									2	1	4.93 No*	0.23	59	
									2	11	4.71 Yes	1.11	87	
									2	8	4.83 Yes	0.78	78	
									2	-3	5 No	-0.15	44	
									2	9	4.75 Yes	0.82	79	
									2	-8	4.86 No	-1.03	15	
									2	-6	5.05 No	-0.56	29	
									2	-4	5.21 No	-0.05	48	
									3	3	4.76 Yes*	0.04	51	
									2	-2	4.94 No*	-0.34	37	
									2	-11	4.73 No	-1.35	9	
									2	-3	4.79 No	-0.39	35	
									2	12	4.72 Yes	1.13	87	
									2	3	4.82 Yes*	0.08	53	
									2	14	4.74 Yes	1.24	89	
									2	2	4.74 Yes*	0.16	56	
									2	13	4.63 Yes	1.26	90	
									2	-2	4.81 No*	-0.27	39	
									2	-2	4.78 No*	-0.23	41	
									2	10	5.01 Yes	1.3	90	
									3	1	4.71 No*	-0.22	41	
									2	3	4.76 Yes*	0.14	56	
									2	15	4.87 Yes	1.49	93	
									2	3	4.86 Yes*	0.31	62	
									2	28	4.72 Yes	2.85	99	

2	13	4.8 Yes	1.4	92
4	4	4.48 Yes*	-0.03	49
5	15	4.96 Yes	1.13	87
4	-7	4.62 No	-1.18	12
3	13	4.9 Yes	1.1	86
2	14	4.61 Yes	1.52	94
2	9	5.1 Yes	1.16	88
2	3	4.76 Yes*	0.13	55
2	2	4.84 Yes*	0.06	52
2	-7	4.77 No	-0.9	18
2	-7	4.92 No	-0.75	23
2	2	4.7 Yes*	0.02	51
2	-4	4.86 No	-0.63	26
2	7	4.65 Yes	0.7	76
2	-7	4.92 No	-0.7	24
2	0	4.76 No*	-0.14	44
2	-1	4.84 No*	-0.27	40
2	-1	4.69 No*	-0.15	44
2	8	4.82 Yes	0.9	81
2	3	4.7 Yes*	0.15	56
2	3	4.75 Yes*	0.26	60
2	9	4.72 Yes	0.99	84
2	24	5.22 Yes	2.85	99
2	28	5.25 Yes	3.15	99
2	9	4.82 Yes	0.88	81
2	6	4.83 Yes*	0.74	77
2	-7	4.73 No	-0.87	19
2	-3	4.97 No	-0.24	41
2	13	4.64 Yes	1.34	91
2	-4	4.81 No	-0.57	29
2	-16	4.73 No	-1.82	3
2	-6	4.78 No	-0.81	21
2	0	4.65 No*	0.02	51
2	-7	4.94 No	-0.71	24
2	1	5.08 No*	0.17	57
2	-12	4.9 No	-1.26	10

2	5	4.65 Yes*	0.59	72
2	10	4.84 Yes	1.19	88
2	-8	4.71 No	-0.83	20
2	-1	4.96 No*	-0.02	49
3	0	4.66 No*	-0.3	38
2	11	4.91 Yes	1.24	89
4	4	4.67 Yes*	-0.02	49
3	-7	4.9 No	-1.09	14
2	16	4.74 Yes	1.71	96
2	3	4.85 Yes*	0.32	63
2	23	4.97 Yes	2.23	99
2	0	4.79 No*	-0.07	47
2	13	4.74 Yes	1.37	91
2	0	4.97 No*	0.12	55
2	10	4.84 Yes	0.91	82
2	6	4.88 Yes*	0.72	76
2	2	4.7 Yes*	0.06	52
2	-1	4.81 No*	-0.17	43
2	27	4.8 Yes	2.8	99
2	20	4.81 Yes	2.25	99
2	-12	4.63 No	-1.22	11
2	-5	4.97 No	-0.4	35
3	12	4.64 Yes	0.97	83
2	-1	4.84 No*	-0.34	37
2	9	4.64 Yes	0.87	81
2	5	4.82 Yes*	0.53	70
2	10	4.67 Yes	1	84
2	-11	4.83 No	-1.26	10
2	1	4.64 No*	0	50
2	-12	4.85 No	-1.5	7
2	11	4.53 Yes	1.14	87
2	3	4.81 Yes*	0.43	67
3	3	4.75 Yes*	-0.01	50
2	-3	4.87 No	-0.54	30
2	-1	4.74 No*	-0.33	37
2	-11	4.89 No	-1.26	10

2	10	4.65 Yes	1.03	85
2	0	4.87 No*	-0.06	48
2	10	4.65 Yes	1.12	87
2	2	4.92 Yes*	0.27	61
2	6	4.63 Yes*	0.6	72
2	2	4.83 Yes*	0.2	58
3	4	4.65 Yes*	0.09	54
2	2	4.91 Yes*	0.15	56
2	16	4.72 Yes	1.58	94
2	12	4.77 Yes	1.43	92
2	10	4.7 Yes	0.96	83
2	-3	4.79 No	-0.37	36
2	17	4.65 Yes	1.95	97
2	5	4.84 Yes*	0.67	75
2	14	4.79 Yes	1.41	92
2	6	4.83 Yes*	0.76	78
2	-3	4.92 No	-0.56	29
2	-2	4.82 No*	-0.28	39
2	3	4.82 Yes*	0.12	55
3	5	4.91 Yes*	0.25	60
2	16	4.62 Yes	1.69	95
2	-4	4.9 No	-0.33	37
2	20	4.65 Yes	2.17	98
2	-2	4.88 No*	-0.17	43
2	-1	4.65 No*	-0.16	44
2	14	4.84 Yes	1.59	94
2	54	5.68 Yes	5.48	99
2	-2	4.91 No*	-0.17	43
3	-11	4.73 No	-1.54	6
3	0	4.9 No*	-0.31	38
2	-10	4.65 No	-1.09	14
2	3	4.81 Yes*	0.35	64
2	1	4.63 No*	0.14	56
2	-33	5.48 No	-3.34	1
2	10	4.64 Yes	1.1	87
2	-6	4.84 No	-0.65	26

2	11	4.88 Yes	1.21	89
2	16	4.8 Yes	1.86	97
2	15	4.67 Yes	1.37	92
2	-1	4.79 No*	-0.11	46
2	-14	4.8 No	-1.51	7
2	23	4.99 Yes	2.66	99
2	17	4.53 Yes	1.89	97
2	-7	5.01 No	-0.52	30
2	4	4.75 Yes*	0.34	63
3	10	4.6 Yes	0.84	80
5	14	5.16 Yes	0.96	83
2	7	4.7 Yes	0.59	72
2	3	4.7 Yes*	0.2	58
2	8	4.62 Yes	0.96	83
2	-1	5.07 No*	0.18	57
4	17	4.65 Yes	1.5	93
2	-3	4.82 No	-0.57	28
2	8	4.65 Yes	0.72	76
2	5	4.82 Yes*	0.52	70
4	23	4.74 Yes	2.33	99
4	7	4.81 Yes*	0.35	64
3	0	4.62 No*	-0.38	35
2	1	4.79 No*	-0.16	44
2	6	4.67 Yes*	0.76	78
2	-13	5.35 No	-1.22	11
3	-1	4.62 No*	-0.46	32
5	-5	4.92 No	-1.09	14
2	0	4.8 No*	-0.19	42
3	2	4.66 No*	-0.15	44
2	9	4.81 Yes	0.72	76
3	10	4.67 Yes	0.74	77
2	2	4.83 Yes*	0	50
3	7	4.67 Yes*	0.48	68
2	-1	4.81 No*	-0.28	39

3	-11	4.81 No	-1.59	6
3	26	4.99 Yes	2.47	99
3	14	4.95 Yes	1.2	88
2	9	4.78 Yes	0.79	78
2	-8	4.86 No	-1.11	13
3	5	4.87 Yes*	0.25	60
4	31	4.8 Yes	3.03	99
2	0	4.85 No*	-0.24	40
4	5	4.8 Yes*	0.16	56
2	0	4.81 No*	-0.19	42
3	-13	4.82 No	-1.76	4
3	10	4.78 Yes	0.82	79
3	16	4.7 Yes	1.45	93
3	13	4.75 Yes	1.14	87
3	3	4.77 Yes*	-0.01	50
2	6	4.84 Yes*	0.46	68
3	24	4.71 Yes	2.32	99
2	7	4.8 Yes	0.55	71
3	-13	5.19 No	-1.72	4
2	18	4.87 Yes	1.72	96
4	10	4.7 Yes	0.72	76
2	-8	4.83 No	-1.06	14
3	23	4.8 Yes	2.22	99
2	11	4.82 Yes	1.03	85
3	10	4.72 Yes	0.81	79
2	13	4.8 Yes	1.25	89
2	4	4.99 Yes*	0.44	67
2	8	4.98 Yes	0.96	83
3	8	4.71 Yes	0.57	72
2	15	4.79 Yes	1.48	93
3	-1	4.69 No*	-0.45	33
2	2	4.8 Yes*	0.02	51
3	57	4.92 Yes	5.89	99
4	21	5.02 Yes	1.86	97
2	5	4.65 Yes*	0.49	69
2	0	4.79 No*	0.01	50

2	3	4.85 Yes*	0.16	56
2	5	4.75 Yes*	0.51	70
4	8	4.63 Yes*	0.45	67
3	9	4.94 Yes	0.61	73
4	-12	4.75 No	-1.73	4
4	-14	5.11 No	-1.97	2
3	6	4.72 Yes*	0.38	65
2	11	4.78 Yes	0.99	84
3	13	4.71 Yes	1.09	86
2	0	4.86 No*	-0.17	43
2	8	4.9 Yes	0.64	74
2	7	4.77 Yes	0.72	76
3	10	4.79 Yes	0.82	79
2	-11	4.89 No	-1.18	12
3	6	4.67 Yes*	0.37	64
3	3	4.92 Yes*	-0.02	49
3	11	4.64 Yes	0.86	81
2	1	4.83 No*	-0.08	47
4	6	4.65 Yes*	0.28	61
2	4	4.77 Yes*	0.18	57
3	3	4.65 Yes*	-0.04	48
3	11	4.85 Yes	0.89	81
3	1	4.65 No*	-0.23	41
3	4	4.84 Yes*	0.11	54
4	-4	4.76 No	-0.88	19
3	17	4.93 Yes	1.55	94
3	20	4.65 Yes	1.88	97
2	1	4.83 No*	-0.16	44
3	14	4.64 Yes	1.19	88
3	21	4.79 Yes	1.98	98
4	4	4.55 Yes*	-0.05	48
3	6	4.96 Yes*	0.28	61
3	17	4.7 Yes	1.58	94
2	12	4.77 Yes	1.21	89
3	8	4.72 Yes	0.55	71
2	6	4.82 Yes*	0.49	69

3	9	4.66 Yes	0.67	75
2	15	4.82 Yes	1.49	93
4	17	4.77 Yes	1.46	93
4	29	4.92 Yes	2.77	99
4	2	4.64 No*	-0.17	43
2	-1	4.81 No*	-0.36	36
2	3	4.62 Yes*	0.18	57
2	-8	4.8 No	-0.96	17
2	13	4.72 Yes	1.22	89
2	2	4.91 Yes*	0.25	60
4	16	4.65 Yes	1.34	91
5	8	5.05 Yes*	0.38	65
3	6	4.67 Yes*	0.34	63
2	12	4.8 Yes	1.12	87
3	11	4.72 Yes	0.83	80
2	-2	4.82 No*	-0.42	34
4	9	4.68 Yes	0.61	73
2	7	4.81 Yes	0.55	71
2	0	4.73 No*	-0.17	43
2	3	4.79 Yes*	0.26	60
3	-9	4.63 No	-1.38	8
2	1	4.87 No*	-0.13	45
4	4	4.65 Yes*	0.04	51
4	11	4.92 Yes	0.76	78
3	-3	4.79 No	-0.71	24
2	-8	5 No	-1.06	14
3	-3	4.81 No	-0.66	25
3	5	4.8 Yes*	0.26	60
3	10	4.67 Yes	0.76	78
2	-16	4.88 No	-2.02	2
4	8	4.7 Yes*	0.47	68
3	5	4.82 Yes*	0.26	60
3	-2	4.71 No	-0.55	29
2	14	4.82 Yes	1.28	90
2	4	4.75 Yes*	0.19	57
2	15	4.72 Yes	1.49	93



3	10	4.69 Yes	0.78	78
3	14	4.79 Yes	1.22	89
3	17	4.77 Yes	1.57	94
2	8	4.75 Yes	0.74	77
3	-5	4.63 No	-0.89	19
3	7	4.84 Yes*	0.39	65
3	6	4.72 Yes*	0.36	64
2	11	4.73 Yes	1.02	85
2	5	4.74 Yes*	0.28	61
2	11	4.8 Yes	1.09	86
3	7	4.62 Yes*	0.43	66
3	-4	4.67 No	-0.82	21
2	0	4.83 No*	-0.22	41
3	7	4.7 Yes*	0.48	69
2	-7	4.77 No	-0.89	19
2	5	4.71 Yes*	0.29	61
2	5	4.82 Yes*	0.48	68
2	6	4.49 Yes*	0.51	70
2	12	4.97 Yes	1.43	92
2	2	4.66 Yes*	0.25	60
2	10	4.87 Yes	1.27	90
4	15	4.55 Yes	1.24	89
6	8	5.18 Yes*	0.24	60
2	11	4.7 Yes	1.05	85
2	-4	5.15 No	-0.15	44
2	21	4.76 Yes	2.28	99
2	1	5.03 No*	0.23	59
3	5	4.72 Yes*	0.22	59
2	8	4.88 Yes	0.74	77
4	12	4.55 Yes	0.94	83
4	7	4.92 Yes*	0.32	63
2	3	4.57 Yes*	0.19	57
2	19	4.83 Yes	2.24	99
4	3	4.65 No*	-0.08	47
2	4	4.87 Yes*	0.28	61
4	33	4.67 Yes	3.67	99

3	20	4.79 Yes	2.06	98
4	1	4.77 No*	-0.37	36
3	-16	4.9 No	-2.3	1
3	-1	4.72 No*	-0.56	29
2	2	4.84 Yes*	0.06	52
2	12	4.75 Yes	1.16	88
2	6	4.82 Yes*	0.66	75
2	7	4.91 Yes	0.62	73
2	16	4.86 Yes	1.72	96
2	-1	4.62 No*	-0.2	42
2	9	4.87 Yes	1.01	84
4	10	4.47 Yes	0.63	73
4	27	5.04 Yes	2.52	99
2	23	4.79 Yes	2.3	99
2	0	4.89 No*	0.08	53
2	-2	4.7 No*	-0.34	37
2	-5	4.92 No	-0.65	26
2	3	4.67 Yes*	0.06	52
2	8	4.82 Yes	0.68	75
2	3	4.7 Yes*	0.09	54
2	-5	4.83 No	-0.57	28
2	8	5.01 Yes	0.72	76
2	-1	4.88 No*	-0.11	46
4	8	4.65 Yes*	0.47	68
4	6	4.89 Yes*	0.23	59
4	18	4.65 Yes	1.73	96
6	41	4.95 Yes	4.32	99
4	-3	4.72 No	-0.9	18
4	0	5.02 No*	-0.51	31
4	20	4.67 Yes	1.98	98
5	28	4.95 Yes	2.78	99
4	7	4.64 Yes*	0.43	67
2	4	4.75 Yes*	0.22	59
3	0	4.78 No*	-0.41	34
2	-2	4.78 No*	-0.46	32
4	3	4.83 No*	-0.11	46

5	13	4.99 Yes	1	84
4	1	4.65 No*	-0.34	37
2	0	4.75 No*	-0.3	38
4	-2	4.75 No	-0.77	22
2	-20	4.77 No	-2.64	1
3	20	4.8 Yes	2.06	98
2	11	4.82 Yes	1.09	86
4	10	4.67 Yes	0.75	77
3	7	4.81 Yes*	0.44	67
4	-5	4.48 No	-1.15	13
5	-9	5.03 No	-1.66	5
3	6	4.72 Yes*	0.35	64
3	7	4.75 Yes*	0.52	70
4	9	4.64 Yes	0.65	74
4	14	4.94 Yes	1.29	90
4	3	4.67 No*	-0.09	46
2	1	4.76 No*	-0.15	44
4	8	4.65 Yes*	0.55	71
3	8	4.8 Yes	0.57	71
3	-5	4.92 No	-1.04	15
2	8	4.8 Yes	0.71	76
3	7	4.69 Yes*	0.47	68
2	5	4.74 Yes*	0.47	68
3	-4	5.06 No	-0.84	20
2	8	4.76 Yes	0.72	76
4	9	4.62 Yes	0.66	74
4	-4	4.89 No	-1	16
4	11	4.64 Yes	0.88	81
6	21	4.92 Yes	1.9	97
4	20	4.66 Yes	2.06	98
2	1	4.89 No*	-0.17	43
3	2	4.78 No*	-0.15	44
2	5	4.75 Yes*	0.43	67
4	13	4.67 Yes	1.16	88
2	4	4.85 Yes*	0.28	61
4	18	4.64 Yes	1.72	96

7	33	5.44 Yes	3.09	99
3	19	4.65 Yes	1.96	98
2	5	4.89 Yes*	0.39	65
4	6	4.7 Yes*	0.2	58
6	1	5.22 No*	-0.62	27
5	12	4.99 Yes	0.8	79
5	5	5.02 Yes*	-0.05	48
3	7	4.69 Yes*	0.48	68
2	-4	4.81 No	-0.66	25
4	7	4.71 Yes*	0.4	66
4	10	4.67 Yes	0.75	77
3	9	4.8 Yes	0.73	77
4	2	4.78 No*	-0.24	40
4	22	4.81 Yes	2.27	99
4	11	4.67 Yes	0.93	82
3	7	4.88 Yes*	0.55	71
4	2	4.65 No*	-0.23	41
2	-3	4.83 No	-0.68	25
4	-1	4.61 No	-0.58	28
5	-8	5.02 No	-1.57	6
4	5	4.8 Yes*	0.19	57
2	0	4.84 No*	-0.2	42
4	16	4.71 Yes	1.51	93
4	17	4.81 Yes	1.61	95
2	4	4.78 Yes*	0.28	61
4	9	4.66 Yes	0.64	74
3	-1	4.85 No*	-0.45	33
3	17	4.77 Yes	1.71	96
2	-7	4.85 No	-1.02	15
4	-1	4.62 No	-0.61	27
2	2	4.78 Yes*	0.06	52
4	10	5.02 Yes	0.78	78
3	10	4.69 Yes	0.91	82
3	16	4.63 Yes	1.6	94

2	4	4.79 Yes*	0.39	65
4	15	4.91 Yes	1.42	92
3	19	4.8 Yes	1.98	98
3	5	4.8 Yes*	0.23	59
2	11	4.83 Yes	1.25	90
3	21	4.73 Yes	2.2	99
2	13	4.76 Yes	1.39	92
4	22	4.67 Yes	2.29	99
3	8	4.8 Yes	0.57	71
3	5	4.73 Yes*	0.2	58
2	2	4.84 Yes*	0.17	57
4	19	4.71 Yes	1.92	97
3	15	4.75 Yes	1.49	93
3	15	4.68 Yes	1.49	93
3	9	4.76 Yes	0.78	78
4	11	4.64 Yes	0.9	82
3	2	5.05 No*	-0.07	47
4	-8	4.72 No	-1.54	6
6	24	4.93 Yes	2.2	99
4	1	4.65 No*	-0.32	38
2	7	4.72 Yes	0.56	71
3	9	4.7 Yes	0.71	76
2	9	4.84 Yes	0.85	80
4	10	4.6 Yes	0.77	78
3	24	4.93 Yes	2.53	99
3	6	4.79 Yes*	0.33	63
2	-3	4.73 No	-0.46	32
4	2	4.69 No*	-0.23	41
3	7	4.79 Yes*	0.5	69
4	6	4.64 Yes*	0.31	62
3	11	4.75 Yes	1.03	85
4	17	4.66 Yes	1.68	95
2	7	4.89 Yes	0.69	75
4	11	4.83 Yes	0.92	82
2	11	4.79 Yes	1.14	87
3	13	4.84 Yes	1.19	88

2	-2	4.77 No*	-0.5	31
4	6	4.66 Yes*	0.29	61
2	1	4.9 No*	-0.15	44
4	0	4.67 No*	-0.5	31
4	-1	5.03 No*	-0.66	26
4	24	4.62 Yes	2.5	99
3	-4	4.84 No	-0.84	20
3	7	4.64 Yes*	0.47	68
2	4	4.81 Yes*	0.33	63
4	-17	4.63 No	-2.6	1
3	14	4.93 Yes	1.38	92
4	11	4.64 Yes	0.88	81
3	12	4.89 Yes	1.11	87
4	7	4.68 Yes*	0.4	66
2	-9	4.91 No	-1.35	9
4	14	4.65 Yes	1.2	88
5	3	4.96 No*	-0.23	41
3	11	4.69 Yes	0.96	83
2	-1	4.78 No*	-0.37	35
4	13	4.83 Yes	1.14	87
3	11	4.85 Yes	0.99	84
4	9	4.63 Yes	0.6	73
4	9	4.76 Yes	0.68	75
4	6	4.97 Yes*	0.31	62
3	1	4.8 No*	-0.22	41
3	12	4.71 Yes	1.11	87
2	0	4.84 No*	-0.16	44
4	6	4.7 Yes*	0.29	61
2	-1	4.72 No*	-0.39	35
4	5	4.72 Yes*	0.15	56
2	-2	4.82 No*	-0.51	31
4	9	4.65 Yes	0.59	72
4	11	4.85 Yes	0.84	80
4	8	4.7 Yes*	0.53	70
5	-7	4.78 No	-1.45	7
4	-3	4.91 No	-0.85	20

4	3	4.66 No*	-0.15	44
3	2	4.87 No*	-0.15	44
4	3	4.65 No*	-0.12	45
4	-7	4.64 No	-1.38	8
5	9	4.91 Yes*	0.48	68
2	9	4.78 Yes	0.87	81
4	-2	4.62 No	-0.74	23
5	23	5 Yes	2.17	99
4	17	4.91 Yes	1.62	95
4	9	4.7 Yes	0.68	75
3	2	4.76 No*	-0.08	47
4	7	4.64 Yes*	0.33	63
4	3	4.84 No*	-0.07	47
2	1	4.65 No*	0.05	52
2	-7	4.91 No	-0.72	24
2	24	4.72 Yes	2.53	99
2	2	5.33 Yes*	0.55	71
4	9	4.64 Yes	0.64	74
3	8	4.84 Yes	0.64	74
4	10	5.08 Yes	0.79	78
3	-5	4.92 No	-0.98	16
3	19	4.68 Yes	1.96	98
2	3	4.8 Yes*	0.16	56
4	17	4.77 Yes	1.56	94
4	-3	4.89 No	-0.8	21
2	8	4.68 Yes	0.64	74
2	-9	4.87 No	-1.09	14
4	0	4.69 No*	-0.39	35
2	-7	4.72 No	-0.84	20
4	16	4.72 Yes	1.45	93
7	22	5.16 Yes	1.85	97
2	8	4.74 Yes	0.67	75
2	0	4.8 No*	0	50
2	6	4.62 Yes*	0.62	73
2	2	4.84 Yes*	0.17	57
2	15	5 Yes	1.53	94

2	14	5.01 Yes	1.72	96
5	-15	5.23 No	-2.38	1
7	14	5.5 Yes	0.79	79
5	2	4.62 No*	-0.35	36
5	13	4.83 Yes	1	84
5	-14	4.77 No	-2.4	1
	-10	4.7		
2	20	4.72 Yes	1.96	98
2	-2	4.8 No*	-0.22	41
4	2	4.64 No*	-0.26	40
2	-1	4.87 No*	-0.35	36
4	21	4.99 Yes	1.82	97
	-1	4.71		
4	15	4.64 Yes	1.36	91
2	2	4.72 Yes*	-0.01	50
5	9	4.65 Yes*	0.55	71
4	16	4.8 Yes	1.39	92
4	4	4.72 Yes*	0.02	51
2	8	4.87 Yes	0.65	74
5	7	4.63 Yes*	0.26	60
5	5	5.06 Yes*	-0.03	49
5	23	4.62 Yes	2.27	99
4	11	4.82 Yes	0.8	79
4	15	4.67 Yes	1.36	91
2	-4	4.78 No	-0.7	24
5	14	4.63 Yes	1.13	87
5	4	4.9 No*	-0.12	45
5	17	4.69 Yes	1.55	94
3	7	4.75 Yes*	0.47	68
3	-1	4.69 No*	-0.54	30
3	8	4.76 Yes	0.62	73
4	10	4.67 Yes	0.69	76
3	3	4.88 Yes*	-0.04	48



3	19	4.84 Yes	1.93	97
2	9	4.78 Yes	0.94	83
4	12	4.69 Yes	0.96	83
3	8	4.73 Yes	0.54	71
5	13	4.62 Yes	1.03	85
2	-6	4.91 No	-0.97	17
4	15	4.62 Yes	1.33	91
3	8	4.84 Yes	0.59	72
5	11	4.68 Yes	0.8	79
6	12	4.94 Yes	0.76	78
4	17	4.62 Yes	1.58	94
3	-2	4.77 No	-0.55	29
4	15	4.8 Yes	1.39	92
2	-1	4.88 No*	-0.36	36
4	11	4.65 Yes	0.88	81
3	1	4.83 No*	-0.21	42
4	11	4.9 Yes	0.89	81
3	14	4.83 Yes	1.3	90
4	3	4.7 No*	-0.16	44
5	17	4.87 Yes	1.4	92
5	13	4.62 Yes	1.07	86
4	1	5.1 No*	-0.4	35
4	9	4.67 Yes	0.58	72
3	18	4.78 Yes	1.76	96
4	10	4.67 Yes	0.78	78
2	9	4.77 Yes	0.85	80
4	9	4.68 Yes	0.65	74
2	8	4.75 Yes	0.75	77
4	16	4.7 Yes	1.48	93
3	-4	4.79 No	-0.86	20
5	6	5.1 Yes*	0.12	55
5	7	4.92 Yes*	0.29	61
5	9	4.62 Yes*	0.56	71
5	9	4.93 Yes*	0.49	69
4	15	4.77 Yes	1.3	90

4	0	4.72 No*	-0.52	30
5	27	4.87 Yes	2.55	99
4	14	4.66 Yes	1.3	90
2	6	4.83 Yes*	0.51	69
6	40	4.88 Yes	4.19	99
4	-5	4.81 No	-1.05	15
3	3	4.64 Yes*	-0.04	48
2	11	4.84 Yes	1.17	88
4	-7	4.74 No	-1.38	8
3	-4	4.77 No	-0.81	21
4	1	4.63 No*	-0.39	35
5	18	4.9 Yes	1.55	94
4	14	4.84 Yes	1.22	89
3	8	4.8 Yes	0.6	73
4	19	4.79 Yes	1.84	97
4	6	4.84 Yes*	0.18	57
4	-10	4.5 No	-1.82	3
	-8	4.72		
4	11	4.65 Yes	0.87	81
3	5	4.75 Yes*	0.25	60
4	11	4.75 Yes	0.89	81
4	5	4.8 Yes*	0.15	56
5	17	4.65 Yes	1.52	94
5	9	4.87 Yes*	0.51	69
5	15	4.6 Yes	1.29	90
4	5	4.88 Yes*	0.07	53
4	4	4.77 Yes*	-0.06	48
5	8	4.89 Yes*	0.35	64
2	11	4.84 Yes	1.02	85
4	11	4.77 Yes	0.86	81
5	19	4.82 Yes	1.63	95
4	24	4.63 Yes	2.46	99
2	9	4.72 Yes	0.79	78
5	9	4.67 Yes*	0.45	67
5	-5	4.9 No	-1.23	11

4	11	4.66 Yes	0.88	81
3	3	4.8 Yes*	-0.03	49
5	12	4.64 Yes	0.94	83
7	18	5.2 Yes	1.31	91
5	9	4.66 Yes*	0.56	71
4	-1	4.89 No	-0.58	28
5	19	4.65 Yes	1.77	96
4	14	4.8 Yes	1.18	88
4	9	4.69 Yes	0.6	73
2	-2	4.88 No*	-0.45	33
4	-1	4.65 No	-0.61	27
4	2	4.87 No*	-0.25	40
4	-9	4.65 No	-1.63	5
3	-3	4.82 No	-0.73	23
5	13	4.62 Yes	1.06	85
5	6	4.94 Yes*	0.09	54
5	31	4.6 Yes	3.28	99
6	9	5.01 Yes*	0.41	66
4	17	4.7 Yes	1.62	95
3	8	4.78 Yes	0.59	72
4	10	4.67 Yes	0.72	76
4	14	4.8 Yes	1.21	89
5	21	4.81 Yes	1.93	97
5	14	4.97 Yes	1.01	84
4	17	4.67 Yes	1.58	94
3	2	4.84 No*	-0.17	43
5	22	4.64 Yes	2.16	98
3	0	4.88 No*	-0.4	35
5	2	4.61 No*	-0.39	35
5	8	4.96 Yes*	0.3	62
4	10	4.64 Yes	0.79	79
2	6	4.74 Yes*	0.51	69
4	27	4.78 Yes	2.85	99
3	6	4.8 Yes*	0.34	63
4	3	4.65 No*	-0.11	46
3	5	4.85 Yes*	0.19	58

4	58	4.75 Yes	6.77	99
3	15	4.87 Yes	1.37	91
4	-1	4.64 No	-0.63	26
3	6	4.77 Yes*	0.33	63
4	10	4.62 Yes	0.74	77
4	12	4.76 Yes	0.95	83
4	-8	4.64 No	-1.56	6
2	1	4.77 No*	-0.18	43
5	-35	5.51 No	-4.76	1
5	2	5 No*	-0.38	35
8	10	5.66 Yes*	0.17	57
5	7	4.62 Yes*	0.29	61
5	4	5 No*	-0.07	47
5	5	4.72 Yes*	0.06	52
4	23	4.7 Yes	2.44	99
3	9	4.9 Yes	0.79	79
	-7	4.68		
4	-3	4.66 No	-0.82	20
3	12	4.83 Yes	1.13	87
4	-21	4.72 No	-3.07	1
3	-20	4.93 No	-2.88	1
4	13	4.66 Yes	1.19	88
2	9	4.82 Yes	0.82	79
3	22	4.89 Yes	2.06	98
2	0	4.79 No*	-0.02	49
3	23	4.79 Yes	2.16	98
3	7	5.1 Yes*	0.47	68
4	8	4.74 Yes*	0.5	69
5	13	5.14 Yes	1.02	84
3	22	4.68 Yes	2.07	98
2	4	4.81 Yes*	0.24	60
2	8	4.69 Yes	0.66	74
2	2	4.84 Yes*	0.05	52



FallToSpr	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'	WinterTo'
Avg								1	2	4.79	Yes*	0.3	62
High								2	-1	4.73	No*	-0.45	33
HiAvg								1	7	4.86	Yes	1.02	85
HiAvg								2	6	4.73	Yes*	0.73	77
High								1	-5	4.84	No	-1.11	13
HiAvg								1	15	4.88	Yes	2.46	99
LoAvg								1	-3	4.82	No*	-0.56	29
Low								1	-17	4.71	No	-3.26	1
Avg								1	-4	4.8	No	-0.94	17
High								1	11	4.76	Yes	1.81	96
Avg								1	10	4.91	Yes	1.87	97
High								1	7	4.74	Yes	1.11	87
HiAvg								1	-2	4.82	No*	-0.54	29
Avg								1	-16	4.9	No	-2.78	1
HiAvg								1	8	4.72	Yes	1.24	89
Low								1	-10	4.86	No	-1.94	3
LoAvg								1	-4	5.04	No*	-0.61	27
Avg								1	1	5.28	Yes*	0.46	68
Avg								2	2	4.93	Yes*	0.04	52
LoAvg								1	-5	4.94	No	-1.02	15
Low								1	-3	4.9	No*	-0.66	25
LoAvg								1	2	4.8	Yes*	0.3	62
High								1	4	4.85	Yes*	0.47	68
Avg								2	-2	4.84	No*	-0.64	26
High								2	2	5.02	Yes*	0.01	51
Avg								1	-2	4.8	No*	-0.47	32
High								1	7	4.75	Yes	1.03	85
LoAvg								1	7	4.8	Yes	1.23	89
Avg								1	-14	4.74	No	-2.58	1
High								1	-16	4.92	No	-2.83	1
Avg								1	4	4.77	Yes*	0.57	71
Avg								1	-2	4.82	No*	-0.36	36
High								1	0	4.67	No*	-0.13	45
HiAvg								1	3	4.84	Yes*	0.53	70
High								1	15	4.71	Yes	2.39	99

High	1	7	4.79	Yes	1.14	87
Avg	1	5	4.63	Yes*	0.75	77
High	1	12	5.1	Yes	1.88	97
Low	1	-3	4.66	No*	-0.67	25
High	1	3	4.82	Yes*	0.49	69
High	1	18	4.72	Yes	3.18	99
High	1	-2	4.96	No*	-0.3	38
Avg	1	0	4.69	No*	-0.24	40
Avg	1	-4	4.85	No	-0.92	18
Low	1	-5	4.66	No	-1.06	14
LoAvg	1	-8	4.92	No	-1.43	8
Avg	2	-8	4.67	No	-1.71	4
LoAvg	1	-4	4.8	No	-0.91	18
HiAvg	1	14	4.65	Yes	2.47	99
LoAvg	1	-21	4.94	No	-3.73	1
Avg	1	19	4.71	Yes	3.31	99
LoAvg	1	3	4.79	Yes*	0.4	65
Avg	1	-5	4.74	No	-0.97	17
High	1	3	4.81	Yes*	0.47	68
Avg	1	6	4.64	Yes	0.89	81
Avg	1	-10	4.69	No	-2.01	2
High	1	14	4.79	Yes	2.47	99
High	1	8	4.89	Yes	1.51	93
High	1	1	4.9	Yes*	0.09	54
High	1	3	4.73	Yes*	0.39	65
HiAvg	1	-5	4.93	No	-0.92	18
Low	1	-24	4.7	No	-4.5	1
Avg	1	11	5.37	Yes	1.87	97
High	1	14	4.67	Yes	2.42	99
LoAvg	1	-9	4.8	No	-1.78	4
Low	1	-6	4.72	No	-1.13	13
LoAvg	1	-5	4.76	No	-1.04	15
Avg	1	-3	4.65	No*	-0.55	29
LoAvg	1	-8	4.96	No	-1.38	8
Avg	1	2	4.89	Yes*	0.42	66
Low	1	-6	4.89	No	-0.99	16

HiAvg	1	6	4.71 Yes	1.1	86
High	1	-14	4.83 No	-2.61	1
Low	1	-5	4.74 No	-0.85	20
Avg	1	9	4.98 Yes	1.66	95
LoAvg	2	4	4.66 Yes*	0.4	66
High	1	0	4.78 No*	-0.08	47
Avg	1	-2	4.69 No*	-0.5	31
Low	1	-11	4.85 No	-1.95	3
High	1	25	4.72 Yes	4.44	99
HiAvg	1	-6	4.81 No	-1.17	12
High	1	27	4.83 Yes	4.48	99
Avg	1	7	4.84 Yes	1.19	88
High	1	12	4.65 Yes	2.09	98
Avg	1	-11	4.78 No	-1.98	2
High	1	1	4.77 Yes*	-0.06	47
HiAvg	1	7	4.75 Yes	1.28	90
Avg	1	-3	4.67 No*	-0.75	23
Avg	1	7	4.91 Yes	1.19	88
High	1	4	5.14 Yes*	0.45	67
High	1	3	4.8 Yes*	0.41	66
Low	1	-18	4.65 No	-3.2	1
LoAvg	1	-17	4.99 No	-2.93	1
High	2	-1	4.66 No*	-0.62	27
LoAvg	2	-5	4.82 No	-1.14	13
High	1	12	4.71 Yes	2.02	98
HiAvg	1	-11	4.79 No	-2.13	2
High	1	3	4.74 Yes*	0.38	65
Low	1	-3	4.81 No*	-0.55	29
Avg	1	-3	4.69 No*	-0.69	24
Low	1	-1	4.86 No*	-0.28	39
High	1	7	4.54 Yes	1.17	88
HiAvg	1	15	4.82 Yes	2.79	99
Avg	2	0	4.7 No*	-0.39	35
LoAvg	1	5	4.86 Yes*	0.73	77
LoAvg	2	-10	4.72 No	-2.07	2
Low	1	-10	4.92 No	-1.82	3



High	1	2	4.87 Yes*	0.23	59
Avg	1	3	4.87 Yes*	0.46	68
High	1	-12	4.73 No	-2.23	1
HiAvg	1	4	5.06 Yes*	0.69	76
HiAvg	1	1	4.65 Yes*	0.07	53
Avg	1	8	4.82 Yes	1.41	92
Avg	2	-2	4.67 No*	-0.77	22
Avg	1	-7	4.91 No	-1.38	8
High	1	10	4.75 Yes	1.56	94
High	1	-15	4.8 No	-2.81	1
High	1	8	4.75 Yes	1.25	89
LoAvg	1	-6	4.83 No	-1.15	12
High	1	-10	4.67 No	-1.85	3
HiAvg	1	-7	4.88 No	-1.25	11
High	1	-1	4.95 No*	-0.37	36
HiAvg	1	-6	4.87 No	-1.1	14
LoAvg	2	-16	4.92 No	-3.09	1
LoAvg	1	-10	4.77 No	-1.93	3
Avg	1	1	4.66 Yes*	-0.07	47
Avg	2	-1	5.01 No*	-0.48	31
High	1	17	4.65 Yes	2.98	99
LoAvg	1	-12	4.86 No	-2.12	2
High	1	-2	4.72 No*	-0.5	31
Avg	1	-13	4.88 No	-2.36	1
Avg	1	-5	4.72 No	-0.99	16
High	1	7	4.84 Yes	1.18	88
High	1	39	5.7 Yes	5.89	99
Avg	1	-17	4.9 No	-3.08	1
Low	2	-1	4.64 No*	-0.52	30
LoAvg	2	-10	5.28 No	-1.94	3
Low	1	-1	4.68 No*	-0.15	44
HiAvg	1	-8	4.8 No	-1.53	6
Avg	1	-16	4.8 No	-2.89	1
Low	1	-33	5.49 No	-5.21	1
High	1	16	4.65 Yes	2.9	99
LoAvg	1	-15	4.87 No	-2.73	1

High	1	14	4.94 Yes	2.42	99
High	1	4	4.8 Yes*	0.66	75
High	2	6	4.67 Yes*	0.74	77
Avg	1	-11	4.81 No	-2.06	2
Low	1	-13	4.82 No	-2.29	1
High	1	11	4.91 Yes	1.93	97
High	1	8	4.73 Yes	1.37	92
LoAvg	1	-9	4.94 No	-1.41	8
	1	5	4.97 Yes*	0.68	75
HiAvg	1	3	4.82 Yes*	0.4	66
HiAvg	1	5	4.56 Yes*	0.77	78
High	1	9	4.96 Yes	1.44	93
HiAvg	1	0	4.67 No*	-0.13	45
Avg	1	-3	4.75 No*	-0.53	30
High	1	6	4.61 Yes	1.15	87
Avg	1	5	4.94 Yes*	1.13	87
High	1	15	4.68 Yes	2.54	99
LoAvg	1	-8	4.7 No	-1.44	8
HiAvg	1	21	4.88 Yes	3.51	99
HiAvg	1	-5	4.84 No	-0.83	20
High	1	14	4.74 Yes	2.33	99
HiAvg	2	15	4.77 Yes	2.43	99
LoAvg	1	4	4.62 Yes*	0.58	72
Avg	1	-3	4.84 No*	-0.55	29
HiAvg	1	8	4.72 Yes	1.52	94
Low	1	-6	5.25 No	-0.84	20
LoAvg					
Low	1	-6	4.93 No	-1.13	13
	1	-2	4.75 No*	-0.48	31
Avg	1	-7	4.82 No	-1.23	11
Avg	1	-2	4.66 No*	-0.49	31
HiAvg	1	9	4.77 Yes	1.53	94
HiAvg	1	-4	4.71 No	-0.84	20
Avg	1	6	4.77 Yes	1.01	84
HiAvg	1	11	4.64 Yes	1.84	97
LoAvg	1	1	4.8 Yes*	0.15	56

Low	1	-5	4.62 No	-1.03	15
High	1	-3	4.89 No*	-0.51	31
High	1	10	4.98 Yes	1.58	94
HiAvg	1	3	4.82 Yes*	0.51	69
Low	1	-9	4.82 No	-1.7	4
Avg	1	-1	4.81 No*	-0.21	42
High	1	23	4.89 Yes	3.84	99
LoAvg	1	-1	4.77 No*	-0.21	42
Avg	1	-1	4.86 No*	-0.31	38
Avg	1	10	4.81 Yes	1.7	95
Low	1	-14	4.78 No	-2.59	1
HiAvg	1	4	4.78 Yes*	0.67	75
High	1	16	4.72 Yes	2.7	99
High	1	-2	4.76 No*	-0.37	36
Avg	1	-11	4.85 No	-2.04	2
HiAvg	1	-6	4.83 No	-1.04	15
High	1	21	4.74 Yes	3.58	99
HiAvg	1	5	4.79 Yes*	0.85	80
Low	1	-72	4.95 No	-12.42	1
High	1	11	4.83 Yes	1.89	97
HiAvg	1	3	4.87 Yes*	0.38	65
Low	1	0	4.82 No*	-0.04	48
High	1	6	4.81 Yes	0.92	82
High	1	4	4.79 Yes*	0.69	76
HiAvg	1	15	4.7 Yes	2.53	99
High	1	8	4.64 Yes	1.42	92
HiAvg	1	8	4.91 Yes	1.25	89
High	1	3	5.07 Yes*	0.56	71
HiAvg	1	-5	4.95 No	-0.98	16
High	1	4	4.76 Yes*	0.71	76
LoAvg	1	-1	4.67 No*	-0.31	38
Avg	1	6	4.7 Yes	1.03	85
High	1	35	5.01 Yes	5.82	99
High	1	-9	4.94 No	-1.55	6
HiAvg	1	4	4.76 Yes*	0.63	73
Avg	1	-6	4.82 No	-1.13	13

Avg	1	2	4.8 Yes*	0.23	59
HiAvg	1	-1	4.74 No*	-0.15	44
HiAvg	1	18	4.79 Yes	3	99
HiAvg	1	1	4.91 Yes*	0.12	55
Low	1	-7	4.74 No	-1.37	9
Low	1	-20	5.07 No	-3.43	1
HiAvg	1	4	4.92 Yes*	0.56	71
High	1	8	4.73 Yes	1.38	92
High	1	2	4.66 Yes*	0.22	59
Avg	1	-9	4.76 No	-1.58	6
HiAvg	1	6	4.75 Yes	0.93	82
HiAvg	1	-1	4.72 No*	-0.16	44
HiAvg					
Low					
HiAvg	1	-9	5.14 No	-1.6	5
Avg	1	-4	4.79 No	-0.74	23
High	1	10	4.7 Yes	1.64	95
Avg	1	5	4.68 Yes*	0.86	80
HiAvg	1	-4	4.64 No	-0.85	20
Avg	1	-6	4.72 No	-1.08	14
Avg	1	3	4.68 Yes*	0.4	66
High	1	19	4.85 Yes	3.21	99
Avg	1	-3	4.65 No*	-0.67	25
Avg	1	-6	4.83 No	-1.08	14
Low	1	2	4.78 Yes*	0.22	59
High	1	13	4.84 Yes	2.22	99
High	1	15	4.68 Yes	2.54	99
Avg	1	-11	4.84 No	-1.92	3
High	1	6	4.67 Yes	0.94	83
High	1	21	4.77 Yes	3.62	99
Avg	1	-7	4.67 No	-1.39	8
HiAvg	1	-3	4.89 No*	-0.56	29
High	1	14	4.7 Yes	2.36	99
High	1	2	4.78 Yes*	0.37	64
HiAvg	1	9	4.68 Yes	1.47	93
HiAvg	1	3	4.72 Yes*	0.52	70

HiAvg	1	8	4.71 Yes	1.28	90
High	1	5	4.84 Yes*	0.87	81
High	1	7	4.63 Yes	1.12	87
High	1	13	4.72 Yes	2.26	99
Avg	1	8	4.72 Yes	1.28	90
LoAvg	1	5	4.8 Yes*	0.82	79
Avg	1	-3	4.85 No*	-0.63	26
Low	1	-4	4.81 No	-0.7	24
High	1	-1	4.8 No*	-0.29	38
Avg	1	2	4.94 Yes*	0.37	64
High	1	15	4.75 Yes	2.51	99
HiAvg	1	-2	4.99 No*	-0.41	34
HiAvg	1	9	4.84 Yes	1.43	92
High	1	18	4.76 Yes	3.12	99
HiAvg	1	2	4.65 Yes*	0.22	59
LoAvg	1	9	4.79 Yes	1.52	94
HiAvg	1	5	4.88 Yes*	0.73	77
HiAvg	1	0	4.8 No*	-0.01	49
Avg	1	14	4.67 Yes	2.37	99
Avg	1	-4	4.76 No	-0.68	25
Low	1	-16	4.76 No	-2.95	1
Avg	1	-3	4.84 No*	-0.55	29
Avg	1	-7	4.76 No	-1.37	9
HiAvg	1	4	4.82 Yes*	0.63	74
LoAvg	1	-5	4.75 No	-1.01	16
Low	1	-3	4.99 No*	-0.55	29
LoAvg	1	-7	4.87 No	-1.34	9
Avg	1	2	4.72 Yes*	0.32	62
HiAvg	1	-23	5.38 No	-3.78	1
Low	1	-15	4.88 No	-2.63	1
HiAvg	1	-2	4.71 No*	-0.49	31
Avg	1	-2	4.79 No*	-0.38	35
LoAvg	1	-7	4.66 No	-1.39	8
High	1	10	4.74 Yes	1.73	96
Avg	1	6	4.68 Yes	0.94	83
High	1	2	4.78 Yes*	0.36	64

HiAvg	1	-4	4.78 No	-0.83	20
High	1	15	4.73 Yes	2.59	99
High	1	-10	4.84 No	-1.86	3
HiAvg	1	4	4.78 Yes*	0.69	76
Low	1	-1	4.63 No*	-0.31	38
HiAvg	1	-8	4.81 No	-1.43	8
HiAvg	1	14	4.65 Yes	2.37	99
High	1	6	4.75 Yes	1.04	85
HiAvg	1	2	4.83 Yes*	0.22	59
High	1	7	4.75 Yes	1.23	89
HiAvg	1	1	4.67 Yes*	0.04	52
LoAvg	1	-8	4.66 No	-1.57	6
Avg	1	0	4.79 No*	-0.03	49
HiAvg	1	0	4.83 No*	-0.13	45
Low	1	-4	4.62 No	-0.73	23
HiAvg	1	14	4.7 Yes	2.36	99
HiAvg	1	4	4.78 Yes*	0.7	76
HiAvg	1	14	4.57 Yes	2.42	99
High	1	8	4.88 Yes	1.44	93
Avg	1	1	4.66 Yes*	0.19	57
High	1	10	4.98 Yes	1.82	97
High	1	14	4.64 Yes	2.37	99
Avg	1	7	5.1 Yes	1.01	84
High	1	8	4.7 Yes	1.24	89
Avg	1	-13	5.03 No	-2.09	2
High	1	10	4.75 Yes	1.71	96
Avg	1	-7	4.86 No	-1.22	11
Avg	2	15	4.7 Yes	2.37	99
HiAvg	1	3	4.84 Yes*	0.34	63
High	1	14	4.48 Yes	2.44	99
HiAvg	1	-22	4.76 No	-3.87	1
Avg	1	3	4.61 Yes*	0.37	65
High	1	16	4.87 Yes	2.86	99
Avg	1	-10	4.88 No	-2.02	2
HiAvg	1	-4	4.84 No	-0.78	22
High	1	27	4.69 Yes	4.82	99

High	1	3	4.77 Yes*	0.46	68
LoAvg	1	3	4.76 Yes*	0.33	63
Low	1	3	5.05 Yes*	0.28	61
LoAvg	1	-19	5.57 No	-3.22	1
Avg	1	-4	4.82 No	-0.78	22
High	1	7	4.65 Yes	1.12	87
HiAvg	1	12	4.69 Yes	2.13	98
HiAvg	1	6	4.65 Yes	0.91	82
High	1	7	4.86 Yes	1.1	86
Avg	1	6	4.62 Yes	0.94	83
High	1	1	4.79 Yes*	0.21	58
HiAvg	1	1	4.44 Yes*	0.06	52
High	1	34	4.87 Yes	5.79	99
High	2	2	4.7 Yes*	0.04	52
Avg	1	-14	4.88 No	-2.53	1
LoAvg	1	1	4.64 Yes*	0.04	52
LoAvg	1	3	4.91 Yes*	0.46	68
Avg	2	4	4.66 Yes*	0.42	66
HiAvg	2	-2	4.8 No*	-0.63	26
Avg	1	3	4.7 Yes*	0.27	61
LoAvg	1	-16	4.82 No	-2.97	1
HiAvg	1	-5	4.72 No	-1.11	13
Avg	1	0	4.84 No*	-0.03	49
HiAvg	1	2	4.67 Yes*	0.14	56
Avg	1	-4	4.86 No	-0.89	19
High	1	-1	4.64 No*	-0.42	34
High	1	29	4.91 Yes	4.96	99
Low	1	-2	4.94 No*	-0.61	27
LoAvg	1	-8	4.83 No	-1.62	5
High	1	-4	4.75 No	-0.96	17
High	1	8	4.74 Yes	1.3	90
HiAvg	1	-3	4.7 No*	-0.78	22
Avg	1	-1	4.76 No*	-0.27	39
LoAvg	1	-1	4.68 No*	-0.41	34
LoAvg	1	-4	4.76 No	-0.82	21
Avg	1	7	4.89 Yes	1.04	85

High	1	-1	4.82 No*	-0.36	36
LoAvg	1	-4	4.86 No	-0.95	17
LoAvg	1	-9	4.76 No	-1.73	4
LoAvg	1	-14	4.72 No	-2.83	1
Low	1	-4	4.67 No	-0.89	19
High	1	24	4.92 Yes	4.11	99
High	1	6	4.8 Yes	1.01	84
HiAvg	1	1	4.73 Yes*	-0.04	48
HiAvg	1	1	4.79 Yes*	0.03	51
Low	1	2	4.49 Yes*	0.15	56
Low	1	-17	4.99 No	-3.21	1
HiAvg	1	6	4.72 Yes	0.9	82
HiAvg	1	-12	4.77 No	-2.26	1
HiAvg	1	8	4.64 Yes	1.28	90
High	1	8	4.84 Yes	1.3	90
Avg	1	1	4.68 Yes*	-0.04	48
Avg	1	4	4.76 Yes*	0.6	73
HiAvg	1	5	4.7 Yes*	0.71	76
HiAvg	1	-12	4.84 No	-2.26	1
Low	1	2	4.82 Yes*	0.14	56
HiAvg	1	1	4.82 Yes*	0.1	54
HiAvg	1	12	4.67 Yes	2.02	98
HiAvg	1	4	4.77 Yes*	0.67	75
Low	1	-5	4.76 No	-1.14	13
HiAvg	1	0	4.77 No*	-0.08	47
HiAvg	1	5	4.65 Yes*	0.71	76
Low	1	0	4.89 No*	-0.23	41
High	1	12	4.64 Yes	2.03	98
High	2	21	4.9 Yes	3.49	99
High	1	18	4.64 Yes	3.16	99
Avg	1	-9	4.82 No	-1.72	4
Avg	1	16	4.65 Yes	2.78	99
HiAvg	1	-1	4.77 No*	-0.23	41
High	1	0	4.8 No*	-0.22	41
HiAvg	1	2	4.86 Yes*	0.28	61
High	1	11	4.72 Yes	1.81	96



High	1	17	4.84 Yes	2.83	99
High	1	14	4.82 Yes	2.35	99
HiAvg	1	-1	4.89 No*	-0.24	40
Avg	1	1	4.75 Yes*	-0.05	48
LoAvg	1	-11	5.02 No	-2.18	1
HiAvg	2	9	4.95 Yes	1.33	91
Avg	2	10	5.1 Yes	1.42	92
HiAvg	1	7	4.73 Yes	1.08	86
LoAvg	1	-3	4.75 No*	-0.63	26
HiAvg	1	6	4.62 Yes	0.9	82
	1	9	4.74 Yes	1.49	93
HiAvg	1	4	4.74 Yes*	0.51	69
HiAvg					
LoAvg	1	-5	4.88 No	-1.13	13
High	1	15	4.69 Yes	2.63	99
High	1	10	4.69 Yes	1.64	95
HiAvg	1	-3	4.86 No*	-0.63	27
Avg	1	-4	4.7 No	-0.97	17
LoAvg	1	1	4.81 Yes*	0.03	51
LoAvg	1	5	4.61 Yes*	0.72	76
Low	1	-16	4.88 No	-3.09	1
Avg	1	-8	4.67 No	-1.72	4
Avg	1	-8	4.88 No	-1.49	7
High	1	19	4.76 Yes	3.28	99
High	1	-5	4.7 No	-1.03	15
	1	4	4.65 Yes*	0.52	70
HiAvg	1	6	4.77 Yes	1	84
HiAvg	1	-4	4.78 No	-0.96	17
LoAvg	1	-4	4.84 No	-0.85	20
High	1	17	4.77 Yes	2.92	99
Low	1	-3	4.89 No*	-0.62	27
LoAvg	1	0	4.64 No*	-0.23	41
Avg	1	11	4.76 Yes	1.9	97
HiAvg	1	12	5.01 Yes	1.91	97
High	1	4	4.73 Yes*	0.62	73
High	1	3	4.7 Yes*	0.35	64

HiAvg	1	-1	4.8 No*	-0.2	42
High	1	3	4.97 Yes*	0.33	63
High	1	6	4.8 Yes	1	84
Avg	1	5	4.69 Yes*	0.71	76
High	1	4	4.87 Yes*	0.72	76
High	1	8	4.68 Yes	1.28	90
High	1	1	4.79 Yes*	0.15	56
High	1	9	4.72 Yes	1.45	93
HiAvg	2	20	5.06 Yes	3.25	99
Avg	1	1	4.7 Yes*	-0.04	49
Avg	1	4	4.85 Yes*	0.69	75
High	1	8	4.77 Yes	1.26	90
High	1	5	4.76 Yes*	0.81	79
High	1	12	4.72 Yes	2.02	98
HiAvg	1	0	4.78 No*	-0.1	46
High	1	17	4.71 Yes	2.93	99
Avg	1	11	4.72 Yes	1.86	97
Low	1	-19	4.79 No	-3.72	1
High	1	7	4.97 Yes	1	84
LoAvg	1	-6	4.72 No	-1.33	9
HiAvg	1	0	4.76 No*	-0.1	46
HiAvg	1	7	4.72 Yes	1.08	86
HiAvg	1	0	4.75 No*	-0.07	47
HiAvg	1	-1	4.69 No*	-0.41	34
High	1	9	4.88 Yes	1.52	94
HiAvg	1	1	4.8 Yes*	-0.03	49
LoAvg	1	4	4.71 Yes*	0.67	75
Avg	1	-8	4.72 No	-1.71	4
HiAvg	1	1	4.72 Yes*	0.06	52
HiAvg	1	10	4.64 Yes	1.65	95
High	1	1	4.73 Yes*	0.09	54
High	1	14	4.88 Yes	2.32	99
HiAvg	1	3	4.9 Yes*	0.49	69
High	1	8	4.85 Yes	1.24	89
High	1	11	4.79 Yes	1.92	97
High	1	15	4.86 Yes	2.51	99

LoAvg	1	-5	4.77 No	-1.01	16
HiAvg	1	4	4.62 Yes*	0.53	70
Avg	1	-3	4.9 No*	-0.63	26
LoAvg	1	-34	5.44 No	-5.8	1
LoAvg	1	-1	5.07 No*	-0.41	34
High	1	11	4.67 Yes	1.83	97
Low	1	-5	4.84 No	-1.05	15
HiAvg	1	11	4.67 Yes	1.84	97
HiAvg	1	6	4.81 Yes	1.01	84
Low	1	-10	4.65 No	-2.11	2
High	1	9	4.82 Yes	1.52	94
High	1	0	4.66 No*	-0.23	41
High	1	5	4.89 Yes*	0.78	78
HiAvg	1	15	4.71 Yes	2.56	99
Low	1	-12	4.8 No	-2.28	1
High	1	5	4.65 Yes*	0.67	75
Avg	1	-1	4.92 No*	-0.43	34
High	1	7	4.68 Yes	1.09	86
LoAvg	1	-7	4.77 No	-1.36	9
High	1	-3	4.96 No*	-0.75	23
High	1	1	4.85 Yes*	0.08	53
HiAvg	1	0	4.63 No*	-0.23	41
HiAvg	1	9	4.78 Yes	1.46	93
HiAvg	1	4	5 Yes*	0.5	69
Avg	1	6	4.73 Yes	0.94	83
High	1	9	4.65 Yes	1.47	93
Avg	1	4	4.81 Yes*	0.64	74
HiAvg	1	3	4.66 Yes*	0.34	63
LoAvg	1	0	4.75 No*	-0.12	45
Avg	1	4	4.74 Yes*	0.51	70
LoAvg	1	-2	4.8 No*	-0.47	32
HiAvg	1	-1	4.65 No*	-0.42	34
HiAvg	1	-1	4.8 No*	-0.34	37
HiAvg	1	2	4.64 Yes*	0.15	56
Low	1	5	4.86 Yes*	0.66	74
Low	1	8	4.91 Yes	1.18	88

Avg	1	7	4.73 Yes	1.06	86
Avg	1	-9	4.89 No	-1.73	4
Avg	1	8	4.74 Yes	1.25	89
Low	1	-9	4.64 No	-1.93	3
HiAvg	1	-8	4.91 No	-1.62	5
High	1	8	4.76 Yes	1.37	91
LoAvg	1	8	4.65 Yes	1.27	90
High	1	4	4.75 Yes*	0.56	71
High	1	5	4.89 Yes*	0.76	78
HiAvg	1	18	4.61 Yes	3.18	99
Avg	1	13	4.73 Yes	2.2	99
HiAvg	1	-1	4.77 No*	-0.45	33
Avg	1	5	4.8 Yes*	0.68	75
Avg	1	-15	4.82 No	-2.79	1
LoAvg	1	-3	5.09 No*	-0.49	31
High					
HiAvg	1	-5	5.18 No	-0.64	26
HiAvg	1	4	4.63 Yes*	0.52	70
HiAvg	1	2	4.81 Yes*	0.25	60
HiAvg	1	12	4.92 Yes	1.94	97
Low	1	-2	4.83 No*	-0.53	30
High	1	13	4.67 Yes	2.21	99
Avg	1	-8	4.7 No	-1.53	6
High	1	11	4.72 Yes	1.81	96
LoAvg	1	-11	4.81 No	-2.15	2
HiAvg	1	26	4.79 Yes	4.42	99
Low	1	-1	4.77 No*	-0.2	42
LoAvg	1	4	4.68 Yes*	0.58	72
Low	1	3	4.74 Yes*	0.51	69
High	1	5	4.71 Yes*	0.7	76
High	2	14	5.09 Yes	2.12	98
HiAvg	1	3	4.72 Yes*	0.28	61
Avg	1	4	4.81 Yes*	0.7	76
HiAvg	1	-20	4.85 No	-3.67	1
Avg	1	2	4.86 Yes*	0.27	61
High	1	13	5.04 Yes	2.11	98

High	1	-5	4.86 No	-0.89	19
Low	1	-38	5.3 No	-6.67	1
HiAvg	2	0	4.91 No*	-0.27	39
LoAvg	2	-5	4.72 No	-1.21	11
High	1	11	4.82 Yes	1.72	96
Low	2	-17	4.78 No	-3.42	1
		-1	4.73		
High	1	21	4.69 Yes	3.6	99
Avg	1	-3	4.8 No*	-0.5	31
LoAvg					
LoAvg	1	9	4.77 Yes	1.44	92
High	1	7	4.84 Yes	1.09	86
		1	4.68		
	1	5	5.06 Yes*	0.66	74
High	1	10	4.65 Yes	1.62	95
Avg	1	0	4.76 No*	-0.12	45
HiAvg	1	1	4.65 Yes*	-0.09	47
High	1	3	4.88 Yes*	0.36	64
	1	1	4.92 Yes*	0	50
	1	9	4.82 Yes	1.49	93
Avg	1	-1	4.68 No*	-0.44	33
HiAvg	1	14	4.86 Yes	2.3	99
Avg	2	-2	4.68 No*	-0.66	26
Avg	1	-2	5 No*	-0.59	28
High	2	8	4.86 Yes	1.17	88
HiAvg	1	3	4.8 Yes*	0.34	63
High	1	10	4.67 Yes	1.61	95
LoAvg	1	-4	4.69 No	-0.86	19
High	1	10	4.49 Yes	1.64	95
Avg	2	8	4.89 Yes	1.12	87
High	1	-2	4.72 No*	-0.63	27
HiAvg	1	0	4.67 No*	-0.15	44
LoAvg	1	2	4.73 Yes*	0.13	55
HiAvg	1	-1	4.77 No*	-0.3	38
HiAvg	2	21	4.69 Yes	3.63	99
Avg	1	-4	4.8 No	-0.88	19

High	1	12	4.82 Yes	1.97	98
High	1	10	4.67 Yes	1.73	96
High	1	7	4.86 Yes	1.01	84
HiAvg	1	-1	4.7 No*	-0.34	37
High	2	10	4.65 Yes	1.6	94
Low	2	16	4.96 Yes	2.53	99
High	1	5	4.69 Yes*	0.67	75
HiAvg	1	5	4.78 Yes*	0.73	77
HiAvg	2	24	4.67 Yes	4.2	99
HiAvg	2	9	4.91 Yes	1.3	90
High	1	7	4.67 Yes	1.05	85
LoAvg	1	-7	4.74 No	-1.4	8
High	1	21	4.8 Yes	3.59	99
LoAvg	1	11	4.82 Yes	1.77	96
High	1	12	4.8 Yes	1.94	97
Avg	1	-4	5.02 No*	-0.83	20
High	1	20	4.82 Yes	3.39	99
High	1	9	4.77 Yes	1.46	93
Avg	1	6	4.68 Yes	0.85	80
High	1	5	4.82 Yes*	0.68	75
High	1	5	4.7 Yes*	0.66	75
LoAvg	2	6	4.99 Yes*	0.77	78
HiAvg	1	11	4.67 Yes	1.78	96
High	1	2	4.81 Yes*	0.26	60
HiAvg	1	4	4.67 Yes*	0.5	69
HiAvg	1	2	4.78 Yes*	0.27	61
HiAvg	1	2	4.65 Yes*	0.13	55
HiAvg	1	5	4.75 Yes*	0.8	79
High	1	14	4.65 Yes	2.36	99
Low	1	-13	4.76 No	-2.49	1
Avg	1	0	4.66 No*	-0.28	39
HiAvg	1	6	4.9 Yes	0.81	79
HiAvg	1	12	4.62 Yes	1.98	98
HiAvg	1	-10	4.8 No	-1.96	3
	1	7	4.81 Yes	1.01	84
High	1	-3	4.75 No*	-0.68	25

LoAvg	1	7	4.72 Yes	1.03	85
High	1	4	4.75 Yes*	0.55	71
High	1	1	4.71 Yes*	-0.04	48
HiAvg	1	17	4.85 Yes	2.85	99
High	2	22	4.7 Yes	3.8	99
Low	1	-9	4.79 No	-1.82	3
Avg	1	7	4.67 Yes	1.07	86
High	1	22	4.82 Yes	3.78	99
Low	1	-6	4.78 No	-1.36	9
LoAvg	1	-4	4.88 No	-0.88	19
LoAvg	2	12	4.85 Yes	1.89	97
High	1	7	4.8 Yes	1.04	85
High	1	9	4.7 Yes	1.42	92
HiAvg	1	6	4.78 Yes	0.91	82
High	1	12	4.84 Yes	1.93	97
Avg	1	-2	4.83 No*	-0.57	29
Low	1	-18	4.53 No	-3.71	1
		-13	4.66		
High	1	3	4.75 Yes*	0.3	62
Avg	1	6	4.76 Yes	0.9	82
High	1	6	4.79 Yes	0.86	80
Avg	1	-3	4.77 No*	-0.71	24
High	1	2	4.64 Yes*	0.11	54
HiAvg	1	0	4.77 No*	-0.21	42
High	1	5	4.61 Yes*	0.67	75
Avg	1	5	4.75 Yes*	0.66	74
Avg	1	-3	4.77 No*	-0.82	21
HiAvg	2	6	4.85 Yes*	0.8	79
	1	7	4.61 Yes	1.06	86
High	1	9	4.82 Yes	1.47	93
High	1	7	4.84 Yes	1.02	85
High	1	9	4.77 Yes	1.38	92
High	1	6	4.69 Yes	0.87	81
HiAvg	1	7	4.77 Yes	1.12	87
HiAvg	2	-7	4.67 No	-1.6	6
Low	1	-24	4.91 No	-4.42	1

High	1	-2	4.69 No*	-0.61	27
Avg	1	-7	4.79 No	-1.4	8
High	1	6	4.64 Yes	0.86	80
High	1	-4	4.91 No	-0.93	18
HiAvg	1	10	4.65 Yes	1.6	95
LoAvg	1	2	4.89 Yes*	0.11	55
High	1	-2	4.66 No*	-0.64	26
High	1	7	4.79 Yes	1.06	86
HiAvg	1	-2	4.67 No*	-0.63	27
LoAvg	1	-5	4.87 No	-0.99	16
LoAvg	1	-1	4.67 No*	-0.44	33
LoAvg	1	-17	4.89 No	-3.14	1
Low	1	-6	4.66 No	-1.39	8
LoAvg	1	-3	4.8 No*	-0.72	23
High	1	10	4.65 Yes	1.6	94
Avg	1	1	4.87 Yes*	-0.08	47
High	1	4	4.57 Yes*	0.5	69
HiAvg	2	7	4.85 Yes	0.96	83
High	1	7	4.89 Yes	1.03	85
HiAvg	1	1	4.77 Yes*	0.03	51
HiAvg	1	1	4.84 Yes*	-0.07	47
High	1	5	4.77 Yes*	0.73	77
High	2	1	4.89 No*	-0.1	46
High	1	5	4.86 Yes*	0.64	74
High	1	5	4.68 Yes*	0.68	75
Avg	1	0	4.87 No*	-0.19	42
High	1	11	4.63 Yes	1.8	96
LoAvg	1	6	4.81 Yes	0.84	80
LoAvg	2	-8	4.56 No	-1.81	3
HiAvg	1	-1	4.86 No*	-0.42	34
HiAvg	1	-6	4.72 No	-1.34	9
HiAvg	1	10	4.73 Yes	1.67	95
High	1	24	4.8 Yes	4.15	99
HiAvg	1	0	4.77 No*	-0.16	44
Avg	1	1	4.66 Yes*	-0.07	47
Avg	1	-9	4.82 No	-1.73	4



High	1	-4	5.15 No*	-0.73	23
High	1	5	4.85 Yes*	0.74	77
LoAvg	1	1	4.64 Yes*	-0.08	47
HiAvg	1	-5	4.81 No	-1.03	15
HiAvg	1	6	4.64 Yes	0.87	81
High	1	-6	4.75 No	-1.22	11
Low	1	-14	4.78 No	-2.84	1
Avg	1	-6	4.77 No	-1.2	12
Low	2	-29	5.22 No	-5.26	1
LoAvg					
Avg	1	-17	4.98 No	-3.22	1
HiAvg	1	-6	4.63 No	-1.4	8
Avg	1	-3	4.86 No*	-0.75	23
Avg	1	-4	4.65 No	-0.98	16
	2	-1	5.15 No*	-0.49	31
High	1	15	4.67 Yes	2.59	99
HiAvg	1	6	4.82 Yes	0.97	83
		1	4.64		
Low	1	-5	4.67 No	-1.16	12
High	1	0	4.79 No*	-0.09	46
Low	1	-4	4.83 No	-0.97	17
Low	2	0	4.96 No*	-0.28	39
High	1	1	4.76 Yes*	-0.03	49
HiAvg	1	6	4.85 Yes	0.98	84
High	1	5	4.81 Yes*	0.74	77
Avg	1	-7	4.74 No	-1.2	11
High	1	17	4.77 Yes	2.86	99
HiAvg	1	1	4.69 Yes*	0.15	56
HiAvg	1	12	4.77 Yes	1.98	98
High	1	-3	4.82 No*	-0.7	24
High	1	-4	4.87 No	-0.82	21
Avg	1	2	4.73 Yes*	0.33	63
HiAvg	1	5	4.66 Yes*	0.64	74
Avg	1	-3	4.84 No*	-0.75	23
	1	10	4.75 Yes	1.62	95

1	-6	4.92 No	-1.07	14
2	-6	4.62 No	-1.42	8
2	14	4.59 Yes	2.35	99
2	11	4.76 Yes	1.69	95
	7	4.92		
2	6	4.64 Yes*	0.84	80
	-7	4.62		
2	15	4.65 Yes	2.53	99
1	16	4.81 Yes	2.69	99
1	11	4.62 Yes	1.81	96
1	7	4.76 Yes	1.14	87
1	15	4.62 Yes	2.57	99
	1	4.79		
2	-4	4.61 No	-1.07	14
	0	5.23		
1	10	4.73 Yes	1.58	94
1	7	4.63 Yes	1.11	87
1	-5	4.8 No	-1.02	15
1	-8	4.72 No	-1.59	6
	-1	4.97		

WinterTo:	SpringTo:	SpringTo:	SpringTo:	SpringTo:	SpringTo:	SpringTo:	SpringTo:	LexileSco	LexileMin	LexileMa	QuantileS	QuantileM	QuantileH
HiAvg	2	10	4.67	Yes	0.99	84	High	1135L	1035L	1185L			
LoAvg	2	8	4.69	Yes	0.58	72	HiAvg				1335Q	1285Q	1385Q
High	2	-1	4.73	No*	-0.32	38	LoAvg	1520L	1420L	1570L			
HiAvg	2	5	4.86	Yes*	0.24	60	Avg				1595Q	1545Q	1645Q
Low	2	2	4.71	Yes*	0.05	52	Avg	1385L	1285L	1435L			
High	3	8	4.71	Yes	0.54	71	HiAvg				780Q	730Q	830Q
LoAvg	2	-9	4.84	No	-1.35	9	Low	900L	800L	950L			
Low	2	4	4.57	Yes*	0.28	61	HiAvg				1025Q	975Q	1075Q
Low	2	-1	4.68	No*	-0.26	40	LoAvg	1405L	1305L	1455L			
High	2	21	4.89	Yes	1.86	97	High				1145Q	1095Q	1195Q
High	2	28	4.89	Yes	2.91	99	High	865L	765L	915L			
High	2	17	4.69	Yes	1.51	93	High				1075Q	1025Q	1125Q
LoAvg	2	16	4.69	Yes	1.5	93	High	1345L	1245L	1395L			
Low	2	16	4.84	Yes	1.79	96	High	690L	590L	740L			
High	2	14	4.57	Yes	1.19	88	High				1230Q	1180Q	1280Q
Low	2	-14	4.73	No	-1.5	7	Low	1190L	1090L	1240L			
LoAvg	2	-14	4.91	No	-1.3	10	Low				400Q	350Q	450Q
HiAvg	2	-19	5.23	No	-1.58	6	Low	325L	225L	375L			
Avg	2	19	4.58	Yes	1.6	95	High				1525Q	1475Q	1575Q
Low	2	-9	4.82	No	-1	16	Low	1230L	1130L	1280L			
LoAvg	2	3	4.65	Yes*	0.19	57	Avg				990Q	940Q	1040Q
HiAvg	2	1	4.69	No*	0.07	53	Avg	1115L	1015L	1165L			
HiAvg	2	5	4.82	Yes*	0.3	62	HiAvg				1300Q	1250Q	1350Q
LoAvg	2	1	4.76	No*	-0.12	45	Avg	1540L	1440L	1590L			
Avg	2	12	4.69	Yes	0.9	82	High				1630Q	1580Q	1650Q
LoAvg	2	1	4.71	No*	0.04	52	Avg	1190L	1090L	1240L			
High	2	9	4.6	Yes	0.69	76	HiAvg				1280Q	1230Q	1330Q
High	2	-4	4.74	No	-0.44	33	LoAvg	1115L	1015L	1165L			
Low	2	-8	4.87	No	-0.8	21	LoAvg				710Q	660Q	760Q
Low	2	10	4.82	Yes	1.12	87	High	825L	725L	875L			
HiAvg	3	15	4.58	Yes	1.38	92	High				955Q	905Q	1005Q
LoAvg	3	4	4.7	Yes*	0.17	57	Avg	1135L	1035L	1185L			
Avg	2	10	4.58	Yes	1.11	87	High				1650Q	1650Q	1650Q
HiAvg	2	-7	4.88	No	-0.72	24	LoAvg	1440L	1340L	1490L			
High	2	20	4.63	Yes	1.69	95	High				1560Q	1510Q	1610Q

High	2	6	4.7 Yes*	0.5	69 HiAvg	1305L	1205L	1355L			
HiAvg	4	5	4.69 Yes*	0.1	54 Avg				505Q	455Q	555Q
High	7	22	4.82 Yes	1.73	96 High	765L	665L	815L			
LoAvg	3	-4	4.65 No	-0.85	20 Low				610Q	560Q	660Q
HiAvg	4	9	4.84 Yes	0.63	74 HiAvg	1075L	975L	1125L			
High	2	9	4.53 Yes	0.79	78 HiAvg				920Q	870Q	970Q
LoAvg	2	-8	4.96 No	-0.72	24 LoAvg	845L	745L	895L			
LoAvg	2	8	4.65 Yes	0.6	73 HiAvg				1265Q	1215Q	1315Q
Low	2	6	4.75 Yes*	0.47	68 HiAvg	1365L	1265L	1415L			
Low	2	7	4.62 Yes	0.57	72 HiAvg				1005Q	955Q	1055Q
Low	2	-9	4.8 No	-0.86	20 Low	920L	820L	970L			
Low	2	10	4.63 Yes	0.8	79 HiAvg				1245Q	1195Q	1295Q
Low	2	-3	4.68 No	-0.43	33 LoAvg	1325L	1225L	1375L			
High	2	5	4.6 Yes*	0.39	65 HiAvg				955Q	905Q	1005Q
Low	2	-18	4.94 No	-1.72	4 Low	825L	725L	875L			
High	2	5	4.65 Yes*	0.36	64 HiAvg				1075Q	1025Q	1125Q
HiAvg	2	5	4.84 Yes*	0.39	65 HiAvg	1305L	1205L	1355L			
Low	2	1	4.7 No*	0.04	52 Avg				800Q	750Q	850Q
HiAvg	2	4	4.72 Yes*	0.36	64 HiAvg	1150L	1050L	1200L			
High	2	5	4.56 Yes*	0.32	63 HiAvg				1215Q	1165Q	1265Q
Low	2	-2	4.63 No*	-0.29	39 LoAvg	1230L	1130L	1280L			
High	2	8	4.62 Yes	0.72	76 HiAvg				800Q	750Q	850Q
High	2	13	4.79 Yes	1.41	92 High	865L	765L	915L			
Avg	2	-8	4.79 No	-0.87	19 Low	1170L	1070L	1220L			
HiAvg	2	9	4.59 Yes	0.75	77 HiAvg				1055Q	1005Q	1105Q
Low	2	-5	4.74 No	-0.49	31 LoAvg	1015L	915L	1065L			
Low	2	-5	4.57 No	-0.57	29 LoAvg				900Q	850Q	950Q
High	2	-6	4.77 No	-0.52	30 LoAvg	845L	745L	895L			
High	2	-1	4.82 No*	-0.22	41 Avg				1075Q	1025Q	1125Q
Low	2	10	4.77 Yes	0.95	83 High	1210L	1110L	1260L			
Low	2	-6	4.74 No	-0.62	27 LoAvg				730Q	680Q	780Q
Low	2	11	4.71 Yes	1.05	85 High	1210L	1110L	1260L			
LoAvg	2	4	4.59 Yes*	0.37	64 HiAvg				660Q	610Q	710Q
Low	2	-8	4.85 No	-0.72	24 LoAvg	845L	745L	895L			
HiAvg	2	-3	4.71 No	-0.27	39 LoAvg				485Q	435Q	535Q
Low	2	-6	4.81 No	-0.48	32 LoAvg	765L	665L	815L			

High	2	-4	4.64 No	-0.41	34 LoAvg				660Q	610Q	710Q
Low	2	9	4.75 Yes	0.92	82 High	1055L	955L	1105L			
Low	2	-1	4.65 No*	-0.08	47 Avg				505Q	455Q	555Q
High	2	10	4.77 Yes	1.1	86 High	880L	780L	930L			
HiAvg	2	5	4.54 Yes*	0.25	60 Avg				1490Q	1440Q	1540Q
Avg	2	-8	4.71 No	-0.86	19 Low	1150L	1050L	1200L			
LoAvg									575Q	525Q	625Q
Low	5	1	4.84 No*	-0.48	32 LoAvg	690L	590L	740L			
High	2	12	4.55 Yes	1.07	86 High				970Q	920Q	1020Q
Low	2	45	5.06 Yes	4.45	99 High	1115L	1015L	1165L			
High	2	25	4.89 Yes	2.13	98 High				1630Q	1580Q	1650Q
High	2	-1	4.72 No*	-0.16	44 Avg	1170L	1070L	1220L			
High	2	9	4.6 Yes	0.77	78 HiAvg				970Q	920Q	1020Q
Low	2	-18	4.82 No	-1.74	4 Low	845L	745L	895L			
Avg	2	12	4.66 Yes	0.98	84 High				1280Q	1230Q	1330Q
High	2	-7	4.83 No	-0.7	24 LoAvg	1035L	935L	1085L			
LoAvg	2	-9	4.56 No	-1.02	15 Low				1145Q	1095Q	1195Q
High	2	-6	4.74 No	-0.65	26 LoAvg	1135L	1035L	1185L			
HiAvg	2	18	4.58 Yes	1.55	94 High				1350Q	1300Q	1400Q
HiAvg	2	8	4.77 Yes	0.71	76 HiAvg	1285L	1185L	1335L			
Low	2	-12	4.54 No	-1.1	14 Low				330Q	280Q	380Q
Low	2	-1	4.8 No*	0.06	52 Avg	710L	610L	760L			
LoAvg	3	7	4.6 Yes*	0.39	65 HiAvg				1650Q	1650Q	1650Q
Low	3	-9	4.84 No	-1.08	14 Low	1440L	1340L	1490L			
High	2	5	4.58 Yes*	0.35	64 HiAvg				1110Q	1060Q	1160Q
Low	2	-3	4.7 No	-0.36	36 LoAvg	1170L	1070L	1220L			
HiAvg	2	0	4.6 No*	-0.13	45 Avg				1075Q	1025Q	1125Q
LoAvg	2	-7	4.69 No	-0.67	25 LoAvg	960L	860L	1010L			
LoAvg	2	-2	4.56 No*	-0.3	38 LoAvg				1005Q	955Q	1055Q
LoAvg	2	1	4.7 No*	0.05	52 Avg	1170L	1070L	1220L			
High	2	-3	4.57 No	-0.4	34 LoAvg				1025Q	975Q	1075Q
High	2	23	4.74 Yes	2.4	99 High	920L	820L	970L			
LoAvg	3	-5	4.62 No	-0.75	23 LoAvg				1645Q	1595Q	1650Q
HiAvg	2	-8	4.77 No	-0.96	17 Low	1365L	1265L	1415L			
Low	2	-9	4.55 No	-1.05	15 Low				1280Q	1230Q	1330Q
Low	2	-5	4.77 No	-0.48	32 LoAvg	980L	880L	1030L			

Avg	2	15	4.63	Yes	1.34	91	High				990Q	940Q	1040Q
HiAvg	2	-4	4.86	No	-0.45	33	LoAvg	1150L	1050L	1200L			
Low	2	13	4.56	Yes	1.21	89	High				765Q	715Q	815Q
HiAvg	2	5	4.87	Yes*	0.53	70	HiAvg	1000L	900L	1050L			
Avg	2	7	4.94	Yes	0.57	72	HiAvg				935Q	885Q	985Q
High	2	2	4.74	Yes*	0.18	57	Avg	1115L	1015L	1165L			
LoAvg	3	8	4.57	Yes	0.5	69	HiAvg				1650Q	1610Q	1650Q
Low	2	-1	4.92	No*	-0.17	43	Avg	1210L	1110L	1260L			
High	2	32	4.74	Yes	2.89	99	High				1315Q	1265Q	1365Q
Low	2	10	4.67	Yes	1.02	85	High	1055L	955L	1105L			
High	2	22	4.93	Yes	1.94	97	High				1180Q	1130Q	1230Q
Low	2	-2	4.76	No*	-0.21	41	Avg	1075L	975L	1125L			
Low	2	-5	4.72	No	-0.51	31	LoAvg				660Q	610Q	710Q
Low	2	0	4.79	No*	0.06	52	Avg	920L	820L	970L			
LoAvg	2	17	4.67	Yes	1.5	93	High				1160Q	1110Q	1210Q
Low	2	-2	4.76	No*	-0.17	43	Avg	980L	880L	1030L			
Low	2	5	4.89	Yes*	0.3	62	HiAvg				1300Q	1250Q	1350Q
Low	2	-12	4.69	No	-1.27	10	Low	1135L	1035L	1185L			
Avg	2	-2	4.62	No*	-0.37	36	LoAvg				1280Q	1230Q	1330Q
LoAvg	3	4	4.89	Yes*	0.14	55	Avg	1655L	1555L	1705L			
High	2	9	4.6	Yes	0.75	77	HiAvg				1055Q	1005Q	1105Q
Low	2	1	4.84	No*	0.21	58	Avg	805L	705L	855L			
LoAvg	2	6	4.53	Yes*	0.48	68	HiAvg				990Q	940Q	1040Q
Low	2	-6	4.74	No	-0.56	29	LoAvg	940L	840L	990L			
Low	2	14	4.54	Yes	1.3	90	High				835Q	785Q	885Q
High	2	1	4.79	No*	0.04	52	Avg	1190L	1090L	1240L			
High	2	46	5.69	Yes	4.01	99	High				1595Q	1545Q	1645Q
Low	2	-6	4.87	No	-0.56	29	LoAvg	940L	840L	990L			
LoAvg	3	-8	4.62	No	-1	16	Low				1490Q	1440Q	1540Q
Low	3	-8	5.32	No	-0.99	16	Low	1595L	1495L	1645L			
Avg	2	-13	4.68	No	-1.26	10	Low				575Q	525Q	625Q
Low	2	-3	4.68	No	-0.32	38	LoAvg	1075L	975L	1125L			
Low	2	2	4.7	Yes*	0.17	57	Avg				645Q	595Q	695Q
Low	2	-3	5.41	No*	0.06	52	Avg	245L	145L	295L			
High	2	5	4.6	Yes*	0.43	67	HiAvg				800Q	750Q	850Q
Low	2	-8	4.84	No	-0.76	22	LoAvg	940L	840L	990L			

High	2	2	4.62 Yes*	0.15	56 Avg				745Q	695Q	795Q
HiAvg	2	4	4.67 Yes*	0.37	65 HiAvg	1135L	1035L	1185L			
HiAvg	2	16	4.68 Yes	1.3	90 High				1575Q	1525Q	1625Q
Low	2	-2	4.67 No*	-0.2	42 Avg	1035L	935L	1085L			
Low	2	-6	4.81 No	-0.57	29 LoAvg				520Q	470Q	570Q
High	2	35	4.88 Yes	3.5	99 High	1135L	1035L	1185L			
High	2	10	4.77 Yes	0.88	81 High				865Q	815Q	915Q
Low	2	-11	5.05 No	-0.88	19 Low	515L	415L	565L			
HiAvg	2	11	4.83 Yes	0.9	82 High				1195Q	1145Q	1245Q
HiAvg	2	0	4.72 No*	-0.11	46 Avg	1285L	1185L	1335L			
HiAvg	2	15	4.59 Yes	1.5	93 High				1300Q	1250Q	1350Q
High	8	21	4.83 Yes	1.58	94 High	690L	590L	740L			
Avg	2	0	4.6 No*	-0.07	47 Avg				1540Q	1490Q	1590Q
LoAvg	2	-5	4.73 No	-0.69	25 LoAvg	1230L	1130L	1280L			
High	2	4	4.59 Yes*	0.38	65 HiAvg				590Q	540Q	640Q
High	2	9	4.94 Yes	1.15	87 High	495L	395L	545L			
High	2	3	4.66 Yes*	0.08	53 Avg				1025Q	975Q	1075Q
Low	3	0	4.66 No*	-0.41	34 LoAvg	920L	820L	970L			
High	2	9	4.58 Yes	0.96	83 High				1630Q	1580Q	1650Q
Low	2	-2	4.68 No*	-0.2	42 Avg	1460L	1360L	1510L			
High	4	21	4.74 Yes	2.16	98 High				1125Q	1075Q	1175Q
High						960L	860L	1010L			
HiAvg	3	11	4.6 Yes	0.88	81 High				800Q	750Q	850Q
LoAvg	3	-1	4.79 No*	-0.5	31 LoAvg	940L	840L	990L			
High	2	-8	4.65 No	-0.75	23 LoAvg				485Q	435Q	535Q
Low	2	14	5.27 Yes	1.62	95 High	535L	435L	585L			
	3	1	4.55 No*	-0.19	42 Avg				885Q	835Q	935Q
Low	8	6	4.92 No*	-0.26	40 LoAvg	325L	225L	375L			
LoAvg	2	12	4.62 Yes	1.11	87 High				1145Q	1095Q	1195Q
Low	2	0	4.66 No*	-0.29	39 LoAvg	1075L	975L	1125L			
LoAvg	3	13	4.53 Yes	1.12	87 High				835Q	785Q	885Q
High	4	10	4.83 Yes	0.75	77 HiAvg	1095L	995L	1145L			
Low	2	-3	4.58 No	-0.6	27 LoAvg				990Q	940Q	1040Q
High	2	-3	4.77 No	-0.61	27 LoAvg	1055L	955L	1105L			
High	2	10	4.55 Yes	0.91	82 High				1180Q	1130Q	1230Q
Avg	2	-2	4.7 No*	-0.48	31 LoAvg	1095L	995L	1145L			

Low	3	-6	4.55 No	-1.06	14 Low				625Q	575Q	675Q
LoAvg	4	22	4.72 Yes	2.12	98 High	1250L	1150L	1300L			
High	2	7	4.87 Yes	0.56	71 HiAvg				1160Q	1110Q	1210Q
HiAvg	2	4	4.62 Yes*	0.23	59 Avg	1210L	1110L	1260L			
Low	2	3	4.86 Yes*	0.12	55 Avg				1145Q	1095Q	1195Q
Avg	3	0	4.83 No*	-0.38	35 LoAvg	960L	860L	1010L			
High	3	22	4.79 Yes	2.23	99 High				1265Q	1215Q	1315Q
Avg	4	7	4.77 Yes*	0.36	64 HiAvg	980L	880L	1030L			
LoAvg	4	25	4.97 Yes	2.36	99 High				815Q	765Q	865Q
High	3	4	4.75 Yes*	0.12	55 Avg	1075L	975L	1125L			
Low	2	-13	4.66 No	-1.78	4 Low				745Q	695Q	795Q
HiAvg	3	4	4.62 Yes*	0.14	56 Avg	1095L	995L	1145L			
High	2	10	4.61 Yes	0.93	82 High				1245Q	1195Q	1295Q
LoAvg	3	10	4.73 Yes	0.77	78 HiAvg	1115L	1015L	1165L			
Low	2	-7	4.62 No	-1.04	15 Low				970Q	920Q	1020Q
Low	2	-12	4.72 No	-1.46	7 Low	1170L	1070L	1220L			
High	3	23	4.68 Yes	2.37	99 High				1300Q	1250Q	1350Q
HiAvg	3	6	4.72 Yes*	0.39	65 HiAvg	1150L	1050L	1200L			
Low	4	10	4.69 Yes	0.75	77 HiAvg				765Q	715Q	815Q
High	4	25	4.71 Yes	2.46	99 High	1285L	1185L	1335L			
HiAvg	3	10	4.65 Yes	0.8	79 HiAvg				900Q	850Q	950Q
Avg	4	2	4.77 No*	-0.19	43 Avg	940L	840L	990L			
High	2	8	4.69 Yes	0.75	77 HiAvg				1370Q	1320Q	1420Q
HiAvg	2	9	4.72 Yes	0.8	79 HiAvg	1285L	1185L	1335L			
High	3	20	4.65 Yes	2.02	98 High				1230Q	1180Q	1280Q
High	4	23	4.64 Yes	2.29	99 High	1325L	1225L	1375L			
High	2	16	4.89 Yes	1.88	97 High				1650Q	1650Q	1650Q
HiAvg	2	3	5.22 Yes*	0.54	70 HiAvg	1730L	1630L	1780L			
Low	2	8	4.74 Yes	0.67	75 HiAvg				1145Q	1095Q	1195Q
HiAvg	2	11	4.73 Yes	1.08	86 High	1385L	1285L	1435L			
LoAvg	3	5	4.56 Yes*	0.26	60 Avg				920Q	870Q	970Q
High	3	2	4.67 No*	-0.07	47 Avg	1095L	995L	1145L			
High	3	55	4.83 Yes	6.02	99 High				1650Q	1650Q	1650Q
Low	4	8	4.84 Yes*	0.5	69 HiAvg	1035L	935L	1085L			
HiAvg	2	-10	5.03 No	-1.03	15 Low				900Q	850Q	950Q
Low	2	-1	4.8 No*	-0.1	46 Avg	1035L	935L	1085L			



Avg	2	2	4.73 Yes*	0.14	56 Avg				1490Q	1440Q	1540Q
Avg	2	0	4.67 No*	-0.01	50 Avg	1440L	1340L	1490L			
High	4	13	4.51 Yes	1.07	86 High				695Q	645Q	745Q
Avg	4	4	4.79 Yes*	-0.01	50 Avg	900L	800L	950L			
Low	2	-26	4.7 No	-3.3	1 Low				485Q	435Q	535Q
Low	4	-30	5.14 No	-3.87	1 Low	325L	225L	375L			
HiAvg	2	6	4.62 Yes*	0.48	68 HiAvg				1215Q	1165Q	1265Q
High	4	20	4.68 Yes	1.89	97 High	1210L	1110L	1260L			
Avg	2	7	4.57 Yes	0.54	71 HiAvg				1090Q	1040Q	1140Q
Low	3	4	4.7 Yes*	0.15	56 Avg	1115L	1015L	1165L			
High	2	17	4.62 Yes	1.74	96 High				1350Q	1300Q	1400Q
Avg	2	1	4.65 No*	0.11	54 Avg	1460L	1360L	1510L			
	2	15	4.63 Yes	1.49	93 High				1265Q	1215Q	1315Q
	2	1	4.8 No*	-0.04	48 Avg	1270L	1170L	1320L			
Low	2	0	4.62 No*	-0.2	42 Avg				1160Q	1110Q	1210Q
LoAvg	3	-8	4.75 No	-1.29	10 Low	845L	745L	895L			
High	3	16	4.59 Yes	1.51	93 High				1025Q	975Q	1075Q
HiAvg	2	-2	4.7 No*	-0.48	31 LoAvg	1095L	995L	1145L			
Low	3	3	4.51 Yes*	0.02	51 Avg				850Q	800Q	900Q
Low	5	14	4.75 Yes	1.11	87 High	1015L	915L	1065L			
HiAvg	3	1	4.7 No*	-0.21	42 Avg				850Q	800Q	900Q
High	3	1	4.77 No*	-0.22	41 Avg	1035L	935L	1085L			
LoAvg	3	6	4.65 Yes*	0.37	64 HiAvg				920Q	870Q	970Q
Low	4	6	4.77 Yes*	0.18	57 Avg	880L	780L	930L			
Avg	3	-18	4.71 No	-2.41	1 Low				505Q	455Q	555Q
High	2	4	4.8 Yes*	0.2	58 Avg	1170L	1070L	1220L			
High	3	23	4.76 Yes	2.34	99 High				1245Q	1195Q	1295Q
Low	2	-7	4.75 No	-1.12	13 Low	940L	840L	990L			
High	3	23	4.62 Yes	2.29	99 High				1055Q	1005Q	1105Q
High	3	9	4.7 Yes	0.73	77 HiAvg	1190L	1090L	1240L			
Low	4	-6	4.65 No	-1.14	13 Low				420Q	370Q	470Q
LoAvg	7	28	4.83 Yes	2.41	99 High	845L	745L	895L			
High	2	13	4.62 Yes	1.29	90 High				1315Q	1265Q	1365Q
HiAvg	2	6	4.68 Yes*	0.61	73 HiAvg	1440L	1340L	1490L			
High	3	11	4.55 Yes	0.98	84 High				1055Q	1005Q	1105Q
HiAvg	3	15	4.76 Yes	1.37	92 High	1230L	1130L	1280L			

High	2	5	4.62 Yes*	0.32	63 HiAvg				1090Q	1040Q	1140Q
High	2	6	4.75 Yes*	0.58	72 HiAvg	1405L	1305L	1455L			
High	2	2	4.55 Yes*	-0.06	48 Avg				955Q	905Q	1005Q
High	3	13	4.7 Yes	1.17	88 High	1230L	1130L	1280L			
High	4	13	4.55 Yes	1.09	86 High				765Q	715Q	815Q
HiAvg	4	2	4.7 No*	-0.19	43 Avg	940L	840L	990L			
LoAvg	2	6	4.67 Yes*	0.62	73 HiAvg				1610Q	1560Q	1650Q
LoAvg	2	2	4.71 Yes*	-0.04	48 Avg	1135L	1035L	1185L			
LoAvg	2	5	4.61 Yes*	0.48	68 HiAvg				1525Q	1475Q	1575Q
HiAvg	2	2	4.87 Yes*	0.26	60 Avg	1520L	1420L	1570L			
High	4	16	4.61 Yes	1.45	93 High				850Q	800Q	900Q
LoAvg	5	-5	4.99 No	-1.11	13 Low	670L	570L	720L			
High	3	8	4.67 Yes	0.64	74 HiAvg				1055Q	1005Q	1105Q
High	2	6	4.79 Yes*	0.48	68 HiAvg	1270L	1170L	1320L			
Avg	3	8	4.51 Yes	0.61	73 HiAvg				955Q	905Q	1005Q
High	6	25	4.85 Yes	2.22	99 High	1015L	915L	1065L			
HiAvg	3	8	4.64 Yes	0.58	72 HiAvg				900Q	850Q	950Q
Avg	2	-9	4.78 No	-1.16	12 Low	1150L	1050L	1200L			
High	2	11	4.73 Yes	1.12	87 High				1470Q	1420Q	1520Q
LoAvg	2	1	4.72 No*	0.02	51 Avg	1345L	1245L	1395L			
Low	3	-7	4.62 No	-1.17	12 Low				625Q	575Q	675Q
LoAvg	4	12	4.72 Yes	0.89	81 High	1000L	900L	1050L			
Low	3	1	4.75 No*	-0.25	40 LoAvg				745Q	695Q	795Q
HiAvg	5	10	4.79 Yes	0.54	71 HiAvg	825L	725L	875L			
Low	3	-7	4.73 No	-1.13	13 Low				710Q	660Q	760Q
LoAvg	3	-7	4.85 No	-1.12	13 Low	920L	820L	970L			
Low	3	3	4.78 Yes*	0.03	51 Avg				885Q	835Q	935Q
HiAvg	3	2	4.8 No*	-0.16	44 Avg	980L	880L	1030L			
Low	2	0	4.62 No*	-0.25	40 LoAvg				1040Q	990Q	1090Q
Low	3	-20	4.79 No	-2.68	1 Low	630L	530L	680L			
LoAvg	3	8	4.59 Yes	0.55	71 HiAvg				780Q	730Q	830Q
LoAvg	5	15	4.7 Yes	1.19	88 High	980L	880L	1030L			
Low	2	-10	4.54 No	-1.4	8 Low				935Q	885Q	985Q
High	2	3	4.67 Yes*	0.12	55 Avg	1210L	1110L	1260L			
High	2	17	4.56 Yes	1.71	96 High				1265Q	1215Q	1315Q
HiAvg	3	17	4.62 Yes	1.71	96 High	1385L	1285L	1435L			

Low	3	23	4.6	Yes	2.32	99 High				1110Q	1060Q	1160Q
High	4	16	4.73	Yes	1.37	92 High	1095L	995L	1145L			
Low	2	21	4.75	Yes	2.14	98 High				1300Q	1250Q	1350Q
HiAvg	2	1	4.76	No*	-0.01	50 Avg	1305L	1205L	1355L			
LoAvg	3	-4	4.66	No	-0.76	22 LoAvg				850Q	800Q	900Q
Low	4	4	4.72	Yes*	-0.04	48 Avg	865L	765L	915L			
High	2	7	4.6	Yes	0.56	71 HiAvg				1125Q	1075Q	1175Q
High	2	9	4.62	Yes	0.79	79 HiAvg	1270L	1170L	1320L			
Avg	3	17	4.64	Yes	1.69	95 High				1215Q	1165Q	1265Q
High	2	10	4.67	Yes	1	84 High	1405L	1305L	1455L			
Avg	3	14	4.57	Yes	1.28	90 High				990Q	940Q	1040Q
Low	3	-5	4.55	No	-0.91	18 Low				745Q	695Q	795Q
Avg	3	3	4.68	Yes*	-0.02	49 Avg	1015L	915L	1065L			
Avg	2	7	4.56	Yes	0.58	72 HiAvg				1195Q	1145Q	1245Q
LoAvg	2	-8	4.62	No	-1.12	13 Low	1075L	975L	1125L			
High	2	6	4.6	Yes*	0.49	69 HiAvg				1245Q	1195Q	1295Q
HiAvg	2	5	4.74	Yes*	0.46	68 HiAvg	1385L	1285L	1435L			
High	2	-5	4.57	No	-0.63	26 LoAvg				1160Q	1110Q	1210Q
High	2	26	4.83	Yes	2.66	99 High	1015L	915L	1065L			
Avg	2	8	4.6	Yes	0.75	77 HiAvg				660Q	610Q	710Q
High	2	10	4.83	Yes	1.08	86 High	900L	800L	950L			
High	4	15	4.62	Yes	1.33	91 High				835Q	785Q	885Q
High	8	13	4.89	Yes	0.58	72 HiAvg	480L	380L	530L			
High	2	10	4.67	Yes	0.8	79 HiAvg				1230Q	1180Q	1280Q
Low							480L	380L	530L			
High	2	-14	4.61	No	-1.44	7 Low				935Q	885Q	985Q
Low	2	31	4.9	Yes	3.23	99 High	845L	745L	895L			
High	2	7	4.67	Yes	0.42	66 HiAvg				1630Q	1580Q	1650Q
HiAvg	2	-2	4.81	No*	-0.37	36 LoAvg	1420L	1320L	1470L			
High	3	10	4.51	Yes	0.81	79 HiAvg				900Q	850Q	950Q
Low							730L	630L	780L			
HiAvg	2	-8	4.66	No	-0.9	18 Low				1110Q	1060Q	1160Q
High							1095L	995L	1145L			
Low	3	4	4.61	Yes*	0.17	57 Avg				1055Q	1005Q	1105Q
LoAvg	2	8	4.82	Yes	0.72	76 HiAvg	1285L	1185L	1335L			
High	3	34	4.64	Yes	3.99	99 High				1455Q	1405Q	1505Q

HiAvg	3	8	4.61	Yes	0.69	76	HiAvg	1250L	1150L	1300L			
HiAvg	3	1	4.71	No*	-0.26	40	LoAvg				800Q	750Q	850Q
HiAvg	4	-9	4.94	No	-1.67	5	Low	710L	610L	760L			
Low	2	-3	4.8	No	-0.67	25	LoAvg				1075Q	1025Q	1125Q
LoAvg	2	-2	4.74	No*	-0.4	34	LoAvg	1285L	1185L	1335L			
High	2	-2	4.6	No*	-0.23	41	Avg				1650Q	1645Q	1650Q
High	2	8	4.74	Yes	0.89	81	High	1540L	1440L	1590L			
High	2	9	4.59	Yes	0.73	77	HiAvg				1145Q	1095Q	1195Q
High	2	7	4.75	Yes	0.57	72	HiAvg	1365L	1265L	1415L			
High	2	9	4.63	Yes	1.01	84	High				1650Q	1650Q	1650Q
Avg	2	0	4.97	No*	0.15	56	Avg	1635L	1535L	1685L			
Avg	3	-9	4.47	No	-1.43	8	Low				540Q	490Q	590Q
High	7	44	4.86	Yes	4.29	99	High	1170L	1070L	1220L			
Avg	2	16	4.55	Yes	1.32	91	High				1490Q	1440Q	1540Q
Low	2	-7	4.71	No	-0.65	26	LoAvg	920L	820L	970L			
Avg	2	14	4.58	Yes	1.25	89	High				1005Q	955Q	1055Q
HiAvg	2	-6	4.93	No	-0.65	26	LoAvg	1150L	1050L	1200L			
HiAvg	2	6	4.6	Yes*	0.36	64	HiAvg				1455Q	1405Q	1505Q
LoAvg	2	8	4.69	Yes	0.6	73	HiAvg	1520L	1420L	1570L			
HiAvg	2	-2	4.6	No*	-0.39	35	LoAvg				1370Q	1320Q	1420Q
Low	2	1	4.79	No*	0.12	55	Avg	1015L	915L	1065L			
Low	2	6	4.6	Yes*	0.43	67	HiAvg				1160Q	1110Q	1210Q
Avg	2	-9	4.79	No	-0.91	18	Low	1035L	935L	1085L			
Avg	3	1	4.59	No*	-0.3	38	LoAvg				675Q	625Q	725Q
Low	5	7	4.78	Yes*	0.22	59	Avg	845L	745L	895L			
LoAvg	3	17	4.52	Yes	1.76	96	High				885Q	835Q	935Q
High	8	43	5.07	Yes	4.41	99	High	1170L	1070L	1220L			
LoAvg	4	14	4.68	Yes	1.27	90	High				540Q	490Q	590Q
Low	6	3	4.77	No*	-0.33	37	LoAvg	730L	630L	780L			
Low	3	12	4.64	Yes	1.13	87	High				935Q	885Q	985Q
High	3	1	4.67	No*	-0.29	39	LoAvg	1035L	935L	1085L			
LoAvg	2	5	4.68	Yes*	0.32	63	HiAvg				1145Q	1095Q	1195Q
LoAvg	3	8	4.69	Yes	0.64	74	HiAvg	1190L	1090L	1240L			
LoAvg	2	4	4.55	Yes*	0.22	59	Avg				1215Q	1165Q	1265Q
LoAvg	2	1	4.77	No*	-0.17	43	Avg	1170L	1070L	1220L			
High	3	3	4.79	Yes*	0	50	Avg				865Q	815Q	915Q

LoAvg	6	9	4.98 Yes*	0.42	66 HiAvg	845L	745L	895L			
Low	3	3	4.55 Yes*	0.03	51 Avg				970Q	920Q	1020Q
Low	2	-8	4.62 No	-1.27	10 Low	1075L	975L	1125L			
Low	3	0	4.58 No*	-0.44	33 LoAvg				610Q	560Q	660Q
Low	2	-12	4.65 No	-1.85	3 Low	920L	820L	970L			
High	2	20	4.72 Yes	2.24	99 High				1440Q	1390Q	1490Q
High	3	17	4.74 Yes	1.76	96 High	1325L	1225L	1375L			
Avg	3	17	4.72 Yes	1.73	96 High				900Q	850Q	950Q
Avg	5	10	4.74 Yes	0.69	75 HiAvg	1000L	900L	1050L			
Avg	3	-8	4.5 No	-1.44	8 Low				625Q	575Q	675Q
Low						460L	360L	510L			
High	2	16	4.67 Yes	1.73	96 High				1350Q	1300Q	1400Q
Low	2	-3	4.72 No	-0.67	25 LoAvg	1115L	1015L	1165L			
High	3	8	4.61 Yes	0.66	74 HiAvg				1005Q	955Q	1055Q
High	4	11	4.9 Yes	0.89	81 High	1115L	1015L	1165L			
Avg	3	17	4.55 Yes	1.78	96 High				990Q	940Q	1040Q
HiAvg	3	8	4.67 Yes	0.59	72 HiAvg	1135L	1035L	1185L			
HiAvg	3	11	4.66 Yes	1.05	85 High				1110Q	1060Q	1160Q
Low	3	-1	4.67 No*	-0.53	30 LoAvg	1015L	915L	1065L			
Avg	3	5	4.74 Yes*	0.29	61 HiAvg				1025Q	975Q	1075Q
Avg	2	4	4.72 Yes*	0.24	59 Avg	1250L	1150L	1300L			
High	2	7	4.63 Yes	0.62	73 HiAvg				1335Q	1285Q	1385Q
HiAvg	2	5	4.73 Yes*	0.49	69 HiAvg	1405L	1305L	1455L			
Low	2	2	4.84 Yes*	0	50 Avg				1300Q	1250Q	1350Q
Avg	2	2	4.69 Yes*	0.03	51 Avg	1270L	1170L	1320L			
HiAvg	3	3	4.53 Yes*	0.05	52 Avg				1040Q	990Q	1090Q
Avg	5	-6	4.75 No	-1.4	8 Low	650L	550L	700L			
High	3	19	4.56 Yes	2.01	98 High				920Q	870Q	970Q
High	8	26	4.75 Yes	2.35	99 High	845L	745L	895L			
High	2	14	4.62 Yes	1.49	93 High				1350Q	1300Q	1400Q
Low	3	3	4.86 Yes*	-0.01	50 Avg	1095L	995L	1145L			
High	2	12	4.53 Yes	1.23	89 High				1300Q	1250Q	1350Q
Avg	2	5	4.67 Yes*	0.43	67 HiAvg	1345L	1245L	1395L			
Avg	3	24	4.63 Yes	2.66	99 High				1110Q	1060Q	1160Q
HiAvg	2	7	4.75 Yes	0.61	73 HiAvg	1285L	1185L	1335L			
High	4	16	4.55 Yes	1.6	95 High				800Q	750Q	850Q

High	7	24	4.68	Yes	2.19	99 High	900L	800L	950L			
High	2	17	4.62	Yes	1.89	97 High				1470Q	1420Q	1520Q
LoAvg	2	5	4.84	Yes*	0.38	65 HiAvg	1285L	1185L	1335L			
Avg	3	-6	4.68	No	-1.19	12 Low				555Q	505Q	605Q
Low							360L	260L	410L			
High	5	3	4.88	No*	-0.2	42 Avg				175Q	125Q	225Q
High	10	26	5.26	Yes	1.97	98 High	575L	475L	625L			
High	2	5	4.63	Yes*	0.39	65 HiAvg				1420Q	1370Q	1470Q
LoAvg	2	1	4.65	No*	-0.13	45 Avg	1210L	1110L	1260L			
High	3	12	4.6	Yes	1.15	88 High				1005Q	955Q	1055Q
High	4	6	4.81	Yes*	0.31	62 HiAvg	1075L	975L	1125L			
HiAvg	3	11	4.66	Yes	0.99	84 High				885Q	835Q	935Q
	3	2	4.64	No*	-0.12	45 Avg	1095L	995L	1145L			
Low	3	-5	4.76	No	-0.99	16 Low				815Q	765Q	865Q
High	4	20	4.64	Yes	2.03	98 High	1230L	1130L	1280L			
High	2	7	4.62	Yes	0.58	72 HiAvg				1180Q	1130Q	1230Q
LoAvg	2	-8	4.84	No	-1.16	12 Low	1170L	1070L	1220L			
Low	3	-9	4.56	No	-1.49	7 Low				885Q	835Q	935Q
Avg	3	-1	4.73	No*	-0.54	29 LoAvg	1000L	900L	1050L			
HiAvg	3	-1	4.67	No*	-0.46	32 LoAvg				990Q	940Q	1040Q
Low							440L	340L	490L			
Low	3	16	4.54	Yes	1.69	95 High				1145Q	1095Q	1195Q
Low	3	6	4.8	Yes*	0.44	67 HiAvg	1230L	1130L	1280L			
High	3	16	4.92	Yes	1.62	95 High				1055Q	1005Q	1105Q
Low	3	3	4.68	Yes*	-0.03	49 Avg	1075L	975L	1125L			
HiAvg	3	16	4.58	Yes	1.67	95 High				1075Q	1025Q	1125Q
High	2	-3	4.67	No	-0.52	30 LoAvg	1285L	1185L	1335L			
Low	3	8	4.58	Yes	0.65	74 HiAvg				955Q	905Q	1005Q
Low	2	-8	4.74	No	-1.33	9 Low	1000L	900L	1050L			
High	2	3	4.68	Yes*	0.17	57 Avg				1525Q	1475Q	1575Q
LoAvg	2	-8	4.79	No	-1.17	12 Low	1170L	1070L	1220L			
Avg	3	5	4.55	Yes*	0.24	59 Avg				815Q	765Q	865Q
High	3	11	4.66	Yes	1.06	86 High	1285L	1185L	1335L			
High	3	16	4.96	Yes	1.65	95 High				1180Q	1130Q	1230Q
HiAvg	4	16	4.6	Yes	1.55	94 High	1190L	1090L	1240L			
HiAvg	2	9	4.62	Yes	0.9	82 High				1470Q	1420Q	1520Q

Avg	2	4	4.67 Yes*	0.42	66 HiAvg	1460L	1360L	1510L			
HiAvg	2	10	4.83 Yes	0.97	83 High				1335Q	1285Q	1385Q
High	2	6	4.75 Yes*	0.51	70 HiAvg	1305L	1205L	1355L			
HiAvg	2	-3	4.65 No	-0.6	27 LoAvg				1385Q	1335Q	1435Q
HiAvg	2	12	4.79 Yes	1.44	92 High	1595L	1495L	1645L			
High	2	18	4.58 Yes	2.02	98 High				1455Q	1405Q	1505Q
Avg	2	8	4.67 Yes	0.86	80 HiAvg	1440L	1340L	1490L			
High	2	7	4.6 Yes	0.6	73 HiAvg				1265Q	1215Q	1315Q
High	4	5	4.71 Yes*	0.15	56 Avg	1015L	915L	1065L			
Avg	3	10	4.72 Yes	0.95	83 High				1215Q	1165Q	1265Q
HiAvg	2	0	4.74 No*	-0.01	50 Avg	1480L	1380L	1530L			
High	2	12	4.85 Yes	1.2	89 High				1265Q	1215Q	1315Q
HiAvg	3	8	4.63 Yes	0.67	75 HiAvg	1230L	1130L	1280L			
High	2	22	4.78 Yes	2.52	99 High				1575Q	1525Q	1625Q
Avg	2	-8	4.7 No	-1.18	12 Low	1170L	1070L	1220L			
High	3	12	4.67 Yes	1.15	87 High				1005Q	955Q	1055Q
High	3	2	4.67 No*	-0.14	44 Avg	1075L	975L	1125L			
Low	3	-14	4.7 No	-2.21	1 Low				400Q	350Q	450Q
High	6	6	4.76 Yes*	0.06	52 Avg	785L	685L	835L			
Low	3	5	4.62 Yes*	0.31	62 HiAvg				1090Q	1040Q	1140Q
Avg	2	0	4.71 No*	-0.26	40 LoAvg	1190L	1090L	1240L			
High	2	11	4.59 Yes	1.11	87 High				1335Q	1285Q	1385Q
Avg	2	5	4.76 Yes*	0.4	66 HiAvg	1305L	1205L	1355L			
LoAvg	3	9	4.66 Yes	0.76	78 HiAvg				955Q	905Q	1005Q
High	2	1	4.86 No*	-0.03	49 Avg	1325L	1225L	1375L			
Avg	2	14	4.77 Yes	1.46	93 High				1300Q	1250Q	1350Q
HiAvg	2	4	4.65 Yes*	0.34	63 HiAvg	1365L	1265L	1415L			
Low	4	19	4.67 Yes	1.98	98 High				885Q	835Q	935Q
Avg	4	8	4.72 Yes*	0.55	71 HiAvg	1095L	995L	1145L			
High	3	15	4.6 Yes	1.56	94 High				1145Q	1095Q	1195Q
Avg	3	7	4.65 Yes*	0.54	71 HiAvg	1210L	1110L	1260L			
High	3	14	4.67 Yes	1.47	93 High				1280Q	1230Q	1330Q
HiAvg	2	9	4.79 Yes	0.93	82 High	1405L	1305L	1455L			
High	3	11	4.79 Yes	1.06	86 High				1195Q	1145Q	1245Q
High	2	10	4.8 Yes	1.04	85 High	1405L	1305L	1455L			
High	2	7	4.71 Yes	0.62	73 HiAvg				1370Q	1320Q	1420Q

Low	3	5	4.69 Yes*	0.23	59 Avg	1115L	1015L	1165L			
HiAvg	2	-4	4.53 No	-0.83	20 Low				1025Q	975Q	1075Q
LoAvg	2	0	4.79 No*	-0.31	38 LoAvg	1135L	1035L	1185L			
Low	3	5	4.7 Yes*	0.21	58 Avg				745Q	695Q	795Q
LoAvg	7	7	4.85 Yes*	0.05	52 Avg	650L	550L	700L			
High	3	20	4.54 Yes	2.17	98 High				1040Q	990Q	1090Q
Low	5	10	4.75 Yes	0.62	73 HiAvg	920L	820L	970L			
High	2	5	4.57 Yes*	0.38	65 HiAvg				1350Q	1300Q	1400Q
High	2	6	4.84 Yes*	0.56	71 HiAvg	1365L	1265L	1415L			
Low	3	-20	4.59 No	-2.9	1 Low				675Q	625Q	725Q
High	2	-3	4.7 No	-0.53	30 LoAvg	1270L	1170L	1320L			
Avg	3	8	4.55 Yes	0.64	74 HiAvg				935Q	885Q	985Q
HiAvg	3	6	4.77 Yes*	0.41	66 HiAvg	1190L	1090L	1240L			
High	3	2	4.95 No*	-0.08	47 Avg				1005Q	955Q	1055Q
Low	3	0	4.85 No*	-0.44	33 LoAvg	980L	880L	1030L			
HiAvg									920Q	870Q	970Q
LoAvg	14	35	5.21 Yes	2.87	99 High	710L	610L	760L			
High	2	3	4.53 Yes*	0.13	55 Avg				1370Q	1320Q	1420Q
Low	3	2	4.68 No*	-0.09	46 Avg	1135L	1035L	1185L			
LoAvg									1055Q	1005Q	1105Q
Avg						1170L	1070L	1220L			
Avg	3	4	4.57 Yes*	0.09	53 Avg				710Q	660Q	760Q
High	4	6	4.76 Yes*	0.26	60 Avg	1015L	915L	1065L			
HiAvg	3	9	4.85 Yes	0.81	79 HiAvg				1180Q	1130Q	1230Q
High	4	5	4.67 Yes*	0.15	56 Avg	1015L	915L	1065L			
High	2	11	4.6 Yes	1.17	88 High				1525Q	1475Q	1575Q
HiAvg	2	2	4.72 Yes*	0.06	52 Avg	1305L	1205L	1355L			
HiAvg	3	14	4.6 Yes	1.41	92 High				1040Q	990Q	1090Q
Avg	2	-3	4.74 No	-0.67	25 LoAvg	1115L	1015L	1165L			
HiAvg	3	4	4.68 Yes*	0.15	56 Avg				955Q	905Q	1005Q
LoAvg	2	-5	4.69 No	-0.91	18 Low	1095L	995L	1145L			
LoAvg	4	12	4.55 Yes	1.08	86 High				695Q	645Q	745Q
LoAvg	5	9	4.69 Yes*	0.51	70 HiAvg	920L	820L	970L			
Avg	3	10	4.53 Yes	0.92	82 High				1055Q	1005Q	1105Q
HiAvg	4	3	4.82 No*	-0.18	43 Avg				195Q	145Q	245Q
High	7	13	4.82 Yes	0.77	78 HiAvg	710L	610L	760L			



High	3	6	4.58 Yes*	0.32	63 HiAvg				660Q	610Q	710Q
Low	5	6	4.76 Yes*	0.19	58 Avg	940L	840L	990L			
High	4	17	4.55 Yes	1.74	96 High				835Q	785Q	885Q
Low	3	2	4.56 No*	-0.18	43 Avg				625Q	575Q	675Q
Low	6	1	4.82 No	-0.59	28 LoAvg	690L	590L	740L			
High	2	0	4.64 No*	-0.15	44 Avg	1325L	1225L	1375L			
High	3	4	4.6 Yes*	0.1	54 Avg				780Q	730Q	830Q
HiAvg	4	5	4.62 Yes*	0.1	54 Avg	960L	860L	1010L			
HiAvg	5	18	4.77 Yes	1.68	95 High	1115L	1015L	1165L			
High	2	3	4.55 Yes*	0.09	53 Avg				1195Q	1145Q	1245Q
High	4	9	4.6 Yes	0.64	74 HiAvg	1055L	955L	1105L			
LoAvg									835Q	785Q	885Q
HiAvg						960L	860L	1010L			
Low	2	0	4.65 No*	-0.08	47 Avg				885Q	835Q	935Q
LoAvg	2	-13	4.77 No	-1.24	11 Low	865L	765L	915L			
	2	14	4.7 Yes	1.19	88 High				1195Q	1145Q	1245Q
LoAvg	2	-22	4.98 No	-1.94	3 Low	420L	320L	470L			
HiAvg	3	7	4.55 Yes*	0.51	70 HiAvg				920Q	870Q	970Q
Avg	4	12	4.68 Yes	1.04	85 High	1135L	1035L	1185L			
High	3	12	4.76 Yes	1.19	88 High				1195Q	1145Q	1245Q
LoAvg	2	-17	4.81 No	-2.44	1 Low	865L	765L	915L			
High	2	21	4.6 Yes	2.39	99 High				1470Q	1420Q	1520Q
Low	2	-5	4.66 No	-0.76	22 LoAvg	1270L	1170L	1320L			
High	3	-17	4.85 No	-2.46	1 Low				745Q	695Q	795Q
Low						785L	685L	835L			
High	2	-4	4.72 No	-0.56	29 LoAvg				1370Q	1320Q	1420Q
Avg	2	-9	4.79 No	-1.21	11 Low	1075L	975L	1125L			
HiAvg	3	7	4.6 Yes*	0.42	66 HiAvg				745Q	695Q	795Q
HiAvg	2	-4	4.7 No	-0.63	26 LoAvg	1170L	1070L	1220L			
HiAvg	4	12	4.67 Yes	1.08	86 High				730Q	680Q	780Q
High						670L	570L	720L			
HiAvg									1335Q	1285Q	1385Q
HiAvg	2	-17	4.7 No	-1.74	4 Low	1055L	955L	1105L			
Low	2	12	4.58 Yes	1.08	86 High				885Q	835Q	935Q
HiAvg	2	-1	4.71 No*	-0.16	44 Avg	1170L	1070L	1220L			
High	2	15	4.96 Yes	1.3	90 High				1090Q	1040Q	1140Q

Low	2	9	4.94	Yes	0.96	83	High	920L	820L	970L			
Low											315Q	265Q	365Q
LoAvg								650L	550L	700L			
Low											575Q	525Q	625Q
High								980L	880L	1030L			
Low											105Q	55Q	155Q
High											1540Q	1490Q	1590Q
LoAvg								1385L	1285L	1435L			
High											885Q	835Q	935Q
High								1170L	1070L	1220L			
High											815Q	765Q	865Q
HiAvg											485Q	435Q	535Q
High											1075Q	1025Q	1125Q
Avg								1210L	1110L	1260L			
Avg											765Q	715Q	815Q
HiAvg								1095L	995L	1145L			
Avg											485Q	435Q	535Q
High								880L	780L	930L			
LoAvg											1005Q	955Q	1055Q
High								1250L	1150L	1300L			
LoAvg											610Q	560Q	660Q
LoAvg								710L	610L	760L			
High											850Q	800Q	900Q
HiAvg								1000L	900L	1050L			
High											1075Q	1025Q	1125Q
Low								1115L	1015L	1165L			
High											710Q	660Q	760Q
High								730L	630L	780L			
LoAvg											900Q	850Q	950Q
Avg								1135L	1035L	1185L			
Avg											1180Q	1130Q	1230Q
LoAvg								1190L	1090L	1240L			
High											850Q	800Q	900Q
Low								1000L	900L	1050L			

High				1440Q	1390Q	1490Q
High	1520L	1420L	1570L			
High				935Q	885Q	985Q
LoAvg	1075L	975L	1125L			
High				765Q	715Q	815Q
High	1015L	915L	1065L			
HiAvg				955Q	905Q	1005Q
HiAvg	1150L	1050L	1200L			
High				800Q	750Q	850Q
High	785L	685L	835L			
High				990Q	940Q	1040Q
Low	1035L	935L	1085L			
High				1215Q	1165Q	1265Q
High	1150L	1050L	1200L			
High				1075Q	1025Q	1125Q
Low	1055L	955L	1105L			
High				1160Q	1110Q	1210Q
High	1270L	1170L	1320L			
HiAvg				835Q	785Q	885Q
HiAvg	960L	860L	1010L			
HiAvg				885Q	835Q	935Q
HiAvg	785L	685L	835L			
High				885Q	835Q	935Q
Avg	1325L	1225L	1375L			
HiAvg				1145Q	1095Q	1195Q
HiAvg	1385L	1285L	1435L			
Avg				1110Q	1060Q	1160Q
HiAvg	1385L	1285L	1435L			
High				1075Q	1025Q	1125Q
Low	880L	780L	930L			
LoAvg				660Q	610Q	710Q
HiAvg	865L	765L	915L			
High				815Q	765Q	865Q
Low	865L	765L	915L			
High				865Q	815Q	915Q
LoAvg	1115L	1015L	1165L			

High				835Q	785Q	885Q
HiAvg	1115L	1015L	1165L			
Avg				1280Q	1230Q	1330Q
High	1345L	1245L	1395L			
High				780Q	730Q	830Q
Low	750L	650L	800L			
High				1215Q	1165Q	1265Q
High	1555L	1455L	1605L			
Low				730Q	680Q	780Q
Low	960L	860L	1010L			
High				850Q	800Q	900Q
High	1035L	935L	1085L			
High				1055Q	1005Q	1105Q
High	1170L	1070L	1220L			
High				1125Q	1075Q	1175Q
LoAvg	865L	765L	915L			
Low				575Q	525Q	625Q
HiAvg				1040Q	990Q	1090Q
High	1115L	1015L	1165L			
HiAvg				1145Q	1095Q	1195Q
LoAvg	980L	880L	1030L			
Avg				800Q	750Q	850Q
Avg	880L	780L	930L			
HiAvg				815Q	765Q	865Q
HiAvg	865L	765L	915L			
LoAvg				745Q	695Q	795Q
HiAvg	805L	705L	855L			
High				990Q	940Q	1040Q
High	1325L	1225L	1375L			
High				1040Q	990Q	1090Q
High	980L	880L	1030L			
High				1090Q	1040Q	1140Q
High	1285L	1185L	1335L			
Low				435Q	385Q	485Q
Low	480L	380L	530L			

LoAvg				1090Q	1040Q	1140Q
Low	1015L	915L	1065L			
HiAvg				850Q	800Q	900Q
Low	750L	650L	800L			
High				800Q	750Q	850Q
Avg	825L	725L	875L			
LoAvg				835Q	785Q	885Q
High	1095L	995L	1145L			
LoAvg				955Q	905Q	1005Q
Low	1170L	1070L	1220L			
LoAvg				935Q	885Q	985Q
Low	845L	745L	895L			
Low				730Q	680Q	780Q
LoAvg	920L	820L	970L			
High				850Q	800Q	900Q
Avg	730L	630L	780L			
HiAvg				990Q	940Q	1040Q
High	750L	650L	800L			
High				1160Q	1110Q	1210Q
Avg	1150L	1050L	1200L			
Avg				935Q	885Q	985Q
HiAvg	1135L	1035L	1185L			
Avg				645Q	595Q	695Q
HiAvg	865L	765L	915L			
HiAvg				1005Q	955Q	1055Q
Avg	960L	860L	1010L			
High				900Q	850Q	950Q
HiAvg	940L	840L	990L			
Low				470Q	420Q	520Q
LoAvg	730L	630L	780L			
Low				1180Q	1130Q	1230Q
High	1345L	1245L	1395L			
High				1315Q	1265Q	1365Q
Avg	1095L	995L	1145L			
Avg				990Q	940Q	1040Q
Low	1035L	935L	1085L			

LoAvg				1650Q	1650Q	1650Q
HiAvg	1230L	1130L	1280L			
Avg				865Q	815Q	915Q
Low	1075L	975L	1125L			
High				990Q	940Q	1040Q
Low	1055L	955L	1105L			
Low				590Q	540Q	640Q
Low	1115L	1015L	1165L			
Low				EM185Q	EM235Q	EM135Q
	650L	550L	700L			
Low	360L	260L	410L			
Low				710Q	660Q	760Q
LoAvg	805L	705L	855L			
Low				470Q	420Q	520Q
LoAvg	440L	340L	490L			
High				1455Q	1405Q	1505Q
High	1210L	1110L	1260L			
				470Q	420Q	520Q
				990Q	940Q	1040Q
Low	1210L	1110L	1260L			
Avg				695Q	645Q	745Q
Low						
LoAvg	480L	380L	530L			
Avg				1265Q	1215Q	1315Q
High	1250L	1150L	1300L			
HiAvg				1230Q	1180Q	1280Q
Low	1385L	1285L	1435L			
High				1180Q	1130Q	1230Q
Avg	1035L	935L	1085L			
High				865Q	815Q	915Q
LoAvg	900L	800L	950L			
LoAvg				1160Q	1110Q	1210Q
HiAvg	1135L	1035L	1185L			
HiAvg				1370Q	1320Q	1420Q
LoAvg	1385L	1285L	1435L			
High				745Q	695Q	795Q

Low	825L	725L	875L			
Low				555Q	505Q	605Q
High				520Q	470Q	570Q
High				420Q	370Q	470Q
HiAvg				540Q	490Q	590Q
High				850Q	800Q	900Q
High	1325L	1225L	1375L	990Q	940Q	1040Q
High	1345L	1245L	1395L	1005Q	955Q	1055Q
High				245Q	195Q	295Q
Low				970Q	920Q	1020Q
High	1150L	1050L	1200L	1315Q	1265Q	1365Q
High				885Q	835Q	935Q
Low	1115L	1015L	1165L	400Q	350Q	450Q
Low	1015L	915L	1065L	625Q	575Q	675Q
				610Q	560Q	660Q
				970Q	920Q	1020Q
				260Q	210Q	310Q
				1090Q	1040Q	1140Q
				835Q	785Q	885Q

Goal1Nar	Goal1Rit	Goal1Std	Goal1Rar	Goal1Adj	Goal2Nar	Goal2Rit	Goal2Std	Goal2Rar	Goal2Adj	Goal3Nar	Goal3Rit	Goal3Std	Goal3Rar
Literary T	228	6.2	222-234	Avg	Informatic	229	5.7	223-235	Avg	Vocabula	213	5.7	207-219
Operation	251	5.7	245-257	HiAvg	The Real	247	6.4	241-253	HiAvg	Geometry	249	6.5	242-256
Literary T	244	6.7	237-251	HiAvg	Informatic	244	5.5	239-249	HiAvg	Vocabula	242	5.6	236-248
Operation	270	6.7	263-277	High	The Real	269	5.8	263-275	High	Geometry	263	7.1	256-270
Literary T	242	9.1	233-251	HiAvg	Informatic	239	5.1	234-244	HiAvg	Vocabula	231	5.1	226-236
Operation	214	6.2	208-220	Low	The Real	217	6.7	210-224	LoAvg	Geometry	223	7.2	216-230
Literary T	208	5.8	202-214	Low	Informatic	210	5.7	204-216	LoAvg	Vocabula	216	6.6	209-223
Operation	239	5.8	233-245	Avg	The Real	221	6.6	214-228	LoAvg	Geometry	233	6.3	227-239
Literary T	243	8.7	234-252	HiAvg	Informatic	237	5.4	232-242	HiAvg	Vocabula	235	5	230-240
Operation	233	5.3	228-238	Avg	The Real	249	7.3	242-256	HiAvg	Geometry	251	8.9	242-260
Literary T	207	6.4	201-213	LoAvg	Informatic	219	5.1	214-224	Avg	Vocabula	198	6.9	191-205
Operation	235	5.9	229-241	Avg	The Real	227	6.3	221-233	LoAvg	Geometry	244	8.2	236-252
Literary T	241	6	235-247	HiAvg	Informatic	238	5.1	233-243	HiAvg	Vocabula	212	10.8	201-223
Literary T	199	6.5	192-206	Low	Informatic	206	6.4	200-212	LoAvg	Vocabula	196	5.6	190-202
Operation	242	6.2	236-248	HiAvg	The Real	254	7.9	246-262	HiAvg	Geometry	249	6.5	243-255
Literary T	231	6.2	225-237	HiAvg	Informatic	222	5.4	217-227	Avg	Vocabula	227	7	220-234
Operation	198	7.6	190-206	Low	The Real	185	7	178-192	Low	Geometry	219	6.7	212-226
Literary T	191	6.3	185-197	Low	Informatic	175	8.1	167-183	Low	Vocabula	177	6.8	170-184
Operation	257	5.8	251-263	High	The Real	259	6.4	253-265	High	Geometry	274	7.9	266-282
Literary T	224	7.7	216-232	Avg	Informatic	222	6	216-228	Avg	Vocabula	235	5.4	230-240
Operation	243	7.7	235-251	HiAvg	The Real	220	6.1	214-226	LoAvg	Geometry	222	7.3	215-229
Literary T	223	6.3	217-229	Avg	Informatic	223	5.2	218-228	Avg	Vocabula	221	6	215-227
Operation	265	7.8	257-273	High	The Real	240	6.1	234-246	Avg	Geometry	245	6.8	238-252
Literary T	248	7.2	241-255	High	Informatic	244	5.7	238-250	HiAvg	Vocabula	241	5.3	236-246
Operation	277	6.4	271-283	High	The Real	275	6.9	268-282	High	Geometry	262	6.2	256-268
Literary T	223	6.5	217-229	Avg	Informatic	229	5.2	224-234	Avg	Vocabula	226	5.9	220-232
Operation	246	5.8	240-252	HiAvg	The Real	248	7	241-255	HiAvg	Geometry	245	6.5	238-252
Literary T	211	7.9	203-219	LoAvg	Informatic	218	5.3	213-223	LoAvg	Vocabula	233	6.6	226-240
Operation	206	5.4	201-211	Low	The Real	211	6.4	205-217	Low	Geometry	229	6.7	222-236
Literary T	198	8.6	189-207	Low	Informatic	213	5.2	208-218	LoAvg	Vocabula	205	5.6	199-211
Operation	245	7.8	237-253	HiAvg	The Real	215	6	209-221	Low	Geometry	229	6.8	222-236
Literary T	210	6.7	203-217	LoAvg	Informatic	235	6.3	229-241	HiAvg	Vocabula	226	5.7	220-232
Operation	273	6	267-279	High	The Real	279	6.3	273-285	High	Geometry	275	6.5	269-281
Literary T	223	10.9	212-234	Avg	Informatic	243	5.3	238-248	High	Vocabula	243	5.5	237-249
Operation	259	5.8	253-265	High	The Real	259	6.6	252-266	High	Geometry	275	7.2	268-282



Literary T	229	5.5	224-234	Avg	Informatic	234	5.7	228-240	HiAvg	Vocabula	234	6.3	228-240
Operation	212	7	205-219	Low	The Real	191	6.9	184-198	Low	Geometry	200	6.4	194-206
Literary T	207	5.7	201-213	Low	Informatic	206	5.3	201-211	Low	Vocabula	197	8	189-205
Operation	208	5.6	202-214	Low	The Real	215	7	208-222	Low	Geometry	208	7	201-215
Literary T	241	8.1	233-249	HiAvg	Informatic	213	5.9	207-219	LoAvg	Vocabula	214	5.8	208-220
Operation	220	5.8	214-226	LoAvg	The Real	221	6.2	215-227	LoAvg	Geometry	236	7	229-243
Literary T	196	8.5	188-204	Low	Informatic	211	5.2	206-216	LoAvg	Vocabula	211	6.1	205-217
Operation	245	5.5	240-250	HiAvg	The Real	242	6.5	235-249	HiAvg	Geometry	258	8.1	250-266
Literary T	226	6.6	219-233	Avg	Informatic	243	5.4	238-248	HiAvg	Vocabula	233	5.8	227-239
Operation	229	5.8	223-235	Avg	The Real	250	10.6	239-261	HiAvg	Geometry	221	7.3	214-228
Literary T	220	6.1	214-226	Avg	Informatic	209	6.1	203-215	LoAvg	Vocabula	209	6.2	203-215
Operation	239	5.8	233-245	Avg	The Real	253	7.1	246-260	HiAvg	Geometry	247	6.2	241-253
Literary T	232	6.1	226-238	HiAvg	Informatic	233	5.9	227-239	HiAvg	Vocabula	233	5.4	228-238
Operation	222	5.8	216-228	LoAvg	The Real	235	7.9	227-243	Avg	Geometry	234	6.7	227-241
Literary T	200	7.2	193-207	Low	Informatic	201	6.9	194-208	Low	Vocabula	218	5.6	212-224
Operation	240	6.2	234-246	Avg	The Real	235	6.4	229-241	Avg	Geometry	231	6.6	224-238
Literary T	223	7.6	215-231	Avg	Informatic	230	5.6	224-236	Avg	Vocabula	240	5.6	234-246
Operation	224	5.6	218-230	LoAvg	The Real	215	6.4	209-221	LoAvg	Geometry	221	6.6	214-228
Literary T	223	7.1	216-230	Avg	Informatic	225	5.2	220-230	Avg	Vocabula	225	5.6	219-231
Operation	249	6.8	242-256	HiAvg	The Real	237	6.3	231-243	Avg	Geometry	241	5.9	235-247
Literary T	205	10.5	194-216	LoAvg	Informatic	230	5.1	225-235	Avg	Vocabula	243	8	235-251
Operation	222	5.6	216-228	LoAvg	The Real	228	7.9	220-236	LoAvg	Geometry	221	6.9	214-228
Literary T	201	8	193-209	Low	Informatic	210	5.7	204-216	LoAvg	Vocabula	212	5.6	206-218
Literary T	215	8.4	207-223	LoAvg	Informatic	230	5.7	224-236	Avg	Vocabula	226	5.4	221-231
Operation	252	7.8	244-260	HiAvg	The Real	224	6.6	217-231	LoAvg	Geometry	228	7.3	221-235
Literary T	222	5.7	216-228	Avg	Informatic	201	8.4	193-209	Low	Vocabula	223	5.8	217-229
Operation	223	5.9	217-229	LoAvg	The Real	234	7.1	227-241	Avg	Geometry	225	6.5	219-231
Literary T	213	6.5	207-219	LoAvg	Informatic	210	5.3	205-215	LoAvg	Vocabula	202	6.8	195-209
Operation	223	5.9	217-229	LoAvg	The Real	241	7.9	233-249	Avg	Geometry	245	6.8	238-252
Literary T	215	7	208-222	LoAvg	Informatic	233	5.8	227-239	HiAvg	Vocabula	231	5.6	225-237
Operation	207	6.1	201-213	Low	The Real	217	6.3	211-223	LoAvg	Geometry	219	6.7	212-226
Literary T	224	6	218-230	Avg	Informatic	229	5.5	223-235	Avg	Vocabula	227	5.5	221-233
Operation	211	5.4	206-216	Low	The Real	217	6.4	211-223	LoAvg	Geometry	214	6.8	207-221
Literary T	211	6.7	204-218	LoAvg	Informatic	213	6.1	207-219	LoAvg	Vocabula	203	5.6	197-209
Operation	203	6.2	197-209	Low	The Real	187	6.9	180-194	Low	Geometry	216	7.1	209-223
Literary T	203	7.9	195-211	Low	Informatic	205	5.3	200-210	Low	Vocabula	203	5.5	197-209

Operation	199	6.2	193-205	Low	The Real	213	6.1	207-219	Low	Geometry	218	6.6	211-225
Literary T	220	6	214-226	Avg	Informatic	200	10.6	189-211	Low	Vocabula	227	5.4	222-232
Operation	205	6.2	199-211	Low	The Real	202	5.9	196-208	Low	Geometry	196	8	188-204
Literary T	205	8.2	197-213	LoAvg	Informatic	210	6.1	204-216	LoAvg	Vocabula	211	5	206-216
Operation	256	5.7	250-262	High	The Real	263	6.7	256-270	High	Geometry	266	7.3	259-273
Literary T	222	6.6	215-229	Avg	Informatic	225	5.6	219-231	Avg	Vocabula	225	5.3	220-230
Operation	209	5.9	203-215	Low	The Real	200	5.8	194-206	Low	Geometry	211	6.3	205-217
Literary T	201	6.6	194-208	Low	Informatic	207	5.8	201-213	Low	Vocabula	194	5.9	188-200
Operation	232	5.8	226-238	Avg	The Real	223	6.2	217-229	LoAvg	Geometry	230	6.5	223-237
Literary T	222	6.2	216-228	Avg	Informatic	228	5.5	223-233	Avg	Vocabula	213	6.2	207-219
Operation	269	6.4	263-275	High	The Real	275	7.4	268-282	High	Geometry	268	6.7	261-275
Literary T	216	7.1	209-223	LoAvg	Informatic	228	5.6	222-234	Avg	Vocabula	229	5.5	224-235
Operation	234	6	228-240	Avg	The Real	224	6.2	218-230	LoAvg	Geometry	229	6.2	223-235
Literary T	214	5.9	208-220	LoAvg	Informatic	208	5.8	202-214	LoAvg	Vocabula	201	6.7	194-208
Operation	249	6.2	243-255	HiAvg	The Real	254	8.2	246-262	HiAvg	Geometry	249	6.4	243-255
Literary T	219	6.9	212-226	Avg	Informatic	220	5	215-225	Avg	Vocabula	213	5.9	207-219
Operation	241	5.9	235-247	HiAvg	The Real	237	6.2	231-243	Avg	Geometry	237	6.7	230-244
Literary T	220	7.3	213-227	Avg	Informatic	224	5.3	219-229	Avg	Vocabula	224	5.4	219-229
Operation	252	5.9	246-258	HiAvg	The Real	263	8.1	255-271	High	Geometry	248	6.2	242-254
Literary T	247	6.7	240-254	High	Informatic	223	6.1	217-229	Avg	Vocabula	223	6.3	217-229
Operation	196	5.8	190-202	Low	The Real	168	10.5	158-178	Low	Geometry	209	7.6	201-217
Literary T	196	6.9	189-203	Low	Informatic	200	6.1	194-206	Low	Vocabula	206	5.8	200-212
Operation	271	6.1	265-277	High	The Real	282	7	275-289	High	Geometry	269	6.3	263-275
Literary T	232	9.1	223-241	HiAvg	Informatic	243	5.2	238-248	HiAvg	Vocabula	237	5.3	232-242
Operation	241	6.1	235-247	HiAvg	The Real	246	8.1	238-254	HiAvg	Geometry	226	6.9	219-233
Literary T	223	6.5	216-230	Avg	Informatic	226	5.6	220-232	Avg	Vocabula	226	5.4	221-231
Operation	241	5.8	235-247	HiAvg	The Real	231	6.4	225-237	Avg	Geometry	235	6.7	228-242
Literary T	204	8.3	196-212	Low	Informatic	217	5	212-222	LoAvg	Vocabula	217	5.7	211-223
Operation	227	5.9	221-233	LoAvg	The Real	232	6.1	226-238	Avg	Geometry	234	6.5	227-241
Literary T	216	6.7	209-223	LoAvg	Informatic	229	5.6	223-235	Avg	Vocabula	228	5.8	222-234
Operation	238	7	231-245	Avg	The Real	238	6.5	231-245	Avg	Geometry	234	6.5	228-240
Literary T	212	6.4	206-218	LoAvg	Informatic	212	5.2	207-217	LoAvg	Vocabula	212	6	206-218
Operation	274	6.1	268-280	High	The Real	264	6.4	258-270	High	Geometry	279	8.2	271-287
Literary T	238	6.1	232-244	HiAvg	Informatic	232	6.5	226-238	HiAvg	Vocabula	234	5.3	229-239
Operation	247	5.7	241-253	HiAvg	The Real	245	7.1	238-252	HiAvg	Geometry	254	6.4	248-260
Literary T	210	7.2	203-217	LoAvg	Informatic	223	6	217-229	Avg	Vocabula	212	5.7	206-218

Operation	228	5.9	222-234	LoAvg	The Real	247	10.6	236-258	HiAvg	Geometry	228	6.2	222-234
Literary T	217	6.2	211-223	LoAvg	Informatic	225	5.3	220-230	Avg	Vocabula	232	7	225-239
Operation	219	5.4	214-224	LoAvg	The Real	222	7	215-229	LoAvg	Geometry	215	7.3	208-222
Literary T	224	5.5	218-230	Avg	Informatic	216	6	210-222	LoAvg	Vocabula	207	7.1	200-214
Operation	234	6.1	228-240	Avg	The Real	224	6.3	218-230	LoAvg	Geometry	223	6.4	217-229
Literary T	215	6	209-221	LoAvg	Informatic	224	5.1	219-229	Avg	Vocabula	229	7.5	222-237
Operation	269	5.5	263-275	High	The Real	274	6.4	268-280	High	Geometry	268	6.9	261-275
Literary T	225	7	218-232	Avg	Informatic	233	6	227-239	HiAvg	Vocabula	221	5.9	215-227
Operation	246	5.6	240-252	HiAvg	The Real	241	6.3	235-247	HiAvg	Geometry	258	7	251-265
Literary T	211	6.7	204-218	LoAvg	Informatic	220	5.4	215-225	Avg	Vocabula	227	6	221-233
Operation	244	6.2	238-250	HiAvg	The Real	247	6.8	240-254	HiAvg	Geometry	242	7	235-249
Literary T	219	6.3	213-225	Avg	Informatic	225	5.1	220-230	Avg	Vocabula	213	6.5	206-220
Operation	215	5.9	209-221	LoAvg	The Real	204	5.9	198-210	Low	Geometry	211	7.1	204-218
Literary T	218	6.9	211-225	LoAvg	Informatic	209	5.5	204-214	LoAvg	Vocabula	212	5.8	206-218
Operation	238	6.1	232-244	Avg	The Real	233	6.5	226-240	Avg	Geometry	252	6.6	245-259
Literary T	187	15.9	171-203	Low	Informatic	219	5	214-224	Avg	Vocabula	218	5.2	213-223
Operation	256	7	249-263	HiAvg	The Real	260	6.7	253-267	High	Geometry	232	6.9	225-239
Literary T	228	6.3	222-234	Avg	Informatic	217	5.6	211-223	LoAvg	Vocabula	225	5.9	219-231
Operation	248	5.9	242-254	HiAvg	The Real	238	6.8	231-245	Avg	Geometry	246	6.3	240-252
Literary T	256	7.9	248-264	High	Informatic	251	5.8	245-257	High	Vocabula	246	5.7	240-252
Operation	240	6	234-246	Avg	The Real	225	6.1	219-231	LoAvg	Geometry	237	6.7	230-244
Literary T	210	5.5	205-215	LoAvg	Informatic	208	5.5	203-214	LoAvg	Vocabula	199	8.1	191-207
Operation	228	5.5	222-234	LoAvg	The Real	221	6.2	215-227	LoAvg	Geometry	233	6.8	226-240
Literary T	217	6.4	211-223	LoAvg	Informatic	210	5.8	204-216	LoAvg	Vocabula	214	5.7	208-220
Operation	233	6.9	226-240	Avg	The Real	207	6.8	200-214	Low	Geometry	225	6.6	218-232
Literary T	227	5.9	221-233	Avg	Informatic	227	5.2	222-232	Avg	Vocabula	225	6.6	218-232
Operation	274	7.7	266-282	High	The Real	280	8.5	272-288	High	Geometry	255	8.4	247-263
Literary T	204	6.8	197-211	Low	Informatic	220	5.7	214-226	Avg	Vocabula	215	6.4	209-221
Operation	271	7.8	263-279	High	The Real	258	6.2	252-264	High	Geometry	254	6.6	247-261
Literary T	255	8.4	247-263	High	Informatic	242	5.5	237-247	HiAvg	Vocabula	249	5.6	243-255
Operation	193	7.9	185-201	Low	The Real	216	6.8	209-223	LoAvg	Geometry	209	6.8	202-216
Literary T	214	7.2	207-221	LoAvg	Informatic	222	5.1	217-227	Avg	Vocabula	222	5.9	216-228
Operation	200	6.2	194-206	Low	The Real	226	7.4	219-233	LoAvg	Geometry	222	6.5	216-228
Literary T	176	7.9	168-184	Low	Informatic	178	8	170-186	Low	Vocabula	177	6.5	171-183
Operation	215	5.8	209-221	LoAvg	The Real	217	6.4	211-223	LoAvg	Geometry	234	8.2	226-242
Literary T	213	7.1	206-220	LoAvg	Informatic	215	5.5	209-221	LoAvg	Vocabula	212	5.5	207-217

Operation	219	6.1	213-225	LoAvg	The Real	202	7.1	195-209	Low	Geometry	220	6.3	214-226
Literary T	220	6.9	213-227	Avg	Informatic	230	5.3	225-235	Avg	Vocabula	217	5.3	212-222
Operation	268	6.2	262-274	High	The Real	270	6.2	264-276	High	Geometry	266	6.7	259-273
Literary T	207	7	200-214	LoAvg	Informatic	224	5.8	218-230	Avg	Vocabula	220	5.7	214-226
Operation	202	5.8	196-208	Low	The Real	215	6.8	208-222	LoAvg	Geometry	194	8.6	185-203
Literary T	222	7.6	214-230	Avg	Informatic	222	5.3	217-227	Avg	Vocabula	225	5.8	219-231
Operation	228	5.8	222-234	LoAvg	The Real	210	6.5	204-216	Low	Geometry	233	7.2	226-240
Literary T	189	6.6	182-196	Low	Informatic	192	6.3	186-198	Low	Vocabula	191	5.5	186-197
Operation	249	5.8	243-255	HiAvg	The Real	235	7.2	228-242	Avg	Geometry	250	8.4	242-258
Literary T	237	5.6	231-243	HiAvg	Informatic	226	5.9	220-232	Avg	Vocabula	231	6	225-237
Operation	256	6.7	249-263	High	The Real	246	6.5	240-252	HiAvg	Geometry	245	6.3	239-251
Literary T	199	6.3	193-205	Low	Informatic	202	5.9	196-208	Low	Vocabula	197	6.3	191-203
Operation	261	5.8	255-267	High	The Real	273	6.8	266-280	High	Geometry	257	6.7	250-264
Literary T	235	6.4	229-241	HiAvg	Informatic	229	5.5	224-235	Avg	Vocabula	221	5.4	216-226
Operation	214	7	207-221	LoAvg	The Real	213	6.6	206-220	Low	Geometry	203	6.6	196-210
Literary T	189	6.3	183-195	Low	Informatic	184	7.3	177-191	Low	Vocabula	193	5.2	188-198
Operation	229	5.5	224-235	Avg	The Real	238	8	230-246	Avg	Geometry	232	6	226-238
Literary T	211	6.3	205-217	LoAvg	Informatic	209	5.8	203-215	LoAvg	Vocabula	217	5.8	211-223
Operation	267	5.4	262-272	High	The Real	269	6.7	262-276	High	Geometry	273	7.4	266-280
Literary T	242	5.8	236-248	High	Informatic	238	5.6	232-244	HiAvg	Vocabula	240	6	234-246
Operation	238	5.6	232-244	HiAvg	The Real	236	6.9	229-243	HiAvg	Geometry	252	8.1	244-260
Literary T	214	6.2	208-220	LoAvg	Informatic	220	5.2	215-225	Avg	Vocabula	208	5.9	202-214
Operation	219	5.8	213-225	LoAvg	The Real	222	6.2	216-228	LoAvg	Geometry	208	7.5	201-215
Literary T	208	8.3	200-216	Low	Informatic	217	5.3	212-222	LoAvg	Vocabula	210	5.3	205-215
Operation	206	5.6	200-212	Low	The Real	199	6.3	193-205	Low	Geometry	204	6.4	198-210
Literary T	187	6.9	180-194	Low	Informatic	194	6.9	187-201	Low	Vocabula	195	6.7	188-202
Operation	225	5.6	219-231	LoAvg	The Real	221	6.2	215-227	LoAvg	Geometry	238	8.2	230-246
Literary T	182	6.1	176-188	Low	Informatic	187	6.1	181-193	Low	Vocabula	176	6.1	170-182
Operation	244	6	238-250	HiAvg	The Real	242	6.8	235-249	HiAvg	Geometry	236	6.9	229-243
Literary T	224	6.9	217-231	Avg	Informatic	222	5.3	217-227	Avg	Vocabula	215	5.3	210-220
Operation	227	5.8	221-233	LoAvg	The Real	219	6	213-225	LoAvg	Geometry	218	7.3	211-225
Literary T	223	5.7	217-229	Avg	Informatic	221	5.4	216-226	Avg	Vocabula	217	6.2	211-223
Operation	233	5.9	227-239	Avg	The Real	233	6.7	226-240	Avg	Geometry	229	6.4	223-235
Literary T	221	5.9	215-227	Avg	Informatic	222	6.5	216-228	Avg	Vocabula	215	5.2	210-220
Operation	235	5.6	229-241	Avg	The Real	259	10.8	248-270	High	Geometry	241	6.4	235-247
Literary T	224	6.5	218-230	Avg	Informatic	219	5.6	213-225	LoAvg	Vocabula	221	5.5	215-227

Operation	206	5.9	200-212	Low	The Real	209	6.3	203-215	Low	Geometry	213	7.3	206-220
Literary T	229	5.9	223-235	Avg	Informatic	229	5.8	223-235	Avg	Vocabula	230	5.6	224-236
Operation	234	6.2	228-240	Avg	The Real	244	7.7	236-252	HiAvg	Geometry	241	6.7	234-248
Literary T	223	5.9	217-229	Avg	Informatic	225	6	219-231	Avg	Vocabula	233	5.6	227-239
Operation	250	6.8	243-257	HiAvg	The Real	231	6.4	225-237	Avg	Geometry	243	7.3	236-250
Literary T	220	6.4	214-226	LoAvg	Informatic	213	5.7	207-219	LoAvg	Vocabula	211	5.6	205-217
Operation	251	6.9	244-258	HiAvg	The Real	248	7	241-255	HiAvg	Geometry	238	6.9	231-245
Literary T	225	6	219-231	Avg	Informatic	202	8	194-210	Low	Vocabula	216	5.5	210-222
Operation	226	6.5	219-233	LoAvg	The Real	217	7	210-224	LoAvg	Geometry	213	7.2	206-220
Literary T	220	7.4	213-227	Avg	Informatic	223	5.2	218-228	Avg	Vocabula	218	5.4	213-223
Operation	212	6.4	206-218	Low	The Real	213	6.7	206-220	Low	Geometry	226	6.5	220-232
Literary T	218	6	212-224	LoAvg	Informatic	219	5.4	214-224	LoAvg	Vocabula	225	5.9	219-231
Operation	250	6	244-256	HiAvg	The Real	251	8	243-259	HiAvg	Geometry	241	6.8	234-248
Literary T	219	6.6	212-226	LoAvg	Informatic	224	5.1	219-229	Avg	Vocabula	223	5.5	218-228
Operation	228	5.6	222-234	LoAvg	The Real	222	6.2	216-228	LoAvg	Geometry	236	7	229-243
Literary T	227	6.4	221-233	Avg	Informatic	217	5.7	211-223	LoAvg	Vocabula	232	5.7	226-238
Operation	247	6	241-253	HiAvg	The Real	244	6	238-250	HiAvg	Geometry	256	7.5	249-263
Literary T	226	5.5	220-232	Avg	Informatic	222	6.2	216-228	Avg	Vocabula	223	5.7	217-229
Operation	216	6.2	210-222	LoAvg	The Real	248	14	234-262	HiAvg	Geometry	198	10.6	187-209
Literary T	247	8.4	239-255	High	Informatic	231	5	226-236	HiAvg	Vocabula	221	7	214-228
Operation	232	6.3	226-238	Avg	The Real	222	6.1	216-228	LoAvg	Geometry	217	6.7	210-224
Literary T	210	6.6	203-217	LoAvg	Informatic	217	5.1	212-222	LoAvg	Vocabula	208	6	202-214
Operation	258	6.3	252-264	High	The Real	266	8.3	258-274	High	Geometry	242	6.4	236-248
Literary T	253	7.8	245-261	High	Informatic	217	6.6	210-224	LoAvg	Vocabula	224	6.2	218-230
Operation	252	6.7	245-259	HiAvg	The Real	253	7.7	245-261	HiAvg	Geometry	236	6.4	230-242
Literary T	239	6.2	233-245	HiAvg	Informatic	235	5.2	230-240	HiAvg	Vocabula	226	6.2	220-232
Operation	307	7.1	300-314	High	The Real	302	10.6	291-313	High	Geometry	292	6.4	286-298
Literary T	266	7.9	258-274	High	Informatic	253	5.7	247-259	High	Vocabula	244	5.9	238-250
Operation	246	5.8	240-252	HiAvg	The Real	232	5.8	226-238	Avg	Geometry	239	7.2	232-246
Literary T	228	8.2	220-236	Avg	Informatic	237	4.9	232-242	HiAvg	Vocabula	242	6	236-248
Operation	228	6	222-234	LoAvg	The Real	216	6.3	210-222	LoAvg	Geometry	230	6.8	223-237
Literary T	218	7.2	211-225	LoAvg	Informatic	225	4.8	220-230	Avg	Vocabula	219	6	213-225
Operation	280	6	274-286	High	The Real	286	7.6	278-294	High	Geometry	278	8.4	270-286
Literary T	210	7.3	203-217	LoAvg	Informatic	219	5.3	214-224	LoAvg	Vocabula	223	5.9	217-229
Operation	232	6.2	226-238	Avg	The Real	227	6.4	221-233	LoAvg	Geometry	220	7.1	213-227
Literary T	223	6.6	216-230	Avg	Informatic	209	6	203-215	LoAvg	Vocabula	225	5.5	219-231

Operation	258	6.2	252-264	High	The Real	267	6.4	261-273	High	Geometry	259	6.3	253-265
Literary T	228	6.9	221-235	Avg	Informatic	245	5	240-250	High	Vocabula	239	6.2	233-245
Operation	211	5.6	205-217	Low	The Real	210	5.6	204-216	Low	Geometry	216	7.2	209-223
Literary T	216	6.7	209-223	LoAvg	Informatic	210	6.3	204-216	LoAvg	Vocabula	208	5.3	203-213
Operation	201	6	195-207	Low	The Real	195	6.1	189-201	Low	Geometry	195	8.6	186-204
Literary T	179	7.3	172-186	Low	Informatic	181	6.4	175-187	Low	Vocabula	181	5.8	175-187
Operation	240	6.2	234-246	Avg	The Real	251	7.3	244-258	HiAvg	Geometry	242	6.3	236-248
Literary T	222	7	215-229	Avg	Informatic	228	5.2	223-233	Avg	Vocabula	229	5.7	223-235
Operation	241	5.4	236-246	HiAvg	The Real	241	7	234-248	HiAvg	Geometry	229	6.9	222-236
Literary T	215	7.3	208-222	LoAvg	Informatic	223	5	218-228	Avg	Vocabula	224	5.9	218-230
Operation	250	5.7	244-256	HiAvg	The Real	259	8.1	251-267	High	Geometry	237	8.2	229-245
Literary T	238	6	232-244	HiAvg	Informatic	242	5.6	236-248	High	Vocabula	238	5.6	232-244
Operation	248	6.1	242-254	HiAvg	The Real	248	6.5	241-255	HiAvg	Geometry	248	6.5	242-254
Literary T	229	5.3	224-234	Avg	Informatic	221	7.2	214-228	Avg	Vocabula	240	6.1	234-246
Operation	243	6.4	237-249	HiAvg	The Real	246	7	239-253	HiAvg	Geometry	232	7.5	224-240
Literary T	202	6.8	195-209	Low	Informatic	211	5.9	205-217	LoAvg	Vocabula	209	5.3	204-214
Operation	238	5.8	232-244	Avg	The Real	233	6.9	226-240	Avg	Geometry	226	6.1	220-232
Literary T	222	6.3	216-228	Avg	Informatic	226	5.3	221-231	Avg	Vocabula	214	5.9	208-220
Operation	219	5.7	213-225	LoAvg	The Real	227	7	220-234	LoAvg	Geometry	226	6.5	219-233
Literary T	221	5.3	216-226	Avg	Informatic	217	5.1	212-222	LoAvg	Vocabula	210	7.5	203-217
Operation	223	5.6	217-229	LoAvg	The Real	204	7	197-211	Low	Geometry	232	6.8	225-239
Literary T	222	6.3	216-228	Avg	Informatic	220	5.2	215-225	LoAvg	Vocabula	211	6.3	205-217
Operation	226	6	220-232	LoAvg	The Real	220	6.2	214-226	LoAvg	Geometry	230	6.3	224-236
Literary T	207	7.1	200-214	Low	Informatic	210	6.2	204-216	LoAvg	Vocabula	211	4.9	206-216
Operation	207	5.9	201-213	Low	The Real	192	7.2	185-199	Low	Geometry	211	6.5	205-217
Literary T	217	6.9	210-224	LoAvg	Informatic	228	5.1	223-233	Avg	Vocabula	228	6.7	221-235
Operation	244	5.4	239-249	HiAvg	The Real	247	6.6	240-254	HiAvg	Geometry	245	7	238-252
Literary T	208	6.1	202-214	Low	Informatic	212	5.3	207-217	LoAvg	Vocabula	221	7.2	214-228
Operation	244	6.6	237-251	HiAvg	The Real	228	6.5	222-234	LoAvg	Geometry	238	6.1	232-244
Literary T	225	6.4	219-231	Avg	Informatic	225	5.7	219-231	Avg	Vocabula	228	5.3	223-233
Operation	184	7	177-191	Low	The Real	200	6.4	194-206	Low	Geometry	198	6.7	191-205
Literary T	214	5.8	208-220	LoAvg	Informatic	206	6.3	200-212	Low	Vocabula	203	6.1	197-209
Operation	257	6.8	250-264	High	The Real	242	6.7	235-249	HiAvg	Geometry	254	7.1	247-261
Literary T	240	7	233-247	HiAvg	Informatic	241	4.9	236-246	High	Vocabula	235	5.6	229-241
Operation	236	5.7	230-242	Avg	The Real	236	6.8	229-243	Avg	Geometry	230	6.6	223-237
Literary T	232	6.8	225-239	HiAvg	Informatic	227	5.8	221-233	Avg	Vocabula	226	5.2	221-231

Operation	235	5.5	230-240	Avg	The Real	231	6.4	225-237	Avg	Geometry	240	6.6	233-247
Literary T	240	6.8	233-247	HiAvg	Informatic	236	5.7	230-242	HiAvg	Vocabula	235	5.3	230-240
Operation	229	5.5	224-234	Avg	The Real	236	7.8	228-244	Avg	Geometry	223	7.2	216-230
Literary T	228	5.9	222-234	Avg	Informatic	231	5.8	225-237	HiAvg	Vocabula	224	6.1	218-230
Operation	217	5.7	211-223	LoAvg	The Real	224	6.8	217-231	LoAvg	Geometry	209	7.5	202-216
Literary T	206	6	200-212	Low	Informatic	225	6.4	219-231	Avg	Vocabula	208	6	202-214
Operation	272	6.7	265-279	High	The Real	266	6.1	260-272	High	Geometry	263	6.5	256-270
Literary T	216	6.5	210-222	LoAvg	Informatic	231	5.7	225-237	HiAvg	Vocabula	220	5.9	214-226
Operation	271	7.8	263-279	High	The Real	260	5.9	254-266	High	Geometry	261	7.4	254-268
Literary T	244	5.8	238-250	High	Informatic	244	6	238-250	High	Vocabula	240	6.5	234-247
Operation	218	6.4	212-224	LoAvg	The Real	219	5.7	213-225	LoAvg	Geometry	231	6.5	224-238
Literary T	203	7.3	196-210	Low	Informatic	194	6.4	188-200	Low	Vocabula	202	5.7	196-208
Operation	237	5.8	231-243	Avg	The Real	236	6.9	229-243	Avg	Geometry	233	6.9	226-240
Literary T	219	6.8	212-226	LoAvg	Informatic	240	6.2	234-246	HiAvg	Vocabula	231	5.5	225-237
Operation	227	5.6	221-233	LoAvg	The Real	226	6.1	220-232	LoAvg	Geometry	231	6.5	225-237
Literary T	214	6.5	207-221	LoAvg	Informatic	226	5.2	221-231	Avg	Vocabula	208	6.2	202-214
Operation	223	5.8	217-229	LoAvg	The Real	228	6.4	222-234	LoAvg	Geometry	229	6.7	222-236
Literary T	220	6.2	214-226	LoAvg	Informatic	228	5.3	223-233	Avg	Vocabula	224	6.3	218-230
Operation	258	6.1	252-264	High	The Real	264	7	257-271	High	Geometry	261	6.4	255-267
Literary T	239	6.4	233-245	HiAvg	Informatic	233	5.6	227-239	HiAvg	Vocabula	231	5.4	226-236
Operation	210	5.5	205-215	Low	The Real	213	6.3	207-219	Low	Geometry	197	8.1	189-205
Literary T	216	7.3	209-223	LoAvg	Informatic	219	5.6	213-225	LoAvg	Vocabula	213	5.3	208-218
Operation	212	5.6	206-218	Low	The Real	223	6.9	216-230	LoAvg	Geometry	215	7.2	208-222
Literary T	218	6.7	211-225	LoAvg	Informatic	198	6.5	192-204	Low	Vocabula	208	5.7	202-214
Operation	220	6	214-226	LoAvg	The Real	218	7.2	211-225	LoAvg	Geometry	210	7.2	203-217
Literary T	211	6.5	205-217	LoAvg	Informatic	217	6	211-223	LoAvg	Vocabula	208	6.2	202-214
Operation	230	6	224-236	Avg	The Real	218	6.6	211-225	LoAvg	Geometry	230	7.2	223-237
Literary T	215	6.6	208-222	LoAvg	Informatic	211	5.6	205-217	LoAvg	Vocabula	220	5.8	214-226
Operation	234	5.7	228-240	Avg	The Real	229	6.6	222-236	Avg	Geometry	242	7.1	235-249
Literary T	201	5.9	195-207	Low	Informatic	194	5.8	188-200	Low	Vocabula	195	6.5	189-201
Operation	212	6	206-218	Low	The Real	230	10.8	219-241	Avg	Geometry	224	5.9	218-230
Literary T	215	6.3	209-221	LoAvg	Informatic	212	5.5	207-217	LoAvg	Vocabula	218	5.9	212-224
Operation	225	5.7	219-231	LoAvg	The Real	223	6.4	217-229	LoAvg	Geometry	222	6.6	215-229
Literary T	230	6.6	223-237	HiAvg	Informatic	222	6.1	216-228	Avg	Vocabula	229	5.3	224-234
Operation	253	6	247-259	HiAvg	The Real	239	6.2	233-245	Avg	Geometry	252	7.2	245-259
Literary T	230	6.4	224-236	HiAvg	Informatic	238	5.2	233-243	HiAvg	Vocabula	237	5.7	231-243

Operation	237	5.8	231-243	Avg	The Real	229	6	223-235	Avg	Geometry	240	6.9	233-247
Literary T	218	5.8	212-224	LoAvg	Informatic	223	5	218-228	Avg	Vocabula	221	6.4	215-227
Operation	250	6.3	244-256	HiAvg	The Real	258	7	251-265	High	Geometry	248	6.5	242-254
Literary T	231	6.5	224-238	HiAvg	Informatic	232	5.4	227-237	HiAvg	Vocabula	232	5.3	227-237
Operation	224	5.8	218-230	LoAvg	The Real	218	6.3	212-224	LoAvg	Geometry	228	6.6	221-235
Literary T	213	6.4	207-219	LoAvg	Informatic	209	5.1	204-214	Low	Vocabula	204	6.2	198-210
Operation	241	5.6	235-247	HiAvg	The Real	238	7	231-245	Avg	Geometry	237	6.6	230-244
Literary T	234	5.6	228-240	HiAvg	Informatic	222	6.9	215-229	Avg	Vocabula	231	5.3	226-236
Operation	246	6.1	240-252	HiAvg	The Real	250	7.9	242-258	HiAvg	Geometry	241	6.5	235-248
Literary T	238	5.7	232-244	HiAvg	Informatic	240	5.6	234-246	HiAvg	Vocabula	234	5.7	228-240
Operation	234	5.8	228-240	Avg	The Real	218	6.2	212-224	LoAvg	Geometry	250	10.7	239-261
Operation	218	5.7	212-224	LoAvg	The Real	214	6.3	208-220	Low	Geometry	222	6.7	215-229
Literary T	219	6.7	212-226	LoAvg	Informatic	220	5.4	215-225	LoAvg	Vocabula	214	5.3	209-219
Operation	258	7.8	250-266	High	The Real	237	6.5	230-244	Avg	Geometry	233	6.5	227-239
Literary T	223	6.2	217-229	Avg	Informatic	222	6	216-228	Avg	Vocabula	217	5.1	212-222
Operation	249	6.1	243-255	HiAvg	The Real	246	7	239-253	HiAvg	Geometry	240	6.5	234-246
Literary T	236	6.4	230-242	HiAvg	Informatic	242	5.7	236-248	High	Vocabula	231	5.8	225-237
Operation	246	7.2	239-253	HiAvg	The Real	251	7.1	244-258	HiAvg	Geometry	236	6.6	229-243
Literary T	217	8.4	209-225	LoAvg	Informatic	216	5.3	211-221	LoAvg	Vocabula	217	5.4	212-222
Operation	214	5.8	208-220	LoAvg	The Real	208	6	202-214	Low	Geometry	204	8.2	196-212
Literary T	201	6.9	194-208	Low	Informatic	226	6.3	220-232	Avg	Vocabula	207	6	201-213
Operation	214	6.3	208-220	Low	The Real	226	6.6	219-233	LoAvg	Geometry	223	6.6	216-230
Literary T	181	7.3	174-188	Low	Informatic	185	5.7	179-191	Low	Vocabula	197	5.6	191-203
Operation	249	7.4	242-256	HiAvg	The Real	228	7.3	221-235	LoAvg	Geometry	257	6.9	250-264
Literary T	201	5.6	195-207	Low	Informatic	157	14.9	142-172	Low	Vocabula	190	6	184-196
Operation	231	5.9	225-237	Avg	The Real	223	6.1	217-229	LoAvg	Geometry	233	6.5	227-239
Literary T	198	8.4	190-206	Low	Informatic	214	5.5	209-219	LoAvg	Vocabula	206	5.4	201-211
Operation	267	6.5	261-273	High	The Real	272	6	266-278	High	Geometry	270	6	264-276
Literary T	229	6.5	223-235	Avg	Informatic	244	5.5	239-249	HiAvg	Vocabula	240	6.5	234-246
Operation	224	6.5	218-230	LoAvg	The Real	220	6.3	214-226	LoAvg	Geometry	225	6.4	219-231
Literary T	201	6.2	195-207	Low	Informatic	204	6.1	198-210	Low	Vocabula	201	5.6	195-207
Operation	240	6.3	234-246	Avg	The Real	232	6.5	226-238	Avg	Geometry	233	6.5	226-240
Literary T	220	7	213-227	Avg	Informatic	219	5.2	214-224	Avg	Vocabula	223	5.8	217-229
Operation	235	5.7	229-241	Avg	The Real	246	8.1	238-254	HiAvg	Geometry	225	7.1	218-232
Literary T	230	5.7	224-236	HiAvg	Informatic	234	5.3	229-239	HiAvg	Vocabula	226	7.4	219-233
Operation	257	6.3	251-263	High	The Real	259	6.7	252-266	High	Geometry	269	8.1	261-277



Literary T	231	5.3	226-236	HiAvg	Informatic	231	5.7	225-237	HiAvg	Vocabula	225	6.2	219-231
Operation	223	5.6	217-229	LoAvg	The Real	202	7.6	194-210	Low	Geometry	249	11.2	238-260
Literary T	202	6.6	195-209	Low	Informatic	198	6.6	191-205	Low	Vocabula	202	5.3	197-207
Operation	222	6.1	216-228	LoAvg	The Real	244	6.9	237-251	HiAvg	Geometry	249	8.1	241-257
Literary T	226	5.9	220-232	Avg	Informatic	230	5.8	224-236	HiAvg	Vocabula	237	6.3	231-243
Operation	272	5.8	266-278	High	The Real	277	6.6	270-284	High	Geometry	264	6.6	257-271
Literary T	242	6.6	235-249	High	Informatic	242	5.6	236-248	High	Vocabula	247	5.5	242-252
Operation	251	7.8	243-259	HiAvg	The Real	234	6	228-240	Avg	Geometry	229	7.1	222-236
Literary T	247	7.3	240-254	High	Informatic	234	5.5	228-240	HiAvg	Vocabula	224	6.8	217-231
Operation	289	7.8	281-297	High	The Real	309	15.2	294-324	High	Geometry	252	10.6	241-263
Literary T	251	6.4	245-257	High	Informatic	242	5.8	236-248	High	Vocabula	257	7.1	250-264
Operation	209	6.5	203-215	Low	The Real	197	6.3	191-203	Low	Geometry	208	6.6	201-215
Literary T	224	6.1	218-230	Avg	Informatic	225	5.6	219-231	Avg	Vocabula	227	6.5	220-234
Operation	265	6.2	259-271	High	The Real	271	7.2	264-278	High	Geometry	244	8.1	236-252
Literary T	215	6	209-221	LoAvg	Informatic	208	5.9	202-214	LoAvg	Vocabula	215	6.4	209-221
Operation	252	10.4	242-262	HiAvg	The Real	218	6.2	212-224	LoAvg	Geometry	235	6.5	228-242
Literary T	227	6.4	221-233	Avg	Informatic	226	5.7	220-232	Avg	Vocabula	220	6.3	214-226
Operation	262	6.6	255-269	High	The Real	249	7.1	242-256	HiAvg	Geometry	256	6	250-262
Literary T	257	8.2	249-265	High	Informatic	234	5.3	229-239	HiAvg	Vocabula	245	5.8	239-251
Operation	246	5.7	240-252	HiAvg	The Real	259	6.9	252-266	High	Geometry	263	7.1	256-270
Literary T	215	7	208-222	LoAvg	Informatic	215	5.3	210-220	LoAvg	Vocabula	219	5.7	213-225
Operation	250	6.9	243-257	HiAvg	The Real	242	6.3	236-248	HiAvg	Geometry	228	8	220-236
Literary T	194	10.8	183-205	Low	Informatic	219	5.6	213-225	Avg	Vocabula	236	7.9	228-244
Operation	208	6.1	202-214	Low	The Real	225	7.8	217-233	LoAvg	Geometry	208	7.1	201-215
Literary T	207	7	200-214	Low	Informatic	207	5.6	201-213	Low	Vocabula	210	5.6	204-216
Operation	225	5.6	219-231	LoAvg	The Real	234	8.2	226-242	Avg	Geometry	222	6.5	216-228
Literary T	223	5.4	218-228	Avg	Informatic	234	6.2	228-240	HiAvg	Vocabula	219	6.8	212-226
Operation	198	6	192-204	Low	The Real	201	6.2	195-207	Low	Geometry	213	6.5	207-219
Literary T	210	5.5	204-216	LoAvg	Informatic	194	8.3	186-202	Low	Vocabula	199	5.7	193-205
Operation	229	5.6	223-235	Avg	The Real	237	8.1	229-245	Avg	Geometry	223	6.3	217-229
Literary T	218	5.5	213-223	LoAvg	Informatic	215	5.8	209-221	LoAvg	Vocabula	223	6.4	217-229
Operation	239	5.8	233-245	HiAvg	The Real	240	6.3	234-246	HiAvg	Geometry	239	6.3	233-245
Literary T	227	5.3	222-232	Avg	Informatic	225	5.3	220-230	Avg	Vocabula	227	6.5	220-234
Operation	242	5.9	236-248	HiAvg	The Real	246	7.1	239-253	HiAvg	Geometry	246	6	240-252
Literary T	227	5.7	221-233	Avg	Informatic	228	5.5	223-233	Avg	Vocabula	220	6.1	214-226
Operation	230	7.5	223-237	Avg	The Real	227	7	220-234	LoAvg	Geometry	222	7.5	215-229

Literary T	212	5.1	207-217	LoAvg	Informatic	206	6.2	200-212	Low	Vocabula	204	6.4	198-210
Operation	226	5.6	220-232	LoAvg	The Real	233	6.9	226-240	Avg	Geometry	226	6.7	219-233
Literary T	209	6.6	202-216	LoAvg	Informatic	224	6.1	218-230	Avg	Vocabula	228	6	222-234
Operation	207	6	201-213	Low	The Real	210	6.1	204-216	Low	Geometry	215	6.6	208-222
Literary T	214	6.3	208-220	LoAvg	Informatic	217	5.2	212-222	LoAvg	Vocabula	205	5.8	199-211
Operation	255	5.8	249-261	High	The Real	256	6.3	250-262	High	Geometry	262	7.2	255-269
Literary T	232	5.8	226-238	HiAvg	Informatic	224	6.1	218-230	Avg	Vocabula	244	6.9	237-251
Operation	228	6.3	222-234	Avg	The Real	221	6.3	215-227	LoAvg	Geometry	231	6.6	224-238
Literary T	223	5.4	218-228	Avg	Informatic	213	5.7	207-219	LoAvg	Vocabula	209	7.2	202-216
Operation	220	6.8	213-227	LoAvg	The Real	202	6.6	195-209	Low	Geometry	209	6.6	202-216
Literary T	191	6.3	185-197	Low	Informatic	191	6.6	184-198	Low	Vocabula	184	6	178-190
Operation	248	5.7	242-254	HiAvg	The Real	248	6.3	242-254	HiAvg	Geometry	263	6.9	256-270
Literary T	219	5.4	214-224	LoAvg	Informatic	228	6.3	222-234	Avg	Vocabula	220	5.5	215-225
Operation	226	5.5	221-231	LoAvg	The Real	239	8	231-247	HiAvg	Geometry	229	7	222-236
Literary T	197	11.3	186-208	Low	Informatic	231	6	225-237	HiAvg	Vocabula	225	5.7	219-231
Operation	225	5.6	219-231	LoAvg	The Real	247	10.6	236-258	HiAvg	Geometry	228	6.5	221-235
Literary T	223	5.7	217-229	Avg	Informatic	223	5.7	217-229	Avg	Vocabula	222	5.5	216-228
Operation	231	6	225-237	Avg	The Real	232	6.5	226-238	Avg	Geometry	248	8	240-256
Literary T	212	5.9	206-218	LoAvg	Informatic	224	5.4	219-229	Avg	Vocabula	214	6.8	207-221
Operation	236	6.2	230-242	Avg	The Real	239	8.2	231-247	HiAvg	Geometry	227	6.6	220-234
Literary T	233	6.1	227-239	HiAvg	Informatic	226	5.4	221-231	Avg	Vocabula	227	6	221-233
Operation	247	5.7	241-253	HiAvg	The Real	248	6.6	241-255	HiAvg	Geometry	264	8	256-272
Literary T	235	6.7	228-242	HiAvg	Informatic	239	5	234-244	HiAvg	Vocabula	235	5.7	229-241
Operation	246	5.5	240-252	HiAvg	The Real	251	6.6	244-258	HiAvg	Geometry	260	7.5	253-267
Literary T	234	5.8	228-240	HiAvg	Informatic	231	6	225-237	HiAvg	Vocabula	225	5.5	219-231
Operation	234	6	228-240	Avg	The Real	234	6.4	228-240	Avg	Geometry	236	6	230-242
Literary T	199	6	193-205	Low	Informatic	196	5.9	190-202	Low	Vocabula	198	5.8	192-204
Operation	224	5.4	219-229	LoAvg	The Real	228	7	221-235	Avg	Geometry	226	6.5	219-233
Literary T	209	6.1	203-215	LoAvg	Informatic	208	6.2	202-214	LoAvg	Vocabula	207	5.6	201-213
Operation	259	6.5	253-266	High	The Real	245	6.8	238-252	HiAvg	Geometry	253	6.7	246-260
Literary T	228	6.8	221-235	Avg	Informatic	218	6.1	212-224	LoAvg	Vocabula	218	5.6	212-224
Operation	251	5.8	245-257	HiAvg	The Real	245	6.4	239-251	HiAvg	Geometry	248	6.5	242-254
Literary T	233	5.3	228-238	HiAvg	Informatic	242	5.6	236-248	High	Vocabula	224	7.3	217-231
Operation	233	5.8	227-239	Avg	The Real	238	6.5	231-245	Avg	Geometry	247	7.5	240-254
Literary T	231	5.3	226-236	HiAvg	Informatic	225	6.9	218-232	Avg	Vocabula	235	5.8	229-241
Operation	213	6.1	207-219	Low	The Real	222	7	215-229	LoAvg	Geometry	224	6.7	217-231

Literary T	211	5.6	205-217	LoAvg	Informatic	208	6.2	202-214	LoAvg	Vocabula	213	6	207-219
Operation	251	5.7	245-257	HiAvg	The Real	258	6.2	252-264	High	Geometry	267	6.8	260-274
Literary T	226	6.2	220-232	Avg	Informatic	242	5.5	237-247	High	Vocabula	218	7.3	211-225
Operation	205	6.8	198-212	Low	The Real	196	6.8	189-203	Low	Geometry	216	6.7	209-223
Literary T	176	8.6	167-185	Low	Informatic	190	6.1	184-196	Low	Vocabula	182	5.7	176-188
Operation	180	5.7	174-186	Low	The Real	193	6.2	187-199	Low	Geometry	185	7.7	177-193
Literary T	196	6.4	190-202	Low	Informatic	191	6.7	184-198	Low	Vocabula	194	5.4	189-199
Operation	265	7.8	257-273	High	The Real	255	6.2	249-261	High	Geometry	249	6.7	242-256
Literary T	223	6.2	217-229	Avg	Informatic	222	5.4	217-227	Avg	Vocabula	237	6.7	230-244
Operation	234	5.8	228-240	Avg	The Real	223	6.1	217-229	LoAvg	Geometry	234	6.9	227-241
Literary T	218	5.3	213-223	LoAvg	Informatic	228	6.4	222-234	Avg	Vocabula	214	6.6	207-221
Operation	222	5.8	216-228	LoAvg	The Real	228	6.9	221-235	Avg	Geometry	227	7.1	220-234
Literary T	220	5.1	215-225	Avg	Informatic	219	6.5	213-225	Avg	Vocabula	226	6	220-232
Operation	214	5.8	208-220	Low	The Real	228	7.7	220-236	Avg	Geometry	224	6.8	217-231
Literary T	230	5.1	225-235	HiAvg	Informatic	231	6	225-237	HiAvg	Vocabula	221	6.4	215-227
Operation	239	5.5	233-245	HiAvg	The Real	239	6.9	232-246	HiAvg	Geometry	256	8.1	248-264
Literary T	219	6.5	213-225	Avg	Informatic	230	5.8	224-236	HiAvg	Vocabula	225	5.6	219-231
Operation	237	6.7	230-244	Avg	The Real	220	6.3	214-226	LoAvg	Geometry	212	7.4	205-219
Literary T	216	7.9	208-224	LoAvg	Informatic	216	4.8	211-221	LoAvg	Vocabula	216	5.7	210-222
Operation	236	7.1	229-243	Avg	The Real	213	7	206-220	Low	Geometry	235	6.7	228-242
Literary T	181	7	174-188	Low	Informatic	183	6.8	176-190	Low	Vocabula	193	5.2	188-198
Operation	241	6	235-247	HiAvg	The Real	242	6.5	236-249	HiAvg	Geometry	241	6.6	234-248
Literary T	247	7.9	239-255	High	Informatic	211	6.3	205-217	LoAvg	Vocabula	229	5.4	224-234
Operation	225	5.9	219-231	LoAvg	The Real	238	6.9	231-245	Avg	Geometry	249	8	241-257
Literary T	229	6	223-235	HiAvg	Informatic	213	6.1	207-219	LoAvg	Vocabula	218	5.9	212-224
Operation	238	6	232-244	Avg	The Real	230	5.9	224-236	Avg	Geometry	240	6.3	234-246
Literary T	235	6.1	229-241	HiAvg	Informatic	223	5.6	217-229	Avg	Vocabula	235	5.9	229-241
Operation	222	5.7	216-228	LoAvg	The Real	227	7.1	220-234	LoAvg	Geometry	233	6.9	226-240
Literary T	214	7	207-221	LoAvg	Informatic	218	5.1	213-223	LoAvg	Vocabula	216	6	210-222
Operation	266	6.8	259-273	High	The Real	265	6.1	259-271	High	Geometry	258	7.3	251-265
Literary T	219	5.8	213-225	Avg	Informatic	228	6.3	222-234	Avg	Vocabula	229	6	223-235
Operation	227	6.3	221-233	LoAvg	The Real	222	6.5	216-228	LoAvg	Geometry	214	7.3	207-221
Literary T	231	5.8	225-237	HiAvg	Informatic	234	5.3	229-239	HiAvg	Vocabula	228	6.2	222-234
Operation	248	6.1	242-254	HiAvg	The Real	244	8.9	235-253	HiAvg	Geometry	235	7.5	227-243
Literary T	234	6.1	228-240	HiAvg	Informatic	223	5.2	218-228	Avg	Vocabula	220	6.2	214-226
Operation	258	6.2	252-264	High	The Real	262	6.2	256-268	High	Geometry	254	6.1	248-260

Literary T	234	6.1	228-240	HiAvg	Informatic	252	5.9	246-258	High	Vocabula	230	7	223-237
Operation	240	6.1	234-246	HiAvg	The Real	252	7.5	245-259	High	Geometry	264	6.6	257-271
Literary T	222	6.9	215-229	Avg	Informatic	238	5.5	232-244	HiAvg	Vocabula	233	5.6	227-239
Operation	239	6.2	233-245	HiAvg	The Real	259	6.4	253-265	High	Geometry	262	7.3	255-269
Literary T	243	6.3	237-249	High	Informatic	262	7.8	254-270	High	Vocabula	241	5.2	236-246
Operation	257	6.2	251-263	High	The Real	256	6.1	250-262	High	Geometry	268	8	260-276
Literary T	236	5.6	230-242	HiAvg	Informatic	246	5.7	240-252	High	Vocabula	235	6.4	229-241
Operation	242	5.8	236-248	HiAvg	The Real	252	7.2	245-259	High	Geometry	251	6.1	245-257
Literary T	210	5.9	204-216	LoAvg	Informatic	214	6	208-220	LoAvg	Vocabula	228	6.9	221-235
Operation	245	6.3	239-251	HiAvg	The Real	240	6.5	234-246	HiAvg	Geometry	251	6.5	245-257
Literary T	249	8.2	241-257	High	Informatic	235	5.4	230-240	HiAvg	Vocabula	245	5.8	239-251
Operation	240	5.9	234-246	HiAvg	The Real	256	8.4	248-264	High	Geometry	251	6.4	245-257
Literary T	228	5.4	223-233	Avg	Informatic	227	5.5	221-233	Avg	Vocabula	231	6.2	225-237
Operation	261	5.7	255-267	High	The Real	271	6.6	264-278	High	Geometry	264	6.7	257-271
Literary T	232	6.2	226-238	HiAvg	Informatic	223	6	217-229	Avg	Vocabula	221	5.3	216-226
Operation	229	5.8	223-235	Avg	The Real	226	6	220-232	LoAvg	Geometry	233	7	226-240
Literary T	219	5.5	214-224	LoAvg	Informatic	222	6.2	216-228	Avg	Vocabula	218	5.4	213-223
Operation	187	6.4	181-193	Low	The Real	201	6.5	194-208	Low	Geometry	207	7	200-214
Literary T	208	5.9	202-214	LoAvg	Informatic	209	5.8	203-215	LoAvg	Vocabula	200	6	194-206
Operation	241	5.6	235-247	HiAvg	The Real	234	6.4	228-240	Avg	Geometry	238	7.5	231-245
Literary T	222	5.9	216-228	Avg	Informatic	224	5.7	218-230	Avg	Vocabula	233	5.7	227-239
Operation	245	5.6	239-251	HiAvg	The Real	241	7.3	234-248	HiAvg	Geometry	253	6.6	246-260
Literary T	238	5.2	233-243	HiAvg	Informatic	232	6	226-238	HiAvg	Vocabula	222	6.8	215-229
Operation	220	5.8	214-226	LoAvg	The Real	235	6.9	228-242	Avg	Geometry	229	6.6	222-236
Literary T	226	6.4	220-232	Avg	Informatic	248	6.9	241-255	High	Vocabula	223	6.6	216-230
Operation	257	6	251-263	High	The Real	234	6.7	227-241	Avg	Geometry	251	7.6	243-259
Literary T	232	6.2	226-238	HiAvg	Informatic	246	5.9	240-252	High	Vocabula	226	6.1	220-232
Operation	225	5.6	219-231	LoAvg	The Real	223	6.4	217-229	LoAvg	Geometry	220	6.9	213-227
Literary T	224	5.5	219-229	Avg	Informatic	224	6.3	218-230	Avg	Vocabula	214	5.5	209-219
Operation	235	5.5	229-241	Avg	The Real	242	7.1	235-249	HiAvg	Geometry	233	7.2	226-240
Literary T	226	5.7	220-232	Avg	Informatic	226	5.3	221-231	Avg	Vocabula	229	6	223-235
Operation	244	5.5	239-249	HiAvg	The Real	245	6.3	239-251	HiAvg	Geometry	254	7	247-261
Literary T	244	6.5	237-251	High	Informatic	238	6	232-244	HiAvg	Vocabula	231	5.6	225-237
Operation	242	5.9	236-248	HiAvg	The Real	240	6.6	233-247	HiAvg	Geometry	260	10.7	249-271
Literary T	235	6.6	228-242	HiAvg	Informatic	240	5.1	235-245	High	Vocabula	234	6.1	228-240
Operation	250	5.4	245-255	HiAvg	The Real	272	11	261-283	High	Geometry	253	6.9	246-260

Literary T	218	5.6	212-224	LoAvg	Informatic	219	6	213-225	Avg	Vocabula	230	6.2	224-236
Operation	238	6.1	232-244	Avg	The Real	227	6.4	221-233	LoAvg	Geometry	228	6.1	222-234
Literary T	222	6.2	216-228	Avg	Informatic	220	6	214-226	Avg	Vocabula	227	6.1	221-233
Operation	214	5.7	208-220	Low	The Real	229	7.2	222-236	Avg	Geometry	211	6.6	204-218
Literary T	187	7.1	180-194	Low	Informatic	206	6.1	200-212	Low	Vocabula	199	5.9	193-205
Operation	233	5.6	227-239	Avg	The Real	229	6.4	223-235	Avg	Geometry	245	8	237-253
Literary T	216	6	210-222	LoAvg	Informatic	201	7.7	193-209	Low	Vocabula	218	5.9	212-224
Operation	244	5.7	238-250	HiAvg	The Real	249	6.3	243-255	HiAvg	Geometry	276	10.7	265-287
Literary T	233	6.1	227-239	HiAvg	Informatic	236	5.2	231-241	HiAvg	Vocabula	236	6.5	229-243
Operation	205	5.8	199-211	Low	The Real	219	7.1	212-226	LoAvg	Geometry	226	8.2	218-234
Literary T	233	5.7	227-239	HiAvg	Informatic	228	6.4	222-234	Avg	Vocabula	230	5.4	225-235
Operation	224	6.1	218-230	LoAvg	The Real	228	6.2	222-234	Avg	Geometry	228	6	222-234
Literary T	232	6.6	225-239	HiAvg	Informatic	230	5.9	224-236	HiAvg	Vocabula	218	6.2	212-224
Operation	226	6.1	220-232	LoAvg	The Real	248	10.6	237-259	HiAvg	Geometry	222	7.1	215-229
Literary T	215	7.1	208-222	LoAvg	Informatic	215	5.3	210-220	LoAvg	Vocabula	215	6.2	209-221
Operation	229	5.7	223-235	Avg	The Real	231	6.9	224-238	Avg	Geometry	228	6.4	222-234
Literary T	205	6	199-211	Low	Informatic	201	6.4	195-207	Low	Vocabula	198	5.8	192-204
Operation	250	5.7	244-256	HiAvg	The Real	251	6.2	245-257	HiAvg	Geometry	267	8	259-275
Literary T	228	6.1	222-234	Avg	Informatic	222	5.8	216-228	Avg	Vocabula	219	5.5	213-225
Operation	236	6.3	230-242	Avg	The Real	230	7.5	223-237	Avg	Geometry	243	6.5	236-250
Literary T	213	6.9	206-220	LoAvg	Informatic	231	5.8	225-237	HiAvg	Vocabula	230	6	224-236
Operation	217	5.7	211-223	LoAvg	The Real	208	6.4	202-214	Low	Geometry	220	6.7	213-227
Literary T	213	5.8	207-219	LoAvg	Informatic	213	5.6	207-219	LoAvg	Vocabula	227	6.9	220-234
Operation	249	6.3	243-255	HiAvg	The Real	211	8.8	202-220	Low	Geometry	262	10.8	251-273
Literary T	212	5.9	206-218	LoAvg	Informatic	215	7.2	208-222	LoAvg	Vocabula	222	5.4	217-227
Operation	254	5.7	248-260	High	The Real	257	6.2	251-263	High	Geometry	269	7	262-276
Literary T	237	8.5	229-245	HiAvg	Informatic	225	5.4	220-230	Avg	Vocabula	239	5.8	233-245
Operation	238	6.1	232-244	Avg	The Real	227	6.3	221-233	LoAvg	Geometry	238	7.1	231-245
Literary T	222	5.5	217-227	Avg	Informatic	221	6.3	215-227	Avg	Vocabula	224	5.4	219-229
Operation	223	5.7	217-229	LoAvg	The Real	227	6.2	221-233	LoAvg	Geometry	234	7.1	227-241
Literary T	217	5.5	211-223	LoAvg	Informatic	216	6.1	210-222	LoAvg	Vocabula	232	7.2	225-239
Operation	214	5.7	208-220	Low	The Real	225	7.1	218-232	LoAvg	Geometry	197	8.1	189-205
Literary T	211	6.6	204-218	LoAvg	Informatic	212	5.4	207-217	LoAvg	Vocabula	214	5.5	208-220
Operation	235	5.8	229-241	Avg	The Real	235	6.3	229-241	Avg	Geometry	234	6.5	227-241
Operation	174	7	167-181	Low	The Real	179	6.9	172-186	Low	Geometry	200	6.8	193-207
Literary T	188	8.2	180-196	Low	Informatic	201	5.5	195-207	Low	Vocabula	210	5.9	204-216

Operation	208	6	202-214	Low	The Real	215	6.2	209-221	LoAvg	Geometry	214	6.3	208-220
Literary T	219	6.3	213-225	Avg	Informatic	196	7.8	188-204	Low	Vocabula	222	6	216-228
Operation	218	5.6	212-224	LoAvg	The Real	222	6.4	216-228	LoAvg	Geometry	228	6.7	221-235
Operation	203	5.9	197-209	Low	The Real	207	6	201-213	Low	Geometry	207	7.1	200-214
Literary T	203	6.3	197-209	Low	Informatic	205	5.9	199-211	Low	Vocabula	194	6.1	188-200
Literary T	234	5.6	228-240	HiAvg	Informatic	231	6	225-237	HiAvg	Vocabula	235	5.6	229-241
Operation	224	5.8	218-230	LoAvg	The Real	222	6.9	215-229	LoAvg	Geometry	208	7.2	201-215
Literary T	209	6	203-215	LoAvg	Informatic	219	5.3	214-224	LoAvg	Vocabula	212	6.3	206-218
Literary T	221	5.9	215-227	Avg	Informatic	229	5.1	224-234	HiAvg	Vocabula	212	7.4	205-219
Operation	243	5.8	237-249	HiAvg	The Real	237	5.9	231-243	Avg	Geometry	246	6.6	239-253
Literary T	218	5.3	213-223	LoAvg	Informatic	214	5.8	208-220	LoAvg	Vocabula	227	6.9	220-234
Operation	220	6	214-226	LoAvg	The Real	226	6.4	220-232	Avg	Geometry	222	6.4	216-228
Literary T	209	7.2	202-216	LoAvg	Informatic	216	5.1	211-221	LoAvg	Vocabula	214	5.7	208-220
Operation	220	5.7	214-226	LoAvg	The Real	226	6.1	220-232	LoAvg	Geometry	225	7	218-232
Literary T	212	6.1	206-218	LoAvg	Informatic	203	6.8	196-210	Low	Vocabula	213	5.7	207-219
Operation	237	5.5	232-243	Avg	The Real	247	8	239-255	HiAvg	Geometry	251	6.9	244-258
Literary T	194	5.9	188-200	Low	Informatic	165	10.8	154-176	Low	Vocabula	191	5.8	185-197
Operation	220	5.8	214-226	LoAvg	The Real	227	6.4	221-233	LoAvg	Geometry	231	6.6	224-238
Literary T	218	5.4	213-223	LoAvg	Informatic	227	6.3	221-233	Avg	Vocabula	226	6.1	220-232
Operation	250	7	243-257	HiAvg	The Real	241	7.1	234-248	HiAvg	Geometry	234	6.7	227-241
Literary T	208	6	202-214	LoAvg	Informatic	210	5.7	204-216	LoAvg	Vocabula	208	6.4	202-214
Operation	254	5.6	248-260	High	The Real	260	6.7	253-267	High	Geometry	262	7	255-269
Literary T	231	5.7	225-237	HiAvg	Informatic	231	5.2	226-236	HiAvg	Vocabula	226	6.6	219-233
Operation	210	6.2	204-216	Low	The Real	225	7	218-232	LoAvg	Geometry	217	6.6	210-224
Literary T	195	10.9	184-206	Low	Informatic	204	5.3	199-209	Low	Vocabula	210	5.5	205-215
Operation	258	6.7	251-265	High	The Real	249	6.3	243-255	HiAvg	Geometry	253	7.6	245-261
Literary T	220	7.9	212-228	Avg	Informatic	226	5.2	221-231	Avg	Vocabula	212	6.2	206-218
Operation	227	6.4	221-233	LoAvg	The Real	214	6.3	208-220	Low	Geometry	208	7.6	200-216
Literary T	228	6.6	221-235	Avg	Informatic	224	5	219-229	Avg	Vocabula	226	5.7	220-232
Operation	212	6	206-218	Low	The Real	214	6.4	208-220	Low	Geometry	217	7.5	209-225
Literary T	204	5.6	198-210	Low	Informatic	200	6.2	194-206	Low	Vocabula	191	6.5	185-198
Operation	253	6.3	247-259	HiAvg	The Real	250	6	244-256	HiAvg	Geometry	235	8.1	227-243
Literary T	225	6.2	219-231	Avg	Informatic	214	6	208-220	LoAvg	Vocabula	219	5.6	213-225
Operation	226	5.7	220-232	LoAvg	The Real	217	6.1	211-223	LoAvg	Geometry	223	6.7	216-230
Literary T	227	8.6	218-236	Avg	Informatic	216	6.1	210-222	LoAvg	Vocabula	232	5.1	227-237
Operation	240	7	233-247	Avg	The Real	247	7.4	240-254	HiAvg	Geometry	234	6.6	227-241

Literary T	209	7.8	201-217	LoAvg	Informatic	208	6	202-214	LoAvg	Vocabula	217	5.4	212-222
Operation	181	8.7	172-190	Low	The Real	185	7.5	178-193	Low	Geometry	211	6.8	204-218
Literary T	200	5.4	195-205	Low	Informatic	188	8	180-196	Low	Vocabula	203	6.1	197-209
Operation	207	5.7	201-213	Low	The Real	214	6.9	207-221	LoAvg	Geometry	198	7.1	191-205
Literary T	218	5.2	213-223	Avg	Informatic	208	7	201-215	LoAvg	Vocabula	217	6.1	211-223
Operation	195	7.3	188-202	Low	The Real	158	8.1	150-166	Low	Geometry	190	7.4	183-197
Texto liter	188	5.8	182-194		Texto infc	185	5.8	179-191		Vocabula	195	5.7	189-201
Operation	257	5.5	252-262	High	The Real	264	6.7	257-271	High	Geometry	263	6.5	257-269
Literary T	237	5.7	231-243	HiAvg	Informatic	237	5.1	232-242	HiAvg	Vocabula	235	6.6	228-242
Operation	223	5.4	218-228	LoAvg	The Real	231	6.8	224-238	Avg	Geometry	231	7.6	223-239
Literary T	216	5.6	210-222	LoAvg	Informatic	228	5.7	222-234	HiAvg	Vocabula	238	8.6	229-247
Operation	234	7	227-241	Avg	The Real	204	7.2	197-211	Low	Geometry	216	7.3	209-223
Texto liter	224	6	218-230		Texto infc	219	5.8	213-225		Vocabula	216	6	210-222
Operation	204	6.6	197-211	Low	The Real	203	6.3	197-209	Low	Geometry	199	6.6	192-206
Operation	249	7.7	241-257	High	The Real	227	6	221-233	Avg	Geometry	235	6.7	228-242
Literary T	225	5.8	219-231	Avg	Informatic	227	5.7	221-233	HiAvg	Vocabula	228	5.5	222-234
Operation	219	5.9	213-225	LoAvg	The Real	221	5.9	215-227	LoAvg	Geometry	209	6.4	203-215
Literary T	223	6.2	217-229	Avg	Informatic	225	5.3	220-230	Avg	Vocabula	214	6	208-220
Operation	206	6.6	199-213	Low	The Real	200	6.6	193-207	Low	Geometry	194	6.5	188-201
Literary T	220	8.6	211-229	Avg	Informatic	208	5.3	203-213	Low	Vocabula	207	5.3	202-212
Operation	232	5.6	226-238	Avg	The Real	231	6.4	225-237	Avg	Geometry	236	6.7	229-243
Literary T	234	5.7	228-240	HiAvg	Informatic	227	6	221-233	HiAvg	Vocabula	224	6.6	217-231
Operation	205	6	199-211	Low	The Real	207	5.9	201-213	Low	Geometry	212	6.5	206-218
Literary T	192	8.8	183-201	Low	Informatic	208	5.2	203-213	LoAvg	Vocabula	199	5.8	193-205
Operation	224	5.7	218-230	LoAvg	The Real	221	6.2	215-227	LoAvg	Geometry	220	6.2	214-226
Literary T	223	5.2	218-228	Avg	Informatic	209	7	202-216	LoAvg	Vocabula	212	5.7	206-218
Operation	232	5.9	226-238	Avg	The Real	238	6.2	232-244	HiAvg	Geometry	241	7.2	234-248
Literary T	221	5.4	216-226	Avg	Informatic	229	6.1	223-235	HiAvg	Vocabula	215	6.2	209-221
Operation	204	6.9	197-211	Low	The Real	223	6.3	217-229	LoAvg	Geometry	216	6.9	209-223
Literary T	200	6.7	193-207	Low	Informatic	207	5.5	201-213	LoAvg	Vocabula	199	5.8	193-205
Operation	228	5.7	222-234	Avg	The Real	225	6.1	219-231	Avg	Geometry	222	6.6	215-229
Literary T	223	6.2	217-229	Avg	Informatic	226	5.4	221-231	Avg	Vocabula	220	5.5	215-225
Operation	235	5.8	229-241	Avg	The Real	240	6.7	233-247	HiAvg	Geometry	253	6.6	246-260
Literary T	221	5.8	215-227	Avg	Informatic	230	5.3	225-235	HiAvg	Vocabula	226	6.3	220-232
Operation	227	5.7	221-233	Avg	The Real	250	14.3	236-264	HiAvg	Geometry	212	6.7	205-219
Literary T	218	6	212-224	Avg	Informatic	213	5.9	207-219	LoAvg	Vocabula	216	6.3	210-222

Operation	251	6.2	245-257	High	The Real	260	7.6	252-268	High	Geometry	272	7.9	264-280
Literary T	249	6.2	243-255	High	Informatic	244	5.2	239-249	High	Vocabula	233	6.9	226-240
Operation	227	5.8	221-233	Avg	The Real	243	10.7	232-254	HiAvg	Geometry	222	6.8	215-229
Literary T	227	6.3	221-233	HiAvg	Informatic	223	5.3	218-228	Avg	Vocabula	209	6.7	202-216
Operation	220	5.7	214-226	LoAvg	The Real	216	6.7	209-223	LoAvg	Geometry	212	6.7	205-219
Literary T	217	7	210-224	Avg	Informatic	216	5.6	210-222	LoAvg	Vocabula	218	5.7	212-224
Operation	231	5.8	225-237	Avg	The Real	226	6.3	220-232	Avg	Geometry	219	7	212-226
Literary T	229	6.6	222-236	HiAvg	Informatic	223	5.5	218-228	Avg	Vocabula	223	5.6	217-229
Operation	228	6.2	222-234	Avg	The Real	236	10.6	225-247	Avg	Geometry	206	7	199-213
Literary T	194	6.8	187-201	Low	Informatic	208	5.8	202-214	LoAvg	Vocabula	212	6.4	206-218
Operation	239	6.4	233-245	HiAvg	The Real	223	6.1	217-229	LoAvg	Geometry	222	6.7	215-229
Literary T	224	5.5	218-230	Avg	Informatic	223	5.5	217-229	Avg	Vocabula	201	8	193-209
Operation	240	5.9	234-246	HiAvg	The Real	253	8	245-261	High	Geometry	254	8.2	246-262
Literary T	230	6.1	224-236	HiAvg	Informatic	226	5.3	221-231	Avg	Vocabula	215	6.8	208-222
Operation	241	6.1	235-247	HiAvg	The Real	230	6.1	224-236	Avg	Geometry	237	7.3	230-244
Literary T	228	6.3	222-234	HiAvg	Informatic	221	6	215-227	Avg	Vocabula	208	6.2	202-214
Operation	237	5.4	232-242	HiAvg	The Real	244	7.6	236-252	HiAvg	Geometry	242	6.9	235-249
Literary T	225	6.1	219-231	Avg	Informatic	231	5.4	226-236	HiAvg	Vocabula	233	5.8	227-239
Operation	224	5.8	218-230	LoAvg	The Real	224	7.1	217-231	LoAvg	Geometry	224	6.7	217-231
Literary T	212	7	205-219	LoAvg	Informatic	217	5.1	212-222	Avg	Vocabula	210	6.1	204-216
Operation	227	5.8	221-233	Avg	The Real	225	6	219-231	Avg	Geometry	219	7	212-226
Literary T	194	7	187-201	Low	Informatic	208	6	202-214	LoAvg	Vocabula	212	6.1	206-218
Operation	217	6	211-223	LoAvg	The Real	216	6.3	210-222	LoAvg	Geometry	243	8.1	235-251
Literary T	234	6.9	227-241	HiAvg	Informatic	233	5.2	228-238	HiAvg	Vocabula	232	5.5	227-237
Operation	239	5.4	234-244	HiAvg	The Real	242	7	235-249	HiAvg	Geometry	227	7.8	219-235
Literary T	237	6.3	231-243	HiAvg	Informatic	229	5.9	223-235	HiAvg	Vocabula	241	5.6	235-247
Operation	244	6	238-250	HiAvg	The Real	241	7.1	234-248	HiAvg	Geometry	216	10.7	205-227
Literary T	247	6.8	240-254	High	Informatic	236	5.4	231-241	HiAvg	Vocabula	226	6.2	220-232
Operation	232	5.6	226-238	Avg	The Real	234	6.4	228-240	Avg	Geometry	238	6.4	232-244
Literary T	209	7.4	202-216	LoAvg	Informatic	205	5.5	200-210	Low	Vocabula	217	5.8	211-223
Operation	209	6.2	203-215	Low	The Real	212	6.1	206-218	Low	Geometry	214	6.3	208-220
Literary T	206	6.9	199-213	LoAvg	Informatic	209	6	203-215	LoAvg	Vocabula	210	5.6	204-216
Operation	229	5.7	223-235	Avg	The Real	227	8.1	219-235	Avg	Geometry	212	7.2	205-219
Literary T	212	6.2	206-218	LoAvg	Informatic	212	5.5	207-217	LoAvg	Vocabula	205	5.6	199-211
Operation	208	6.3	202-214	Low	The Real	232	6.2	226-238	Avg	Geometry	227	7.4	220-234
Literary T	229	7	222-236	HiAvg	Informatic	220	5.4	215-225	Avg	Vocabula	218	5.3	213-223



Operation	225	6	219-231	Avg	The Real	219	6.2	213-225	LoAvg	Geometry	213	6.3	207-219
Literary T	219	5.8	213-225	Avg	Informatic	226	5.8	220-232	Avg	Vocabula	220	5.7	214-226
Operation	242	5.7	236-248	HiAvg	The Real	247	6.6	240-254	HiAvg	Geometry	245	6.6	238-252
Literary T	241	6.4	235-247	High	Informatic	231	5.8	225-237	HiAvg	Vocabula	230	6	224-236
Operation	217	6.3	211-223	LoAvg	The Real	222	6.3	216-228	LoAvg	Geometry	217	6.3	211-223
Literary T	206	5.6	200-212	LoAvg	Informatic	205	5.8	199-211	Low	Vocabula	197	5.9	191-203
Operation	244	5.7	238-250	HiAvg	The Real	239	6	233-245	HiAvg	Geometry	250	7.2	243-257
Literary T	238	5.7	232-244	HiAvg	Informatic	250	6.5	244-257	High	Vocabula	247	5.6	241-253
Operation	229	7.1	222-236	Avg	The Real	212	6	206-218	Low	Geometry	211	6.7	204-218
Literary T	215	5.2	210-220	LoAvg	Informatic	214	6.5	208-220	LoAvg	Vocabula	212	5.6	206-218
Operation	224	5.6	218-230	LoAvg	The Real	220	6.2	214-226	LoAvg	Geometry	225	6.9	218-232
Literary T	220	6.9	213-227	Avg	Informatic	215	5.4	210-220	LoAvg	Vocabula	221	5.4	216-226
Operation	229	5.6	223-235	Avg	The Real	231	6.4	225-237	Avg	Geometry	244	7.2	237-251
Literary T	234	6.2	228-240	HiAvg	Informatic	219	5.3	214-224	Avg	Vocabula	224	6.1	218-230
Operation	245	5.4	240-250	HiAvg	The Real	232	6.6	225-239	Avg	Geometry	234	6.9	227-241
Literary T	202	6.7	195-209	Low	Informatic	210	6	204-216	LoAvg	Vocabula	213	5.6	207-219
Operation	209	6.4	203-215	Low	The Real	210	6.4	204-216	Low	Geometry	204	6.4	198-210
Texto liter	185	5.9	179-191		Texto infc	197	5.8	191-203		Vocabula	189	5.9	183-195
Operation	230	5.8	224-236	Avg	The Real	231	6	225-237	Avg	Geometry	231	6.6	224-238
Literary T	216	7.1	209-223	LoAvg	Informatic	220	5.1	215-225	Avg	Vocabula	228	5.7	222-234
Operation	239	6	233-245	HiAvg	The Real	239	6.6	232-246	HiAvg	Geometry	241	6.6	234-248
Literary T	220	7.9	212-228	Avg	Informatic	218	5.1	213-223	Avg	Vocabula	209	5.1	204-214
Operation	220	5.5	215-225	LoAvg	The Real	220	6.2	214-226	LoAvg	Geometry	220	7.3	213-227
Literary T	194	10.5	184-204	Low	Informatic	224	6.4	218-230	Avg	Vocabula	208	5.3	203-213
Operation	217	5.6	211-223	LoAvg	The Real	220	6.3	214-226	LoAvg	Geometry	218	6.8	211-225
Literary T	209	5.7	203-215	LoAvg	Informatic	210	5	205-215	LoAvg	Vocabula	207	7	200-214
Operation	232	6.9	225-239	Avg	The Real	229	10.5	218-240	Avg	Geometry	191	8.2	183-199
Literary T	206	7	199-213	LoAvg	Informatic	213	5.4	208-218	LoAvg	Vocabula	198	6	192-204
Operation	227	5.5	222-232	Avg	The Real	229	6.5	223-235	Avg	Geometry	237	7.1	230-244
Literary T	235	6	229-241	HiAvg	Informatic	233	5.5	228-238	HiAvg	Vocabula	233	6.1	227-239
Operation	228	6.2	222-234	Avg	The Real	241	8.1	233-249	HiAvg	Geometry	244	8.3	236-252
Literary T	220	6	214-226	Avg	Informatic	214	5.2	209-219	LoAvg	Vocabula	212	6	206-218
Operation	235	5.7	229-241	Avg	The Real	243	8.2	235-251	HiAvg	Geometry	235	6.1	229-241
Literary T	239	6.3	233-245	High	Informatic	224	5.2	219-229	Avg	Vocabula	233	6.3	227-239
Operation	192	6.1	186-198	Low	The Real	221	10.7	210-232	LoAvg	Geometry	188	8.7	179-197
Literary T	196	6	190-202	Low	Informatic	185	6.3	179-191	Low	Vocabula	187	6.1	181-193

Operation	256	10.5	246-266	High	The Real	225	6	219-231	Avg	Geometry	237	6.6	230-244
Literary T	212	5.7	206-218	LoAvg	Informatic	215	6.1	209-221	LoAvg	Vocabula	225	6.9	218-232
Operation	222	5.4	217-227	LoAvg	The Real	231	7.3	224-238	Avg	Geometry	222	6.9	215-229
Literary T	202	6.6	195-209	Low	Informatic	200	7.3	193-207	Low	Vocabula	204	5	199-209
Operation	222	5.7	216-228	LoAvg	The Real	215	6.3	209-221	LoAvg	Geometry	224	6.5	218-231
Literary T	207	5.6	201-213	LoAvg	Informatic	207	6.2	201-213	LoAvg	Vocabula	206	6.1	200-212
Operation	216	5.8	210-222	LoAvg	The Real	225	7	218-232	Avg	Geometry	224	6.6	217-231
Literary T	223	4.7	218-228	Avg	Informatic	226	7.5	219-233	Avg	Vocabula	214	6.1	208-220
Operation	234	5.8	228-240	Avg	The Real	230	6.9	223-237	Avg	Geometry	224	6.6	217-231
Literary T	228	5.9	222-234	HiAvg	Informatic	223	5.2	218-228	Avg	Vocabula	224	6.7	217-231
Operation	234	6.2	228-240	Avg	The Real	227	6.4	221-233	Avg	Geometry	224	6.8	217-231
Literary T	214	7.8	206-222	LoAvg	Informatic	197	6.4	191-203	Low	Vocabula	214	5.4	209-219
Operation	219	5.9	213-225	LoAvg	The Real	219	6.5	213-225	LoAvg	Geometry	213	6.6	206-220
Literary T	204	6.2	198-210	Low	Informatic	213	6	207-219	LoAvg	Vocabula	220	5.9	214-226
Operation	223	5.4	218-228	LoAvg	The Real	223	6.5	216-230	LoAvg	Geometry	224	7	217-231
Literary T	200	5.7	194-206	Low	Informatic	199	6.3	193-205	Low	Vocabula	207	6.2	201-213
Operation	237	7.1	230-244	HiAvg	The Real	221	6.8	214-228	LoAvg	Geometry	221	7.1	214-228
Literary T	205	6.6	198-212	Low	Informatic	205	5.7	199-211	Low	Vocabula	200	5.6	194-206
Operation	239	5.4	234-244	HiAvg	The Real	252	8.1	244-260	High	Geometry	241	6.8	234-248
Literary T	224	5.6	218-230	Avg	Informatic	219	5.8	213-225	Avg	Vocabula	229	6	223-235
Operation	222	5.8	216-228	LoAvg	The Real	230	6.5	224-236	Avg	Geometry	226	6.7	219-233
Literary T	224	5.5	219-229	Avg	Informatic	226	5.7	220-232	Avg	Vocabula	219	6.4	213-225
Operation	207	6.3	201-213	Low	The Real	220	7.1	213-227	LoAvg	Geometry	221	7.8	213-229
Literary T	212	5.7	206-218	LoAvg	Informatic	209	6.9	202-216	LoAvg	Vocabula	206	5.5	201-211
Operation	236	6.1	230-242	HiAvg	The Real	235	6.8	228-242	Avg	Geometry	226	6.9	219-233
Literary T	208	6.8	201-215	LoAvg	Informatic	221	5.6	215-227	Avg	Vocabula	213	6	207-219
Operation	227	5.6	221-233	Avg	The Real	231	7	224-238	Avg	Geometry	220	7.6	212-228
Literary T	222	5.8	216-228	Avg	Informatic	211	5.8	205-217	LoAvg	Vocabula	206	6.4	200-212
Operation	196	6.5	190-202	Low	The Real	210	6.4	204-216	Low	Geometry	195	6.4	189-201
Literary T	195	6.5	188-202	Low	Informatic	212	5.4	207-217	LoAvg	Vocabula	194	8	186-202
Operation	240	5.6	234-246	HiAvg	The Real	240	6.1	234-246	HiAvg	Geometry	245	6.7	238-252
Literary T	245	8	237-253	High	Informatic	233	5	228-238	HiAvg	Vocabula	228	5.8	222-234
Operation	250	5.8	244-256	High	The Real	255	7.5	247-263	High	Geometry	245	6.9	238-252
Literary T	216	5.7	210-222	LoAvg	Informatic	223	5.9	217-229	Avg	Vocabula	224	5.8	218-230
Operation	253	10.4	243-263	High	The Real	226	6.4	220-232	Avg	Geometry	210	10.6	199-221
Literary T	218	5.6	212-224	Avg	Informatic	217	5.4	212-222	Avg	Vocabula	219	7.1	212-226

Operation	295	6.4	289-301	High	The Real	284	5.5	279-289	High	Geometry	288	6.7	281-295
Literary T	226	5.9	220-232	Avg	Informatic	230	6	224-236	HiAvg	Vocabula	228	5.8	222-234
Operation	222	5.7	216-228	LoAvg	The Real	228	6.9	221-235	Avg	Geometry	225	6.3	219-231
Literary T	224	5.5	219-230	Avg	Informatic	213	6.1	207-219	LoAvg	Vocabula	221	5.8	215-227
Operation	228	5.4	223-233	Avg	The Real	240	8.1	232-248	HiAvg	Geometry	232	6.9	225-239
Literary T	219	5.3	214-224	Avg	Informatic	216	6.2	210-222	LoAvg	Vocabula	223	5.8	217-229
Operation	212	5.8	206-218	Low	The Real	229	10.6	218-240	Avg	Geometry	186	10.8	175-197
Literary T	220	5.4	215-225	Avg	Informatic	220	5.9	214-226	Avg	Vocabula	229	6.3	223-235
Operation	154	11	143-165	Low	The Real	166	6.2	160-172	Low	Geometry	167	7.8	159-175
Literary T	202	5.9	196-208	Low	Informatic	197	6.8	190-204	Low	Vocabula	196	5.5	190-202
Literary T	183	6.2	177-189	Low	Informatic	180	6.2	174-186	Low	Vocabula	188	6.5	182-194
Operation	212	5.9	206-218	Low	The Real	225	6.8	218-232	Avg	Geometry	204	7.2	197-211
Literary T	203	6.5	196-210	Low	Informatic	202	6.3	196-208	Low	Vocabula	210	5.6	204-216
Operation	206	6.7	199-213	Low	The Real	189	7.2	182-196	Low	Geometry	202	7.1	195-209
Literary T	183	7.1	176-190	Low	Informatic	190	5.5	184-196	Low	Vocabula	185	6.1	179-191
Operation	253	6	247-259	High	The Real	255	5.9	249-261	High	Geometry	265	7.2	258-272
Literary T	225	5.5	220-231	Avg	Informatic	221	5.7	215-227	Avg	Vocabula	245	10.9	234-256
Operation	198	5.6	192-204	Low	The Real	203	6.6	196-210	Low	Geometry	203	6.5	197-209
Texto liter	209	5.8	203-215		Texto infc	216	5.9	210-222		Vocabula	221	5.6	215-227
Operation	228	5.5	222-234	Avg	The Real	227	6.1	221-233	LoAvg	Geometry	240	7.3	233-247
Literary T	232	6.8	225-239	HiAvg	Informatic	228	5.7	222-234	Avg	Vocabula	224	5.3	219-229
Operation	207	6.1	201-213	Low	The Real	224	7.9	216-232	LoAvg	Geometry	209	6.7	202-216
Literary T	191	6.2	185-197	Low	Informatic	189	6.6	182-196	Low	Vocabula	188	5.5	183-193
Operation	248	5.8	242-254	HiAvg	The Real	235	6.6	228-242	Avg	Geometry	264	10.6	253-275
Literary T	223	5.7	217-229	Avg	Informatic	239	6.1	233-245	HiAvg	Vocabula	225	6.6	218-232
Operation	237	5.3	232-242	Avg	The Real	263	8.4	255-271	High	Geometry	245	7.2	238-252
Literary T	231	6.9	224-238	HiAvg	Informatic	240	5.2	235-245	HiAvg	Vocabula	233	5.5	228-239
Operation	241	6.2	235-247	HiAvg	The Real	244	6.5	237-251	HiAvg	Geometry	243	6.8	236-250
Literary T	217	6.2	211-223	LoAvg	Informatic	220	5.9	214-226	LoAvg	Vocabula	218	5.4	213-223
Operation	223	5.8	217-229	LoAvg	The Real	213	6.4	207-219	Low	Geometry	232	8.4	224-240
Literary T	211	6.4	205-217	LoAvg	Informatic	211	5.4	206-216	LoAvg	Vocabula	209	5.9	203-215
Operation	252	7.1	245-259	HiAvg	The Real	236	6	230-242	Avg	Geometry	231	7.1	224-238
Literary T	218	6.5	212-225	LoAvg	Informatic	222	5.5	217-227	Avg	Vocabula	229	5.9	223-235
Operation	256	6	250-262	High	The Real	246	6.4	240-252	HiAvg	Geometry	257	7.3	250-264
Literary T	240	6.3	234-246	HiAvg	Informatic	236	6	230-242	HiAvg	Vocabula	232	5.5	227-238
Operation	223	5.8	217-229	LoAvg	The Real	208	6.5	201-215	Low	Geometry	221	6.4	215-227

Literary T	213	5.2	208-218	LoAvg	Informatic	204	5.8	198-210	Low	Vocabula	198	8.2	190-206
Operation	206	6.3	200-212	Low	The Real	211	6.4	205-217	Low	Geometry	204	6.4	198-210
Operation	211	6.9	204-218	Low	The Real	195	6.5	189-202	Low	Geometry	204	7	197-211
Operation	206	6.8	199-213	Low	The Real	192	6.6	185-199	Low	Geometry	193	6.9	186-200
Texto liter	193	5.8	187-199		Texto infc	190	6	184-196		Vocabula	173	6	167-179
Operation	217	7.9	209-225	LoAvg	The Real	211	7.2	204-218	Low	Geometry	193	7	186-200
Texto liter	197	5.6	191-203		Texto infc	178	6.1	172-184		Vocabula	183	6	177-189
Operation	226	5.8	220-232	Avg	The Real	216	6.1	210-222	LoAvg	Geometry	227	6.8	220-234
Literary T	234	6.8	227-241	HiAvg	Informatic	235	5.5	230-240	HiAvg	Vocabula	230	5.4	225-235
Operation	243	7.8	235-251	HiAvg	The Real	236	8	228-244	HiAvg	Geometry	216	7.9	208-224
Literary T	233	5.5	228-238	HiAvg	Informatic	238	5.6	232-244	HiAvg	Vocabula	230	6.1	224-236
Operation	240	7.1	233-247	Avg	The Real	230	6.8	223-237	Avg	Geometry	223	6.9	216-230
Texto liter	200	6	194-206		Texto infc	213	6	207-219		Vocabula	204	6.1	198-210
Operation	191	6.4	185-197	Low	The Real	188	6.4	182-194	Low	Geometry	180	6.5	173-187
Texto liter	177	6.8	170-184		Texto infc	170	6.6	163-177		Vocabula	178	6.2	172-184
Operation	235	6.1	229-241	Avg	The Real	238	8	230-246	HiAvg	Geometry	223	6.5	217-229
Literary T	222	5.2	217-227	Avg	Informatic	225	6	219-231	Avg	Vocabula	227	6.2	221-233
Operation	243	5.7	237-249	HiAvg	The Real	253	6.4	247-259	High	Geometry	248	6.3	242-254
Literary T	213	7.1	206-220	LoAvg	Informatic	227	5.2	222-232	HiAvg	Vocabula	221	5.5	215-227
Operation	235	6.2	229-241	Avg	The Real	216	6.2	210-222	LoAvg	Geometry	228	7.2	221-235
Literary T	202	11	191-213	Low	Informatic	218	5	213-223	Avg	Vocabula	222	5.2	217-227
Operation	206	6.8	199-213	Low	The Real	187	6.5	181-193	Low	Geometry	199	6.8	192-206
Texto liter	186	5.8	180-192		Texto infc	189	5.8	183-195		Vocabula	193	5.8	187-199
Operation	210	6.7	203-217	Low	The Real	221	6.9	214-228	LoAvg	Geometry	201	6.8	194-208
Texto liter	203	5.9	197-209		Texto infc	203	5.7	197-209		Vocabula	211	5.8	205-217
Operation	204	6.8	197-211	Low	The Real	204	6.8	197-211	Low	Geometry	204	7.1	197-211
Texto liter	217	6.1	211-223		Texto infc	211	5.9	205-217		Vocabula	217	6.1	211-223
Operation	237	6.8	230-244	Avg	The Real	216	6.8	209-223	LoAvg	Geometry	236	6.6	229-243
Texto liter	219	5.7	213-225		Texto infc	223	5.8	217-229		Vocabula	230	5.7	224-236
Operation	195	6.6	188-202	Low	The Real	184	6.6	177-191	Low	Geometry	190	6.7	183-197
Texto liter	199	6.2	193-205		Texto infc	199	5.8	193-205		Vocabula	201	5.9	195-207
Operation	241	6.7	234-248	HiAvg	The Real	233	6.8	226-240	Avg	Geometry	226	7.1	219-233
Texto liter	231	5.6	225-237		Texto infc	232	5.8	226-238		Vocabula	233	5.6	227-239
Operation	234	6.8	227-241	Avg	The Real	216	6.9	209-223	LoAvg	Geometry	211	7	204-218
Texto liter	218	5.9	212-224		Texto infc	223	5.9	217-229		Vocabula	212	5.8	206-218



HiAvg					
Low	Statistics	205	6.7	198-212	Low
Low					
Low	Statistics	199	8.8	190-208	Low
LoAvg					
Avg	Statistics	229	8.9	220-238	Avg
LoAvg					
High	Statistics	235	8.9	226-244	Avg
HiAvg					
LoAvg	Statistics	226	7.9	218-234	LoAvg
LoAvg					
HiAvg	Statistics	241	9.3	232-250	Avg
HiAvg					
Avg	Statistics	225	8.3	217-233	LoAvg
LoAvg					
Avg	Statistics	231	8.2	223-239	Avg
HiAvg					
LoAvg	Statistics	210	8.7	201-219	Low
Avg					
HiAvg	Statistics	244	8.2	236-252	HiAvg
HiAvg					
LoAvg	Statistics	197	8.9	188-206	Low
LoAvg					
Avg					
LoAvg	Statistics	228	8.8	219-237	Avg
Avg					
LoAvg	Statistics	217	8.7	208-226	LoAvg
Low					
HiAvg	Statistics	231	8.6	222-240	Avg
HiAvg					
LoAvg	Statistics	225	8.6	216-234	LoAvg
Avg					
LoAvg	Statistics	182	16.5	166-198	Low
Low					
LoAvg	Statistics	206	7.6	198-214	Low
Low					

LoAvg Avg	Statistics	224	8.9	215-233	LoAvg
Low LoAvg	Statistics	205	8.7	196-214	Low
High Avg	Statistics	253	7.5	246-260	HiAvg
Low Low	Statistics	208	8.9	199-217	Low
Avg LoAvg	Statistics	234	8.3	226-242	Avg
High Avg	Statistics	248	9.1	239-257	HiAvg
Avg Low	Statistics	226	8.5	218-235	LoAvg
HiAvg LoAvg	Statistics	230	8.6	221-239	Avg
Avg Avg	Statistics	242	8.4	234-250	HiAvg
HiAvg Avg	Statistics	227	15.5	211-243	LoAvg
Low LoAvg	Statistics	195	8.3	187-203	Low
High HiAvg	Statistics	268	8	260-276	High
LoAvg Avg	Statistics	234	8.8	225-243	Avg
Avg LoAvg	Statistics	231	8.5	223-239	Avg
Avg Avg	Statistics	234	8.9	225-243	Avg
Avg LoAvg	Statistics	220	6.9	213-227	LoAvg
High HiAvg	Statistics	244	11.1	233-255	HiAvg
HiAvg LoAvg	Statistics	236	8.6	227-245	Avg

LoAvg	Statistics	222	8	214-230	LoAvg
HiAvg					
LoAvg	Statistics	208	8.8	199-217	Low
LoAvg					
LoAvg	Statistics	226	9.6	216-236	LoAvg
Avg					
High	Statistics	265	8.3	257-273	High
Avg					
High	Statistics	254	8.2	246-262	HiAvg
Avg					
HiAvg	Statistics	226	8.6	217-235	LoAvg
LoAvg					
Low	Statistics	219	8.9	210-228	LoAvg
LoAvg					
HiAvg	Statistics	235	8.3	227-243	Avg
LoAvg					
Avg	Statistics	235	9.4	226-244	Avg
Avg					
HiAvg	Statistics	261	8.9	252-270	High
High					
Avg	Statistics	230	8.6	221-239	Avg
Low					
Avg	Statistics	245	11	234-256	HiAvg
LoAvg					
LoAvg	Statistics	219	8.1	211-227	LoAvg
Avg					
HiAvg	Statistics	226	8.6	217-235	LoAvg
LoAvg					
HiAvg	Statistics	254	9	245-263	HiAvg
High					
Low	Statistics	203	8	195-211	Low
Avg					
LoAvg	Statistics	181	14.5	166-196	Low
Low					
Avg	Statistics	211	8	203-219	Low
LoAvg					



LoAvg	Statistics	227	8.8	218-236	LoAvg
LoAvg					
High	Statistics	245	10.9	234-256	HiAvg
Avg					
Low	Statistics	194	9.1	185-203	Low
Avg					
Avg	Statistics	222	8.1	214-230	LoAvg
Low					
HiAvg	Statistics	226	8.2	218-234	LoAvg
HiAvg					
HiAvg	Statistics	240	8.8	231-249	Avg
Low					
High	Statistics	250	11.4	239-261	HiAvg
Avg					
Low	Statistics	198	7	191-205	Low
Low					
Avg	Statistics	227	10.1	217-237	LoAvg
LoAvg					
High	Statistics	258	8.5	249-267	High
HiAvg					
High	Statistics	222	8.7	213-231	LoAvg
LoAvg					
Low	Statistics	232	11.4	221-243	Avg
LoAvg					
Low	Statistics	190	9.6	180-200	Low
Low					
Avg	Statistics	201	11.6	189-213	Low
Low					
Avg	Statistics	223	11	212-234	LoAvg
LoAvg					
LoAvg	Statistics	217	8.7	208-226	LoAvg
LoAvg					
Avg	Statistics	216	11.3	205-227	LoAvg
LoAvg					
HiAvg	Statistics	234	8.7	225-243	Avg
Avg					

Low HiAvg	Statistics	209	7.2	202-216	Low
HiAvg HiAvg	Statistics	248	9.8	238-258	HiAvg
HiAvg HiAvg	Statistics	220	9.4	211-229	LoAvg
LoAvg Avg	Statistics	245	8.8	236-254	HiAvg
LoAvg Low	Statistics	225	9.1	216-234	LoAvg
LoAvg LoAvg	Statistics	207	9.7	197-217	Low
Avg HiAvg	Statistics	230	9	221-239	Avg
Avg Avg	Statistics	230	8.4	222-238	Avg
HiAvg High	Statistics	246	8.5	237-255	HiAvg
Avg Low	Statistics	217	7.7	209-225	LoAvg
Avg LoAvg	Statistics	230	9.3	221-239	Avg
Low HiAvg	Statistics	237	9	228-246	Avg
Avg Avg	Statistics	233	8.4	225-241	Avg
Avg High	Statistics	278	8.9	269-287	High
High Avg	Statistics	238	8.3	230-246	Avg
High Avg	Statistics	238	8.5	230-247	Avg
LoAvg High	Statistics	260	9.2	251-269	High
Avg LoAvg	Statistics	218	8.7	209-227	LoAvg
Avg					

High HiAvg	Statistics	250	8.6	241-259	HiAvg
LoAvg Low	Statistics	215	8.9	206-224	Low
Low Low	Statistics	219	9.3	210-228	LoAvg
HiAvg Avg	Statistics	240	7.8	232-248	Avg
Avg Avg	Statistics	223	9.2	214-232	LoAvg
Avg HiAvg	Statistics	257	8.4	249-265	High
HiAvg HiAvg	Statistics	231	11.1	220-242	Avg
HiAvg Avg	Statistics	236	7.4	229-243	Avg
Low LoAvg	Statistics	231	8.4	223-239	Avg
LoAvg LoAvg	Statistics	214	8.7	205-223	Low
LoAvg Avg	Statistics	233	8.9	224-242	Avg
LoAvg Avg	Statistics	233	8.8	224-242	Avg
LoAvg Low	Statistics	197	8.5	188-206	Low
Avg HiAvg	Statistics	244	8.1	236-252	HiAvg
Avg Avg	Statistics	213	11.5	202-224	Low
Avg Low	Statistics	209	8.7	200-218	Low
Low High	Statistics	239	7.9	231-247	Avg
HiAvg Avg	Statistics	232	8.6	223-241	Avg
Avg					

Avg HiAvg	Statistics	238	8.6	229-247	Avg
LoAvg Avg	Statistics	216	9.8	206-226	LoAvg
Low Low	Statistics	214	7.7	206-222	Low
High LoAvg	Statistics	257	8.8	248-266	High
High HiAvg	Statistics	253	8.3	245-261	HiAvg
Avg Low	Statistics	224	9.3	215-233	LoAvg
Avg HiAvg	Statistics	224	8.2	216-232	LoAvg
Avg Low	Statistics	232	9.2	223-241	Avg
Avg Avg	Statistics	218	8.7	209-227	LoAvg
Avg High	Statistics	237	11.2	226-248	Avg
HiAvg Low	Statistics	219	11.8	207-231	LoAvg
LoAvg Low	Statistics	213	8.3	205-221	Low
Low Low	Statistics	197	9	188-206	Low
Low Avg	Statistics	215	8	207-223	Low
LoAvg HiAvg	Statistics	224	8.7	215-233	LoAvg
Low LoAvg	Statistics	207	8.4	199-215	Low
LoAvg LoAvg	Statistics	259	15.3	244-274	High
Avg HiAvg	Statistics	233	8.8	224-242	Avg
HiAvg					

Avg	Statistics	246	8.8	237-255	HiAvg
Avg					
HiAvg	Statistics	227	11.1	216-238	LoAvg
HiAvg					
LoAvg	Statistics	213	8.6	204-222	Low
Low					
Avg	Statistics	234	8.3	226-242	Avg
HiAvg					
HiAvg	Statistics	231	8.4	223-239	Avg
HiAvg					
HiAvg	Statistics	226	8.6	217-235	LoAvg
LoAvg	Statistics	206	8.5	197-215	Low
LoAvg					
Avg	Statistics	239	7.5	231-247	Avg
LoAvg					
Avg	Statistics	242	8.7	233-251	HiAvg
HiAvg					
Avg	Statistics	228	6.8	221-235	LoAvg
LoAvg					
Low	Statistics	221	9.2	212-230	LoAvg
LoAvg					
LoAvg	Statistics	220	6.5	213-227	LoAvg
Low					
High	Statistics	239	7.3	232-246	Avg
Low					
Avg	Statistics	218	11.3	207-229	LoAvg
LoAvg					
High	Statistics	243	11.9	231-255	HiAvg
HiAvg					
LoAvg	Statistics	229	6.4	223-235	Avg
Low					
Avg	Statistics	242	6.7	235-249	HiAvg
Avg					
LoAvg	Statistics	228	9	219-237	Avg
Avg					
High	Statistics	243	8.1	235-251	HiAvg

Avg					
HiAvg	Statistics	194	12.6	181-207	Low
Low					
HiAvg	Statistics	224	11.9	212-236	LoAvg
HiAvg					
High	Statistics	271	8.8	262-280	High
High					
Avg	Statistics	243	8.8	234-252	HiAvg
Avg					
HiAvg	Statistics	243	15.3	228-258	HiAvg
High					
Low	Statistics	204	6.4	198-210	Low
Avg					
HiAvg	Statistics	251	8.8	242-260	HiAvg
LoAvg					
Avg	Statistics	222	9.1	213-231	LoAvg
Avg					
High	Statistics	261	8.4	253-269	High
High					
High	Statistics	239	8.6	230-248	Avg
Avg					
LoAvg	Statistics	234	8.5	226-242	Avg
HiAvg					
Low	Statistics	203	8.9	194-212	Low
LoAvg					
LoAvg	Statistics	212	10.9	201-223	Low
Avg					
Low	Statistics	205	8.6	196-214	Low
Low					
LoAvg	Statistics	214	9.3	205-223	LoAvg
Avg					
HiAvg	Statistics	233	9.3	224-242	Avg
Avg					
HiAvg	Statistics	230	11.3	219-241	Avg
Avg					
LoAvg	Statistics	214	7.6	206-222	LoAvg

Low					
LoAvg	Statistics	231	8.5	223-240	Avg
Avg					
LoAvg	Statistics	196	9.2	187-205	Low
Low					
High	Statistics	245	9.5	236-254	HiAvg
High					
Avg	Statistics	217	8	209-225	LoAvg
LoAvg					
Low	Statistics	205	6.6	198-212	Low
Low					
High	Statistics	239	11.9	227-251	HiAvg
Avg					
Avg	Statistics	239	8.5	231-247	HiAvg
Avg					
Avg	Statistics	221	9.1	212-230	LoAvg
Avg					
HiAvg	Statistics	238	7.9	230-246	Avg
LoAvg					
LoAvg	Statistics	224	8	216-232	LoAvg
Avg					
High	Statistics	243	8.2	235-251	HiAvg
HiAvg					
High	Statistics	209	17.5	192-227	Low
Avg					
Avg	Statistics	222	9.2	213-231	LoAvg
Low					
LoAvg	Statistics	229	8.8	220-238	Avg
Low					
High	Statistics	243	8.5	235-251	HiAvg
LoAvg					
HiAvg	Statistics	242	8.6	233-251	HiAvg
Avg					
HiAvg	Statistics	233	7.4	226-240	Avg
HiAvg					
LoAvg	Statistics	220	7.7	212-228	LoAvg

LoAvg					
High	Statistics	261	9.9	251-271	High
LoAvg					
LoAvg	Statistics	202	7.2	195-209	Low
Low					
Low	Statistics	165	12.1	153-177	Low
Low					
HiAvg	Statistics	247	9.2	238-256	HiAvg
HiAvg					
Avg	Statistics	238	8.8	229-247	Avg
LoAvg					
LoAvg	Statistics	217	7.6	209-225	LoAvg
Avg					
LoAvg	Statistics	213	12.7	200-226	LoAvg
Avg					
High	Statistics	220	11.1	209-231	LoAvg
Avg					
Low	Statistics	225	7.9	217-233	LoAvg
LoAvg					
Avg	Statistics	236	7	229-243	Avg
Low					
HiAvg	Statistics	228	8.6	219-237	Avg
HiAvg					
HiAvg	Statistics	219	9.8	209-229	LoAvg
LoAvg					
HiAvg	Statistics	228	9.2	219-237	Avg
HiAvg					
Avg	Statistics	237	8.5	229-245	Avg
LoAvg					
High	Statistics	248	9.4	239-257	HiAvg
HiAvg					
Low	Statistics	216	7.3	209-223	LoAvg
Avg					
Avg	Statistics	223	8.7	214-232	LoAvg
Avg					
High	Statistics	257	8	249-265	High



HiAvg					
High	Statistics	242	9.4	233-251	HiAvg
HiAvg					
High	Statistics	254	8.1	246-262	High
High					
High	Statistics	247	8.6	238-256	HiAvg
HiAvg					
HiAvg	Statistics	236	8.7	227-245	Avg
Avg					
HiAvg	Statistics	231	9.1	222-240	Avg
High					
HiAvg	Statistics	237	8.1	229-245	Avg
HiAvg					
High	Statistics	261	7.4	254-268	High
Avg					
Avg	Statistics	247	11.5	236-258	HiAvg
LoAvg					
Low	Statistics	183	11.6	171-195	Low
Low					
Avg	Statistics	226	8.8	217-235	LoAvg
HiAvg					
High	Statistics	272	11.3	261-283	High
Avg					
Avg	Statistics	234	9.3	225-243	Avg
Avg					
HiAvg	Statistics	247	9.2	238-256	HiAvg
Avg					
LoAvg	Statistics	231	9.2	222-240	Avg
LoAvg					
Avg	Statistics	254	10.9	243-265	High
HiAvg					
High	Statistics	244	8.7	235-253	HiAvg
HiAvg					
High	Statistics	226	8.2	218-234	LoAvg
HiAvg					
High	Statistics	235	9	226-244	Avg

HiAvg					
Avg	Statistics	237	8.9	228-246	Avg
Avg					
Low	Statistics	204	11.3	193-215	Low
Low					
HiAvg	Statistics	225	8.6	216-234	LoAvg
LoAvg					
High	Statistics	241	8.5	232-250	HiAvg
HiAvg					
LoAvg	Statistics	201	8.6	192-210	Low
HiAvg					
Avg	Statistics	226	8.9	217-235	LoAvg
LoAvg					
LoAvg	Statistics	233	7.6	225-241	Avg
LoAvg					
Avg	Statistics	206	11.5	194-218	Low
Low					
High	Statistics	230	11.2	219-241	Avg
LoAvg					
HiAvg	Statistics	221	8.6	212-230	LoAvg
HiAvg					
LoAvg	Statistics	212	8.8	203-221	Low
Avg					
High	Statistics	233	9.6	223-243	Avg
Avg					
High	Statistics	271	11.1	260-282	High
HiAvg					
Avg	Statistics	224	8.1	216-232	LoAvg
Avg					
Avg	Statistics	228	8.4	220-236	Avg
HiAvg					
Low	Statistics	212	8.7	203-221	Low
LoAvg					
Avg	Statistics	228	8.8	219-237	Avg
Low	Statistics	189	8	181-197	Low
LoAvg					

Low Avg	Statistics	202	8.9	193-211	Low
Avg	Statistics	213	8.8	204-222	Low
Low	Statistics	226	11	215-237	LoAvg
Low HiAvg					
Low	Statistics	217	8.5	209-225	LoAvg
LoAvg					
LoAvg					
HiAvg	Statistics	246	8.9	237-255	HiAvg
Avg					
LoAvg	Statistics	210	8.8	201-219	Low
LoAvg					
LoAvg	Statistics	227	8.5	219-235	LoAvg
LoAvg					
HiAvg	Statistics	233	8.2	225-241	Avg
Low					
Avg	Statistics	226	8.4	218-234	LoAvg
Avg					
Avg	Statistics	240	8.7	231-249	HiAvg
LoAvg					
High	Statistics	257	7.8	249-265	High
Avg					
LoAvg	Statistics	210	9.3	201-219	Low
LoAvg					
HiAvg	Statistics	245	8.1	237-253	HiAvg
LoAvg					
Low	Statistics	212	7.7	204-220	Low
Avg					
LoAvg	Statistics	219	9.8	209-229	LoAvg
Low					
Avg	Statistics	269	11	258-280	High
Avg					
LoAvg	Statistics	236	8.8	227-245	Avg
HiAvg					
Avg	Statistics	212	8.3	204-220	Low

LoAvg					
Low	Statistics	186	11.5	175-197	Low
Low					
Low	Statistics	202	8.8	193-211	Low
Avg					
Low	Statistics	178	7.5	170-186	Low
High					
High	Statistics	267	8.9	258-276	High
HiAvg					
Avg	Statistics	205	9	196-214	Low
HiAvg					
LoAvg	Statistics	220	7.7	212-228	LoAvg
Low					
Low	Statistics	197	6.7	190-204	Low
Avg	Statistics	219	11.6	207-231	LoAvg
HiAvg					
Low	Statistics	217	8.7	208-226	LoAvg
LoAvg					
Low	Statistics	202	6.3	196-208	Low
Low					
HiAvg	Statistics	217	9.2	208-226	LoAvg
Avg					
Low	Statistics	211	9.1	202-220	Low
Low					
LoAvg	Statistics	227	9.3	218-236	Avg
LoAvg					
HiAvg	Statistics	231	7.9	223-239	Avg
LoAvg					
LoAvg	Statistics	215	6.9	208-222	LoAvg
Low					
LoAvg	Statistics	225	8.9	216-234	Avg
Avg					
High	Statistics	233	11.4	222-244	Avg
Avg					
Low	Statistics	208	8.9	199-217	Low
LoAvg					

High HiAvg	Statistics	237	8.6	228-246	HiAvg
LoAvg LoAvg	Statistics	220	7.9	212-228	LoAvg
Low Avg	Statistics	217	7.7	209-225	LoAvg
LoAvg Avg	Statistics	242	11.3	231-253	HiAvg
Low LoAvg	Statistics	205	9.1	196-214	Low
LoAvg Low	Statistics	240	8.8	231-249	HiAvg
High LoAvg	Statistics	222	8.3	214-230	LoAvg
HiAvg LoAvg	Statistics	230	7.7	222-238	Avg
HiAvg HiAvg	Statistics	235	11.3	224-246	Avg
LoAvg LoAvg	Statistics	201	10.9	190-212	Low
LoAvg LoAvg	Statistics	223	8.3	215-231	LoAvg
HiAvg HiAvg	Statistics	222	8.4	214-230	LoAvg
Avg High	Statistics	254	11.1	243-265	High
LoAvg Avg	Statistics	242	9	233-251	HiAvg
HiAvg Avg	Statistics	234	8.8	225-243	Avg
LoAvg LoAvg	Statistics	206	8.7	197-215	Low
Low Low	Statistics	199	11.3	188-210	Low
Avg Avg	Statistics	233	9.1	224-242	Avg

LoAvg Avg	Statistics	234	9.4	225-243	Avg
HiAvg HiAvg	Statistics	262	8.7	253-271	High
LoAvg Low	Statistics	217	8.3	209-225	LoAvg
High High	Statistics	235	8.9	226-244	Avg
Low LoAvg	Statistics	201	8.9	192-210	Low
Avg Avg	Statistics	218	8.8	209-227	LoAvg
HiAvg Avg	Statistics	235	8.1	227-243	Avg
Avg LoAvg	Statistics	228	9.6	218-238	Avg
Low Avg	Statistics	202	6.5	196-208	Low
Avg HiAvg	Statistics	244	8.9	235-253	HiAvg
HiAvg LoAvg	Statistics	236	9.6	226-246	Avg
LoAvg LoAvg	Statistics	212	8.8	203-221	LoAvg
LoAvg LoAvg	Statistics	226	8.6	217-235	Avg
Low Low	Statistics	210	8	202-218	Low
HiAvg HiAvg	Statistics	227	8.6	218-236	Avg
HiAvg LoAvg	Statistics	220	8.3	212-228	LoAvg
Avg HiAvg	Statistics	232	8.9	223-241	Avg
Low Low	Statistics	197	7.8	189-205	Low

HiAvg Avg	Statistics	228	8.9	219-237	Avg
LoAvg Low	Statistics	206	10.9	195-217	Low
LoAvg LoAvg	Statistics	214	8	206-222	LoAvg
LoAvg LoAvg	Statistics	222	8.4	214-230	LoAvg
LoAvg Avg	Statistics	218	8.7	209-227	LoAvg
LoAvg LoAvg	Statistics	220	7.6	212-228	LoAvg
LoAvg Avg	Statistics	205	8.7	196-214	Low
LoAvg LoAvg	Statistics	216	8	208-224	LoAvg
LoAvg Low	Statistics	239	6.8	232-246	HiAvg
HiAvg HiAvg	Statistics	218	11.7	206-230	LoAvg
Avg Avg	Statistics	238	9.3	229-247	HiAvg
LoAvg LoAvg	Statistics	191	8.4	183-199	Low
Avg LoAvg	Statistics	218	9.1	209-227	LoAvg
LoAvg LoAvg	Statistics	217	8.6	208-226	LoAvg
Low Low	Statistics	201	6.5	195-207	Low
HiAvg HiAvg	Statistics	236	8.7	227-245	HiAvg
HiAvg Avg	Statistics	245	8.3	237-253	HiAvg
Low Avg	Statistics	228	8.5	220-237	Avg

High HiAvg	Statistics	277	11.2	266-288	High
Avg Avg	Statistics	214	8.7	205-223	LoAvg
Avg Avg	Statistics	219	8.6	210-228	LoAvg
Low HiAvg	Statistics	195	8.6	186-204	Low
Low Low	Statistics	146	17.1	129-163	Low
Low LoAvg	Statistics	217	8.3	209-225	LoAvg
Low Low	Statistics	204	7	197-211	Low
High High	Statistics	255	8.9	246-264	High
Low	Statistics	186	11.7	174-198	Low
HiAvg Avg	Statistics	224	8.9	215-233	LoAvg
Low Low	Statistics	213	9	204-222	Low
High Avg	Statistics	244	8.3	236-252	HiAvg
HiAvg HiAvg	Statistics	239	8.3	231-247	Avg
HiAvg LoAvg	Statistics	229	11	218-240	Avg
Avg LoAvg	Statistics	228	9.2	219-237	Avg
Avg Avg	Statistics	239	7.8	231-247	Avg
High HiAvg	Statistics	250	8.4	242-258	HiAvg
LoAvg	Statistics	206	8.6	197-215	Low



Low					
Low	Statistics	202	6.3	196-208	Low
Low	Statistics	203	6.6	196-210	Low
Low	Statistics	194	6.8	187-201	Low
Low	Statistics	196	7.2	189-203	Low
Avg	Statistics	216	8.2	208-224	LoAvg
HiAvg					
LoAvg	Statistics	223	8.8	214-232	LoAvg
HiAvg					
LoAvg	Statistics	232	7	225-239	Avg
Low	Statistics	189	6.6	182-196	Low
LoAvg	Statistics	218	8.6	209-227	LoAvg
HiAvg					
HiAvg	Statistics	257	9.1	248-266	High
Avg					
Avg	Statistics	214	8.6	205-223	LoAvg
Avg					
Low	Statistics	192	6.7	185-199	Low
Low	Statistics	206	6.7	199-213	Low
Low	Statistics	220	7.1	213-227	LoAvg
Avg	Statistics	228	6.6	221-235	Avg
Low	Statistics	182	6.5	175-189	Low
Avg	Statistics	242	6.8	235-249	HiAvg
Low	Statistics	222	6.9	215-229	LoAvg

Goal6Rar Goal6Adj; Goal7Nar Goal7Ritε Goal7Std Goal7Rar Goal7Adj; Goal8Nar Goal8Ritε Goal8Std Goal8Rar Goal8Adj; Accommc Accommc



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2

CA-Smarl Not Met

2

CA-Smarl Not Met

2

CA-Smarl Not Met

2

CA-Smarl Nearly Met

3

CA-Smarl Exceeded

2

CA-Smarl Exceeded

2	CA-Smart Not Met
2	CA-Smart Not Met
2	CA-Smart Not Met
2	CA-Smart Nearly Met



peech: Question directions; Text-to-speech: Assets such as reading passages; Text-to-speech: Questions/prompts; Text-to-speech: Answer cl  
peech: Question directions; Text-to-speech: Assets such as reading passages; Text-to-speech: Questions/prompts; Text-to-speech: Answer cl

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2

CA-Smarl Not Met  
CA-Smarl Not Met



2	CA-Smart Met		
2	CA-Smart Not Met		
3	CA-Smart Exceeded		
2	CA-Smart Met		
2	CA-Smart Not Met		
2	CA-Smart Not Met		
3	CA-Smart Exceeded		
2	CA-Smart Exceeded		
2	ACT Coll $\epsilon$ Not On Track	SAT	Not On Track
4	ACT Coll $\epsilon$ Not On Track	SAT	Not On Track
2	CA-Smart Not Met		
2	CA-Smart Nearly Met		
2	CA-Smart Not Met		
2	CA-Smart Not Met		
2	CA-Smart Nearly Met		
2	CA-Smart Nearly Met		
2	CA-Smart Not Met		
2	CA-Smart Nearly Met		
2	CA-Smart Not Met		
2	CA-Smart Nearly Met		
2	CA-Smart Nearly Met		
2	CA-Smart Nearly Met		

	2	CA-Smart Not Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Nearly Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	4	CA-Smart Exceeded
	3	CA-Smart Exceeded
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	3	CA-Smart Exceeded
	2	CA-Smart Nearly Met

	2	CA-Smart Met
	2	CA-Smart Exceeded
	2	CA-Smart Not Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Exceeded
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Not Met
	2	CA-Smart Not Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Met
	2	CA-Smart Exceeded
	2	CA-Smart Nearly Met
	2	CA-Smart Met

	2	CA-Smart Nearly Met
	2	CA-Smart Exceeded
	2	CA-Smart Not Met
	2	CA-Smart Met
	2	CA-Smart Not Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Nearly Met
	3	CA-Smart Exceeded
	2	CA-Smart Nearly Met
	3	CA-Smart Met
	2	CA-Smart Exceeded
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Met
	2	CA-Smart Not Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Not Met
	2	CA-Smart Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met

	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
	2	CA-Smart Met
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Nearly Met
Speech: Question directions; Text-to-speech: Assets	2	CA-Smart Exceeded
	2	CA-Smart Not Met
	2	CA-Smart Not Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Nearly Met
	2	CA-Smart Met

	2	CA-Smart Not Met
	2	CA-Smart Not Met

	2	CA-Smart Not Met
	2	CA-Smart Not Met

2 ACT Collc Not On Track  
2 ACT Collc Not On Track  
2 ACT Collc On Track 24

Speech: Question directions; Text-to-speech: Assets  
Speech: Question directions; Text-to-speech: Assets

2 ACT Collè Not On Track  
3 ACT Collè Not On Track  
5 ACT Collè Not On Track  
2 ACT Collè Not On Track  
2 ACT Collè Not On Track  
3 CA-Smart Exceeded  
2 CA-Smart Exceeded

3 CA-Smart Exceeded  
3 CA-Smart Exceeded  
2 CA-Smart Not Met  
2 CA-Smart Met

Speech: Question directions; Text-to-speech: Assets  
Speech: Question directions; Text-to-speech: Assets

3 ACT Collè Not On Track  
4 ACT Collè Not On Track  
3 ACT Collè Not On Track  
2 ACT Collè Not On Track  
4 ACT Collè Not On Track  
5 ACT Collè Not On Track  
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2 ACT Collè Not On Track  
2 ACT Collè Not On Track  
3 ACT Collè Not On Track

Speech: Question directions; Text-to-speech: Assets  
Speech: Question directions; Text-to-speech: Assets



4 ACT Collè Not On Track  
2 ACT Collè Not On Track  
2 ACT Collè Not On Track  
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2 ACT Collè On Track 24  
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2 ACT Collè Not On Track  
5 ACT Collè Not On Track  
3 ACT Collè Not On Track  
4 ACT Collè Not On Track  
2 ACT Collè On Track 22  
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2 ACT Collè Not On Track  
2 ACT Collè On Track 22  
2 ACT Collè Not On Track  
2 ACT Collè Not On Track  
3 ACT Collè Not On Track

Speech: Question directions; Text-to-speech: Assets

Speech: Question directions; Text-to-speech: Assets

4 ACT College Not On Track

2 ACT College On Track 24

2 ACT College Not On Track

4 ACT College Not On Track

7 ACT College Not On Track

Speech: Question directions; Text-to-speech: Assets

5 ACT College Not On Track

Speech: Question directions; Text-to-speech: Assets

6 ACT College Not On Track

2 ACT College On Track 24

2 ACT College Not On Track

2 ACT College Not On Track

2 ACT College Not On Track

3 ACT College Not On Track

2 ACT College Not On Track

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7 ACT College Not On Track

2 ACT College Not On Track

2 ACT College Not On Track

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2 ACT College Not On Track

2 ACT College Not On Track

3 ACT College Not On Track

2 ACT College On Track 24

2 ACT College Not On Track

Speech: Question directions; Text-to-speech: Assets

3 ACT College Not On Track

Speech: Question directions; Text-to-speech: Assets

2 ACT College Not On Track

2 ACT College Not On Track

2 ACT College Not On Track

2 ACT College On Track 24

Speech: Question directions; Text-to-speech: Assets  
Speech: Question directions; Text-to-speech: Assets

- 2 ACT Colle On Track 24
- 2 ACT Colle On Track 22
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- 2 ACT Colle Not On Track
- 2 ACT Colle Not On Track
- 2 ACT Colle Not On Track
- 2 ACT Colle On Track 24
- 2 ACT Colle Not On Track
- 2 ACT Colle On Track 24
- 2 ACT Colle On Track 22

Speech: Question directions; Text-to-speech: Assets

- 2 ACT Collé Not On Track
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- 2 ACT Collé Not On Track
- 3 ACT Collé Not On Track
- 5 ACT Collé Not On Track
- 2 ACT Collé Not On Track
- 3 ACT Collé Not On Track
- 2 ACT Collé On Track 22
- 2 ACT Collé On Track 22
- 3 ACT Collé Not On Track
- 2 ACT Collé Not On Track
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- 2 ACT Collé Not On Track
- 2 ACT Collé Not On Track
- 3 ACT Collé Not On Track
- 3 ACT Collé Not On Track
- 5 ACT Collé Not On Track
- 2 ACT Collé On Track 22
- 2 ACT Collé Not On Track
- 2 ACT Collé Not On Track
- 2 ACT Collé Not On Track
- 3 ACT Collé Not On Track
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- 3 ACT Collé Not On Track
- 2 ACT Collé On Track 24
- 2 ACT Collé On Track 22
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- 2 ACT Collé Not On Track
- 3 ACT Collé Not On Track
- 3 ACT Collé Not On Track
- 2 ACT Collé Not On Track
- 5 ACT Collé Not On Track
- 5 ACT Collé Not On Track

SAT	Not On Track
SAT	Not On Track

Speech: Question directions; Text-to-speech: Assets  
Speech: Question directions; Text-to-speech: Assets

Speech: Question directions; Text-to-speech: Assets

3	ACT Coll	Not On Track		
3	ACT Coll	Not On Track		
3	ACT Coll	Not On Track		
3	ACT Coll	Not On Track		
5	ACT Coll	Not On Track		
2	ACT Coll	On Track	22	
3	ACT Coll	Not On Track		
3	ACT Coll	Not On Track		
2	ACT Coll	Not On Track		
2	ACT Coll	Not On Track		
3	ACT Coll	Not On Track		
3	ACT Coll	Not On Track	SAT	Not On Track
4	ACT Coll	Not On Track	SAT	Not On Track

Speech: Question directions; Text-to-speech: Assets  
Speech: Question directions; Text-to-speech: Assets

3	ACT Coll	Not On Track		
2	ACT Coll	Not On Track		
2	ACT Coll	Not On Track		
4	ACT Coll	Not On Track		
2	ACT Coll	On Track	24	
2	ACT Coll	Not On Track		
3	ACT Coll	Not On Track		
4	ACT Coll	Not On Track		
2		CA-Smart	Met	
2		CA-Smart	Nearly Met	
2		CA-Smart	Not Met	
2		CA-Smart	Met	
3	ACT Coll	Not On Track		
5	ACT Coll	Not On Track		

5	ACT Coll	Not On Track	SAT	Not On Track
6	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	Not On Track
5	ACT Coll	Not On Track	SAT	Not On Track

3		CA-Smarl Exceeded		
2		CA-Smarl Met		
3	ACT Coll	Not On Track	SAT	Not On Track
2	ACT Coll	Not On Track	SAT	On Track
2		CA-Smarl Not Met		

2		CA-Smarl Not Met		
2	ACT Coll	Not On Track	SAT	Not On Track
2	ACT Coll	Not On Track	SAT	On Track
3	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	Not On Track
2		CA-Smarl Not Met		
2		CA-Smarl Not Met		

3	ACT Coll	Not On Track	SAT	Not On Track
2	ACT Coll	Not On Track	SAT	On Track
3	ACT Coll	Not On Track	SAT	Not On Track
5	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	Not On Track
2	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	On Track
3	ACT Coll	Not On Track	SAT	Not On Track
5	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	Not On Track
2	ACT Coll	Not On Track	SAT	On Track
2	ACT Coll	Not On Track	SAT	Not On Track
2	ACT Coll	Not On Track	SAT	On Track
3	ACT Coll	Not On Track	SAT	Not On Track
3	ACT Coll	Not On Track	SAT	Not On Track

Speech: Question directions; Text-to-speech: Assets

Speech: Question directions; Text-to-speech: Assets

2 ACT College On Track 24	SAT	On Track
2 ACT College On Track 24	SAT	On Track
3 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
2 ACT College Not On Track	SAT	On Track
3 ACT College Not On Track	SAT	Not On Track
5 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
2 ACT College Not On Track	SAT	On Track
2 ACT College Not On Track	SAT	On Track
2 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
2 ACT College Not On Track	SAT	Not On Track
2 ACT College On Track 22	SAT	On Track
3 ACT College Not On Track	SAT	Not On Track
4 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
5 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
2 ACT College On Track 24	SAT	On Track
2 ACT College Not On Track	SAT	Not On Track
2 ACT College On Track 24	SAT	On Track
2 ACT College Not On Track	SAT	Not On Track
2 ACT College On Track 24	SAT	On Track
2 ACT College Not On Track	SAT	Not On Track
4 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
4 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
4 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	Not On Track
3 ACT College Not On Track	SAT	On Track

Speech: Question directions; Text-to-speech: Assets

Speech: Question directions; Text-to-speech: Assets

Speech: Question directions; Text-to-speech: Assets	3 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	On Track	
	2 ACT Collè On Track 22	SAT	On Track	
	2 ACT Collè On Track 24	SAT	On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	5 ACT Collè Not On Track	SAT	Not On Track	
	2 ACT Collè Not On Track	SAT	On Track	
	2 ACT Collè On Track 24	SAT	On Track	
	Speech: Question directions; Text-to-speech: Assets	3 ACT Collè Not On Track	SAT	Not On Track
		4 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track		SAT	Not On Track	
3 ACT Collè Not On Track		SAT	Not On Track	
2 ACT Collè Not On Track		SAT	Not On Track	
2 ACT Collè Not On Track		SAT	On Track	
Speech: Question directions; Text-to-speech: Assets		2 ACT Collè Not On Track	SAT	Not On Track
		4 ACT Collè Not On Track	SAT	Not On Track
		3 ACT Collè Not On Track	SAT	Not On Track
		3 ACT Collè Not On Track	SAT	Not On Track
	3 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	4 ACT Collè Not On Track	SAT	Not On Track	
	5 ACT Collè Not On Track	SAT	Not On Track	
Speech: Question directions; Text-to-speech: Assets	3 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	On Track	
	2 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	4 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	4 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	5 ACT Collè Not On Track	SAT	Not On Track	
3 ACT Collè Not On Track	SAT	Not On Track		
Speech: Question directions; Text-to-speech: Assets	2 ACT Collè On Track 24	SAT	On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	3 ACT Collè Not On Track	SAT	Not On Track	
	2 ACT Collè Not On Track	SAT	Not On Track	
	2 ACT Collè On Track 22	SAT	On Track	
	4 ACT Collè Not On Track	SAT	Not On Track	
	7 ACT Collè Not On Track	SAT	Not On Track	



Speech: Question directions; Text-to-speech: Assets

2 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
5 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
5 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
2 ACT Collè Not On Track	SAT	On Track
3 ACT Collè Not On Track	SAT	Not On Track
4 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
4 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
5 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
5 ACT Collè Not On Track	SAT	Not On Track
2 ACT Collè Not On Track	SAT	Not On Track
2 ACT Collè Not On Track	SAT	On Track
3 ACT Collè Not On Track	SAT	Not On Track
2 ACT Collè Not On Track	SAT	On Track
3 ACT Collè Not On Track	SAT	Not On Track
4 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
4 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
4 ACT Collè Not On Track	SAT	Not On Track
4 ACT Collè Not On Track	SAT	Not On Track
5 ACT Collè Not On Track	SAT	Not On Track
2 ACT Collè Not On Track	SAT	Not On Track
2 ACT Collè On Track 24	SAT	On Track
2 ACT Collè On Track 22	SAT	On Track
3 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track
3 ACT Collè Not On Track	SAT	Not On Track

	2 ACT Coll	On Track 24	SAT	On Track
	2 ACT Coll	Not On Track	SAT	On Track
	3 ACT Coll	Not On Track	SAT	Not On Track
	3 ACT Coll	Not On Track	SAT	Not On Track
	3 ACT Coll	Not On Track	SAT	Not On Track
	3 ACT Coll	Not On Track	SAT	Not On Track
	3 ACT Coll	Not On Track	SAT	Not On Track
	3 ACT Coll	Not On Track	SAT	Not On Track
	3 ACT Coll	Not On Track	SAT	On Track
peech: Question directions; Text-to-speech: Assets	6 ACT Coll	Not On Track	SAT	Not On Track
peech: Question directions; Text-to-speech: Assets	6 ACT Coll	Not On Track	SAT	Not On Track
	8 ACT Coll	Not On Track	SAT	Not On Track
	3 ACT Coll	Not On Track	SAT	Not On Track
	5 ACT Coll	Not On Track	SAT	Not On Track
	4 ACT Coll	Not On Track		
	7 ACT Coll	Not On Track		
	2 ACT Coll	On Track 24		
	2 ACT Coll	Not On Track		
	4 ACT Coll	Not On Track		
	2 ACT Coll	Not On Track		
	2 ACT Coll	Not On Track		
peech: Question directions; Text-to-speech: Assets	3 ACT Coll	Not On Track		
peech: Question directions; Text-to-speech: Assets	6 ACT Coll	Not On Track		
	2 ACT Coll	Not On Track		
	2 ACT Coll	Not On Track		
peech: Question directions; Text-to-speech: Assets	2	CA-Smarl	Nearly Met	
peech: Question directions; Text-to-speech: Assets	2	CA-Smarl	Met	
	2	CA-Smarl	Nearly Met	
	2	CA-Smarl	Nearly Met	
peech: Question directions; Text-to-speech: Assets	3 ACT Coll	Not On Track		
	4 ACT Coll	Not On Track		
	2	CA-Smarl	Nearly Met	
	2	CA-Smarl	Nearly Met	
	2	CA-Smarl	Not Met	

2	CA-Smart Not Met		
3	ACT Collε Not On Track	SAT	Not On Track
4	ACT Collε Not On Track	SAT	Not On Track
4	ACT Collε Not On Track	SAT	Not On Track
4	ACT Collε Not On Track	SAT	Not On Track
3	ACT Collε Not On Track	SAT	Not On Track
2	ACT Collε On Track 24	SAT	On Track
3	ACT Collε Not On Track	SAT	Not On Track
2	ACT Collε On Track 24	SAT	On Track
2	CA-Smart Not Met		
4	ACT Collε Not On Track	SAT	Not On Track
3	ACT Collε Not On Track	SAT	Not On Track
2	ACT Collε Not On Track	SAT	On Track
2	ACT Collε On Track 22	SAT	On Track
3	ACT Collε Not On Track	SAT	On Track
3	ACT Collε Not On Track	SAT	Not On Track
3	ACT Collε Not On Track	SAT	Not On Track
4	ACT Collε Not On Track		
3	ACT Collε Not On Track	SAT	Not On Track
2	CA-Smart Not Met		
2	ACT Collε Not On Track		
4	ACT Collε Not On Track	SAT	Not On Track
2	ACT Collε Not On Track	SAT	Not On Track
3	ACT Collε Not On Track	SAT	Not On Track



hoices; Text-to-speech: Question directions; Text-to-speech: Assets such as reading passages; Text-to-speech: Question

hoices; Text-to-speech: Question directions; Text-to-speech: Assets such as reading passages; Text-to-speech: Question

















































































Spring 2022-202 ARISE High School  
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Spring 2022-202 ARISE High School

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		2826		2/9/2004	Hispanic or Latir
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		2834		8/3/2005	Hispanic or Latir
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3087	6/1/2006	Hispanic or Latir
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3090	9/5/2006	Hispanic or Latir
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3096	3/7/2005	Hispanic or Latir
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3109	3/7/2007	Hispanic or Latir
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3115	2/4/2006	Hispanic or Latir
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3117	1/8/2007	Hispanic or Latir
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3137	5/9/2007	Hispanic or Latir

3137	5/9/2007	Hispanic or Latir
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3141	#####	Hispanic or Latir
3142	1/3/2007	Hispanic or Latir
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3148	7/6/2007	Hispanic or Latir
3148	7/6/2007	Hispanic or Latir
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3150	9/6/2007	Hispanic or Latir
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3156	3/7/2007	Hispanic or Latir
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3163	9/2/2007	Hispanic or Latir
3163	9/2/2007	Hispanic or Latir
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3165	#####	Not Specified or
3165	#####	Not Specified or
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3167	9/6/2007	Hispanic or Latir
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3169	9/6/2006	Hispanic or Latir
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3202	#####	Not Specified or
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3204	4/2/2007	Hispanic or Latir
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3209	3/8/2007	Not Specified or
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3221	6/7/2007	Hispanic or Latir
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3233	3/3/2007	Hispanic or Latir
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3237	1/4/2008	Hispanic or Latir
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3239	#####	Not Specified or
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3284	9/2/2007	Hispanic or Latir
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3298	5/1/2008	Hispanic or Latir
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3324	2/4/2008	Hispanic or Latir
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3327	#####	Hispanic or Latir
3329	7/8/2008	Hispanic or Latir
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3337	3/2/2008	Hispanic or Latir
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3351	8/3/2005	Hispanic or Latir
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3353	8/2/2008	Hispanic or Latir
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3357	9/9/2008	Hispanic or Latir
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3363	6/6/2008	Hispanic or Latir
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3365	9/2/2007	Hispanic or Latir
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3374	2/3/2007	Hispanic or Latir
3374	2/3/2007	Hispanic or Latir
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3378	#####	Hispanic or Latir
3378	#####	Hispanic or Latir
3380	#####	Not Specified or
3380	#####	Not Specified or
3381	1/4/2008	Hispanic or Latir

NWEAStandard	StudentGender	Grade	NWEAStandard	Subject	Course
	Hispanic or Latir	M	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Not Specified or M		12	12 Mathematics	Math K-12
	Not Specified or M		12	12 Language Arts	Reading
	Hispanic or Latir	M	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	M	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	M	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Language Arts	Reading
	Hispanic or Latir	M	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	M	12	12 Mathematics	Math K-12
	Hispanic or Latir	M	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12
	Hispanic or Latir	F	12	12 Language Arts	Reading
	Hispanic or Latir	F	12	12 Mathematics	Math K-12





















Hispanic or Latir F	10	10 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Not Specified or F	10	10 Mathematics	Math K-12
Not Specified or F	10	10 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Not Specified or F	10	10 Mathematics	Math K-12
Not Specified or F	10	10 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Hispanic or Latir M	11	11 Mathematics	Math K-12
Hispanic or Latir M	11	11 Language Arts	Reading
Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir M	11	11 Mathematics	Math K-12
Hispanic or Latir M	11	11 Language Arts	Reading (Spanis
Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading (Spanis
Hispanic or Latir M	11	11 Mathematics	Math K-12
Hispanic or Latir M	11	11 Language Arts	Reading (Spanis
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading

Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Not Specified or M	9	9 Mathematics	Math K-12
Not Specified or M	9	9 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Hispanic or Latir M	11	11 Mathematics	Math K-12
Hispanic or Latir M	11	11 Language Arts	Reading
Hispanic or Latir M	11	11 Mathematics	Math K-12
Hispanic or Latir M	11	11 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Not Specified or M	9	9 Mathematics	Math K-12
Not Specified or M	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12









Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Not Specified or M	9	9 Mathematics	Math K-12
Not Specified or M	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Not Specified or M	9	9 Mathematics	Math K-12
Not Specified or M	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir M	11	11 Mathematics	Math K-12
Hispanic or Latir M	11	11 Language Arts	Reading
Hispanic or Latir M	11	11 Mathematics	Math K-12
Hispanic or Latir M	11	11 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	9	9 Language Arts	Reading
Hispanic or Latir M	9	9 Mathematics	Math K-12
Hispanic or Latir M	10	10 Mathematics	Math K-12
Hispanic or Latir M	10	10 Language Arts	Reading
Hispanic or Latir F	10	10 Mathematics	Math K-12
Hispanic or Latir F	10	10 Language Arts	Reading
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading (Spanis
Hispanic or Latir F	9	9 Mathematics	Math K-12
Hispanic or Latir F	9	9 Language Arts	Reading (Spanis
Hispanic or Latir M	11	11 Language Arts	Reading
Hispanic or Latir F	11	11 Language Arts	Reading

Hispanic or Latir F	11	11 Mathematics	Math K-12
Hispanic or Latir F	11	11 Language Arts	Reading
Not Specified or F	11	11 Mathematics	Math K-12
Not Specified or F	11	11 Language Arts	Reading
Hispanic or Latir M	9	9 Language Arts	Reading





































2020	32
2020	32
2020	32
2020	32
2020	32

WIP	Previous	AYS	TestType	TestName	TestStartDate	TestStartTime	TestDuration	Mir
			32	Survey With Go: Growth: Math 6+	#####	9:08:29		20
			32	Survey With Go: Growth: Reading	#####	10:35:49		37
			32	Survey With Go: Growth: Math 6+	#####	9:27:19		48
				Survey With Go: Growth: Reading	#####	12:51:51		84
			32	Survey With Go: Growth: Math 6+	#####	8:42:50		27
			32	Survey With Go: Growth: Reading	#####	9:22:31		47
			32	Survey With Go: Growth: Math 6+	#####	8:41:39		73
				Survey With Go: Growth: Reading	#####	10:47:39		121
			32	Survey With Go: Growth: Math 6+	#####	8:50:00		38
			32	Survey With Go: Growth: Reading	#####	12:52:24		67
			32	Survey With Go: Growth: Math 6+	#####	8:43:30		29
			32	Survey With Go: Growth: Reading	#####	14:10:45		78
				Survey With Go: Growth: Math 6+	#####	10:35:29		83
			32	Survey With Go: Growth: Reading	#####	9:29:22		103
			32	Survey With Go: Growth: Math 6+	#####	8:42:42		50
			32	Survey With Go: Growth: Reading	#####	10:51:08		113
			32	Survey With Go: Growth: Math 6+	#####	10:34:15		118
			32	Survey With Go: Growth: Reading	#####	14:11:17		76
			32	Survey With Go: Growth: Math 6+	#####	10:36:15		113
			32	Survey With Go: Growth: Reading	#####	9:21:25		112
				Survey With Go: Growth: Math 6+	#####	10:42:56		86
			32	Survey With Go: Growth: Reading	#####	10:48:43		40
			32	Survey With Go: Growth: Math 6+	#####	9:41:08		64
				Survey With Go: Growth: Reading	#####	14:10:16		102
			32	Survey With Go: Growth: Math 6+	#####	12:38:58		98
			32	Survey With Go: Growth: Math 6+	#####	10:38:45		135
			32	Survey With Go: Growth: Reading	#####	12:52:21		76
			32	Survey With Go: Growth: Math 6+	#####	9:46:37		63
			32	Survey With Go: Growth: Reading	#####	12:54:59		60
			32	Survey With Go: Growth: Math 6+	#####	10:33:38		136
				Survey With Go: Growth: Reading	#####	9:20:57		106
			32	Survey With Go: Growth: Math 6+	#####	10:39:44		59
			32	Survey With Go: Growth: Reading	#####	10:47:39		60
			32	Survey With Go: Growth: Math 6+	#####	10:36:11		73
			32	Survey With Go: Growth: Reading	#####	9:20:54		76
			32	Survey With Go: Growth: Math 6+	#####	10:40:54		69
			32	Survey With Go: Growth: Reading	#####	9:22:36		85
			32	Survey With Go: Growth: Math 6+	#####	10:34:50		52
			32	Survey With Go: Growth: Reading	#####	9:20:49		65
			32	Survey With Go: Growth: Math 6+	#####	9:40:47		113
				Survey With Go: Growth: Reading	#####	12:47:09		108
			32	Survey With Go: Growth: Math 6+	#####	9:10:45		22
			32	Survey With Go: Growth: Reading	#####	9:20:54		124
			32	Survey With Go: Growth: Math 6+	#####	10:34:12		112
				Survey With Go: Growth: Reading	#####	9:20:51		145
			32	Survey With Go: Growth: Math 6+	#####	9:20:58		105

32 Survey With Go: Growth: Reading	#####	14:10:18	96
32 Survey With Go: Growth: Math 6+	#####	8:43:36	44
32 Survey With Go: Growth: Reading	#####	14:10:53	77
32 Survey With Go: Growth: Math 6+	#####	10:49:47	24
32 Survey With Go: Growth: Reading	#####	9:21:30	41
32 Survey With Go: Growth: Math 6+	#####	9:37:21	157
Survey With Go: Growth: Reading	#####	14:10:16	125
32 Survey With Go: Growth: Math 6+	#####	8:42:17	45
32 Survey With Go: Growth: Reading	#####	9:20:56	102
32 Survey With Go: Growth: Math 6+	#####	9:27:15	25
32 Survey With Go: Growth: Reading	#####	12:51:41	68
32 Survey With Go: Growth: Math 6+	#####	8:42:22	41
Survey With Go: Growth: Reading	#####	14:10:29	84
32 Survey With Go: Growth: Math 6+	#####	10:33:25	128
32 Survey With Go: Growth: Reading	#####	9:20:55	75
32 Survey With Go: Growth: Spanish	#####	14:05:16	74
32 Survey With Go: Growth: Reading	#####	10:51:32	80
32 Survey With Go: Growth: Math 6+	#####	8:38:58	79
32 Survey With Go: Growth: Reading	#####	12:50:52	89
32 Survey With Go: Growth: Math 6+	#####	8:37:31	21
32 Survey With Go: Growth: Reading	#####	12:51:40	56
32 Survey With Go: Growth: Math 6+	#####	10:31:52	120
32 Survey With Go: Growth: Reading	#####	12:50:47	83
32 Survey With Go: Growth: Math 6+	#####	8:43:15	80
Survey With Go: Growth: Reading	#####	12:50:51	118
32 Survey With Go: Growth: Math 6+	#####	9:38:15	126
32 Survey With Go: Growth: Reading	#####	10:48:05	89
32 Survey With Go: Growth: Math 6+	#####	9:40:49	82
32 Survey With Go: Growth: Reading	#####	14:11:00	71
32 Survey With Go: Growth: Math 6+	#####	12:37:51	31
32 Survey With Go: Growth: Reading	#####	10:46:52	78
32 Survey With Go: Growth: Math 6+	#####	9:37:26	80
Survey With Go: Growth: Reading	#####	10:49:37	86
32 Survey With Go: Growth: Math 6+	#####	12:35:33	60
32 Survey With Go: Growth: Reading	#####	9:36:32	60
32 Survey With Go: Growth: Math 6+	#####	9:37:33	88
32 Survey With Go: Growth: Reading	#####	14:10:24	49
32 Survey With Go: Growth: Math 6+	#####	10:34:18	122
32 Survey With Go: Growth: Reading	#####	14:10:17	93
32 Survey With Go: Growth: Math 6+	#####	12:49:06	127
Survey With Go: Growth: Reading	#####	10:05:27	75
32 Survey With Go: Growth: Reading	#####	12:38:10	62
32 Survey With Go: Growth: Math 6+	#####	9:37:26	120
32 Survey With Go: Growth: Reading	#####	10:46:51	71
32 Survey With Go: Growth: Math 6+	#####	12:39:41	91
32 Survey With Go: Growth: Reading	#####	14:10:19	85
32 Survey With Go: Growth: Math 6+	#####	8:42:48	44

32 Survey With Go: Growth: Reading	#####	9:22:37	49
32 Survey With Go: Growth: Math 6+	#####	9:00:37	36
32 Survey With Go: Growth: Reading	#####	10:48:13	61
32 Survey With Go: Growth: Reading	#####	14:10:35	78
Survey With Go: Growth: Math 6+	#####	8:41:40	42
32 Survey With Go: Growth: Reading	#####	10:46:52	67
32 Survey With Go: Growth: Math 6+	#####	10:37:06	51
32 Survey With Go: Growth: Reading	#####	9:38:49	39
Survey With Go: Growth: Reading	#####	9:20:11	25
32 Survey With Go: Growth: Math 6+	#####	8:42:56	73
32 Survey With Go: Growth: Reading	#####	9:20:55	66
32 Survey With Go: Growth: Math 6+	#####	10:34:23	61
32 Survey With Go: Growth: Reading	#####	9:20:52	80
32 Survey With Go: Growth: Math 6+	#####	9:25:25	40
32 Survey With Go: Growth: Reading	#####	12:50:45	72
32 Survey With Go: Growth: Math 6+	#####	8:42:27	31
32 Survey With Go: Growth: Reading	#####	12:52:29	42
32 Survey With Go: Growth: Math 6+	#####	9:37:27	70
Survey With Go: Growth: Reading	#####	12:53:06	56
32 Survey With Go: Growth: Math 6+	#####	12:39:35	79
32 Survey With Go: Growth: Reading	#####	9:22:43	69
32 Survey With Go: Growth: Math 6+	#####	9:12:35	52
32 Survey With Go: Growth: Reading	#####	12:57:42	38
32 Survey With Go: Growth: Math 6+	#####	9:37:27	110
32 Survey With Go: Growth: Reading	#####	12:50:52	100
32 Survey With Go: Growth: Math 6+	#####	9:37:32	86
32 Survey With Go: Growth: Reading	#####	10:47:32	76
32 Survey With Go: Growth: Math 6+	#####	12:35:42	32
32 Survey With Go: Growth: Reading	#####	9:20:56	56
32 Survey With Go: Growth: Math 6+	#####	10:38:04	204
Survey With Go: Growth: Reading	#####	12:51:38	93
32 Survey With Go: Growth: Reading	#####	13:59:51	93
32 Survey With Go: Growth: Math 6+	#####	9:37:45	83
32 Survey With Go: Growth: Reading	#####	14:10:23	59
32 Survey With Go: Growth: Math 6+	6/2/2023	9:29:03	39
Survey With Go: Growth: Reading	#####	10:47:15	53
32 Survey With Go: Growth: Math 6+	#####	10:33:36	113
Survey With Go: Growth: Reading	#####	9:12:32	119
32 Survey With Go: Growth: Math 6+	#####	10:34:15	63
Survey With Go: Growth: Reading	#####	9:41:09	99
32 Survey With Go: Growth: Math 6+	#####	10:34:21	77
32 Survey With Go: Growth: Reading	#####	14:10:17	35
32 Survey With Go: Growth: Math 6+	#####	10:36:20	63
Survey With Go: Growth: Reading	#####	9:25:01	80
32 Survey With Go: Growth: Math 6+	#####	10:35:16	82
Survey With Go: Growth: Reading	#####	9:21:24	107
32 Survey With Go: Growth: Math 6+	#####	10:40:28	84



32 Survey With Go: Growth: Reading	#####	12:57:45	56
Survey With Go: Growth: Math 6+	#####	12:41:02	95
Survey With Go: Growth: Reading	#####	10:48:26	63
Survey With Go: Growth: Math 6+	#####	14:06:25	36
Survey With Go: Growth: Reading	#####	10:41:29	57
32 Survey With Go: Growth: Math 6+	#####	9:46:38	91
32 Survey With Go: Growth: Reading	#####	12:53:22	65
32 Survey With Go: Growth: Math 6+	#####	12:36:27	91
Survey With Go: Growth: Reading	#####	9:22:40	112
32 Survey With Go: Growth: Math 6+	#####	8:43:41	52
32 Survey With Go: Growth: Reading	#####	14:10:13	98
32 Survey With Go: Growth: Math 6+	6/1/2023	10:26:38	23
Survey With Go: Growth: Reading	#####	9:20:54	65
32 Survey With Go: Growth: Math 6+	#####	9:12:58	59
32 Survey With Go: Growth: Reading	#####	10:47:51	87
32 Survey With Go: Growth: Math 6+	#####	9:12:30	112
32 Survey With Go: Growth: Reading	#####	12:53:14	79
32 Survey With Go: Growth: Math 6+	#####	8:48:33	19
32 Survey With Go: Growth: Reading	#####	12:52:11	82
32 Survey With Go: Growth: Math 6+	#####	8:41:45	49
Survey With Go: Growth: Reading	#####	14:10:10	88
32 Survey With Go: Growth: Math 6+	#####	12:37:00	102
32 Survey With Go: Growth: Reading	#####	14:03:53	170
32 Survey With Go: Growth: Math 6+	#####	9:06:45	114
32 Survey With Go: Growth: Reading	#####	14:03:58	135
Survey With Go: Growth: Math 6+	#####	14:03:43	69
Survey With Go: Growth: Reading	#####	9:23:15	86
32 Survey With Go: Growth: Math 6+	#####	14:02:06	54
32 Survey With Go: Growth: Reading	#####	12:47:01	116
32 Survey With Go: Growth: Math 6+	#####	10:37:33	56
32 Survey With Go: Growth: Reading	#####	14:17:53	65
Survey With Go: Growth: Math 6+	#####	10:51:20	45
32 Survey With Go: Growth: Math 6+	#####	14:02:21	40
32 Survey With Go: Growth: Reading	#####	9:20:47	91
32 Survey With Go: Growth: Math 6+	#####	12:35:35	37
32 Survey With Go: Growth: Reading	#####	9:33:48	32
32 Survey With Go: Growth: Math 6+	#####	10:35:57	80
32 Survey With Go: Growth: Reading	#####	9:20:54	128
32 Survey With Go: Growth: Math 6+	#####	14:02:47	40
32 Survey With Go: Growth: Reading	#####	12:48:39	62
32 Survey With Go: Growth: Math 6+	#####	9:06:28	79
32 Survey With Go: Growth: Reading	#####	14:15:04	114
32 Survey With Go: Growth: Math 6+	#####	12:39:35	88
32 Survey With Go: Growth: Reading	#####	9:30:53	97
32 Survey With Go: Growth: Math 6+	#####	14:03:45	36
32 Survey With Go: Growth: Math 6+	#####	9:10:20	99
32 Survey With Go: Growth: Reading	#####	14:04:51	115

32 Survey With Go: Growth: Math 6-	#####	9:06:28	64
32 Survey With Go: Growth: Reading	#####	14:15:21	101
32 Survey With Go: Growth: Math 6-	#####	12:39:41	53
32 Survey With Go: Growth: Reading	#####	14:03:50	102
32 Survey With Go: Growth: Spanish	#####	10:33:47	69
Survey With Go: Growth: Reading	#####	9:47:59	47
32 Survey With Go: Growth: Math 6-	#####	12:39:55	123
32 Survey With Go: Growth: Reading	#####	9:33:55	57
32 Survey With Go: Growth: Math 6-	#####	10:36:03	68
32 Survey With Go: Growth: Reading	#####	10:43:01	85
32 Survey With Go: Growth: Math 6-	#####	9:08:25	112
Survey With Go: Growth: Reading	#####	14:05:20	150
32 Survey With Go: Growth: Math 6-	#####	9:08:46	93
32 Survey With Go: Growth: Reading	#####	14:14:53	78
32 Survey With Go: Growth: Spanish	#####	14:03:59	40
Survey With Go: Growth: Reading	#####	10:43:00	28
32 Survey With Go: Growth: Math 6-	#####	14:09:30	116
32 Survey With Go: Growth: Reading	#####	9:22:12	130
32 Survey With Go: Growth: Math 6-	#####	14:03:44	72
32 Survey With Go: Growth: Reading	#####	12:46:53	88
32 Survey With Go: Growth: Math 6-	#####	9:08:30	73
32 Survey With Go: Growth: Reading	#####	14:03:58	92
32 Survey With Go: Growth: Math 6-	#####	14:01:59	79
32 Survey With Go: Growth: Reading	#####	12:47:19	119
32 Survey With Go: Growth: Math 6-	#####	12:39:39	113
32 Survey With Go: Growth: Reading	#####	9:20:56	101
32 Survey With Go: Growth: Math 6-	#####	12:39:33	53
32 Survey With Go: Growth: Reading	#####	9:50:21	102
32 Survey With Go: Growth: Math 6-	#####	12:40:38	86
32 Survey With Go: Growth: Reading	#####	14:04:46	121
32 Survey With Go: Growth: Math 6-	#####	10:33:41	60
32 Survey With Go: Growth: Reading	#####	14:14:56	81
Survey With Go: Growth: Math 6-	#####	12:42:54	89
32 Survey With Go: Growth: Reading	#####	9:30:35	81
32 Survey With Go: Growth: Math 6-	#####	14:02:45	50
32 Survey With Go: Growth: Reading	#####	9:20:55	96
32 Survey With Go: Growth: Math 6-	#####	12:39:38	87
32 Survey With Go: Growth: Reading	#####	14:15:04	61
32 Survey With Go: Growth: Math 6-	#####	14:01:37	53
32 Survey With Go: Growth: Reading	#####	14:03:37	49
32 Survey With Go: Growth: Math 6-	#####	14:02:29	65
32 Survey With Go: Growth: Reading	#####	12:47:23	109
32 Survey With Go: Growth: Math 6-	#####	14:03:37	101
32 Survey With Go: Growth: Reading	#####	12:47:29	111
32 Survey With Go: Growth: Math 6-	#####	12:45:50	116
Survey With Go: Growth: Reading	#####	9:36:22	127
32 Survey With Go: Growth: Math 6-	#####	9:07:56	56

Survey With Go: Growth: Reading	#####	14:04:01	112
32 Survey With Go: Growth: Math 6+	#####	14:02:28	77
32 Survey With Go: Growth: Reading	#####	12:47:03	97
32 Survey With Go: Growth: Math 6+	#####	10:34:46	44
32 Survey With Go: Growth: Reading	#####	9:30:28	69
32 Survey With Go: Growth: Math 6+	#####	10:39:27	30
32 Survey With Go: Growth: Reading	#####	9:20:54	60
32 Survey With Go: Growth: Math 6+	#####	9:12:31	46
32 Survey With Go: Growth: Reading	#####	14:14:53	54
32 Survey With Go: Growth: Reading	#####	12:58:59	98
Survey With Go: Growth: Math 6+	#####	12:41:00	63
32 Survey With Go: Growth: Reading	#####	9:30:31	91
32 Survey With Go: Growth: Math 6+	#####	10:33:02	180
32 Survey With Go: Growth: Reading	#####	14:04:55	167
32 Survey With Go: Growth: Math 6+	#####	9:08:34	53
Survey With Go: Growth: Reading	#####	14:04:56	120
32 Survey With Go: Growth: Math 6+	#####	9:07:54	73
32 Survey With Go: Growth: Reading	#####	14:04:57	110
32 Survey With Go: Growth: Math 6+	#####	10:34:33	86
32 Survey With Go: Growth: Reading	#####	14:03:59	93
32 Survey With Go: Growth: Math 6+	#####	14:02:10	78
32 Survey With Go: Growth: Reading	#####	9:20:55	119
Survey With Go: Growth: Math 6+	#####	10:37:31	76
Survey With Go: Growth: Reading	#####	14:15:18	77
32 Survey With Go: Growth: Math 6+	#####	9:06:26	93
32 Survey With Go: Growth: Reading	#####	12:46:56	121
32 Survey With Go: Growth: Math 6+	#####	9:07:25	54
32 Survey With Go: Growth: Reading	#####	14:04:07	93
Survey With Go: Growth: Math 6+	#####	9:08:40	49
32 Survey With Go: Growth: Reading	#####	14:17:28	79
32 Survey With Go: Growth: Math 6+	#####	10:33:55	81
32 Survey With Go: Growth: Reading	#####	9:36:27	59
32 Survey With Go: Growth: Math 6+	#####	12:39:42	133
32 Survey With Go: Growth: Reading	#####	9:30:56	105
32 Survey With Go: Growth: Spanish	#####	14:05:50	71
Survey With Go: Growth: Reading	#####	9:47:48	39
32 Survey With Go: Growth: Math 6+	#####	10:32:58	215
32 Survey With Go: Growth: Reading	#####	12:47:21	127
32 Survey With Go: Growth: Math 6+	#####	10:34:15	89
32 Survey With Go: Growth: Reading	#####	12:47:24	107
32 Survey With Go: Growth: Math 6+	#####	10:38:31	30
32 Survey With Go: Growth: Reading	#####	14:03:53	70
32 Survey With Go: Growth: Math 6+	#####	9:11:11	88
Survey With Go: Growth: Reading	#####	12:59:02	132
32 Survey With Go: Growth: Math 6+	#####	12:35:44	75
32 Survey With Go: Growth: Reading	#####	14:03:52	94
32 Survey With Go: Growth: Math 6+	#####	9:06:28	99

32 Survey With Go: Growth: Reading	#####	14:14:54	136
32 Survey With Go: Growth: Math 6+	#####	10:36:12	55
32 Survey With Go: Growth: Reading	#####	14:14:54	23
32 Survey With Go: Growth: Math 6+	#####	12:39:47	105
32 Survey With Go: Growth: Reading	#####	14:04:01	135
32 Survey With Go: Growth: Math 6+	#####	10:36:14	70
32 Survey With Go: Growth: Reading	#####	9:22:23	84
32 Survey With Go: Growth: Math 6+	#####	14:02:42	48
32 Survey With Go: Growth: Reading	#####	12:47:19	109
32 Survey With Go: Growth: Math 6+	#####	9:06:17	60
32 Survey With Go: Growth: Reading	#####	14:03:55	95
32 Survey With Go: Growth: Math 6+	#####	12:40:32	106
32 Survey With Go: Growth: Reading	#####	9:30:44	107
32 Survey With Go: Growth: Math 6+	#####	10:34:43	92
32 Survey With Go: Growth: Reading	#####	9:34:05	87
32 Survey With Go: Growth: Math 6+	#####	12:36:58	33
32 Survey With Go: Growth: Reading	#####	14:15:01	64
32 Survey With Go: Growth: Math 6+	#####	9:06:20	71
32 Survey With Go: Growth: Reading	#####	12:47:00	110
32 Survey With Go: Growth: Math 6+	#####	10:38:16	130
32 Survey With Go: Growth: Reading	#####	12:48:41	118
32 Survey With Go: Growth: Math 6+	#####	10:34:57	134
32 Survey With Go: Growth: Reading	#####	14:03:51	255
32 Survey With Go: Growth: Math 6+	#####	12:36:23	67
32 Survey With Go: Growth: Reading	#####	9:20:48	126
32 Survey With Go: Growth: Math 6+	#####	10:35:39	61
Survey With Go: Growth: Reading	#####	9:20:56	94
32 Survey With Go: Growth: Math 6+	#####	12:39:18	33
32 Survey With Go: Growth: Reading	#####	9:30:56	75
32 Survey With Go: Growth: Math 6+	#####	10:34:44	62
32 Survey With Go: Growth: Reading	#####	9:20:46	76
32 Survey With Go: Growth: Math 6+	#####	10:37:05	40
32 Survey With Go: Growth: Reading	#####	12:47:23	96
32 Survey With Go: Growth: Math 6+	#####	12:39:32	138
32 Survey With Go: Growth: Reading	#####	14:03:48	98
32 Survey With Go: Growth: Math 6+	#####	12:39:43	78
Survey With Go: Growth: Reading	#####	9:30:41	104
32 Survey With Go: Growth: Spanish	#####	10:34:48	45
Survey With Go: Growth: Reading	#####	9:47:54	113
32 Survey With Go: Growth: Math 6+	#####	9:08:45	106
32 Survey With Go: Growth: Reading	#####	12:47:01	121
32 Survey With Go: Growth: Math 6+	#####	8:37:34	58
32 Survey With Go: Growth: Reading	#####	9:21:06	67
32 Survey With Go: Growth: Math 6+	#####	10:39:28	43
32 Survey With Go: Growth: Reading	#####	14:10:32	79
32 Survey With Go: Growth: Math 6+	#####	9:14:28	89
Survey With Go: Growth: Reading	#####	14:17:45	78

32 Survey With Go: Growth: Math 6-	#####	9:06:17	71
32 Survey With Go: Growth: Reading	#####	8:50:24	67
32 Survey With Go: Growth: Math 6-	#####	10:38:21	113
Survey With Go: Growth: Reading	#####	14:04:06	51
32 Survey With Go: Growth: Math 6-	#####	14:06:09	93
32 Survey With Go: Growth: Reading	#####	9:39:19	68
32 Survey With Go: Growth: Math 6-	#####	9:14:28	78
32 Survey With Go: Growth: Reading	#####	14:17:36	71
Survey With Go: Growth: Math 6-	#####	10:39:57	59
32 Survey With Go: Growth: Math 6-	#####	9:10:28	43
32 Survey With Go: Growth: Reading	#####	10:42:57	119
32 Survey With Go: Growth: Math 6-	#####	12:36:42	106
32 Survey With Go: Growth: Reading	#####	9:30:49	94
32 Survey With Go: Growth: Math 6-	#####	14:03:39	49
Survey With Go: Growth: Reading	#####	9:24:28	79
32 Survey With Go: Growth: Spanish	#####	12:34:32	55
Survey With Go: Growth: Reading	#####	14:05:39	75
Survey With Go: Growth: Math 6-	#####	12:38:57	110
Survey With Go: Growth: Reading	#####	8:39:29	65
32 Survey With Go: Growth: Math 6-	#####	10:36:27	78
32 Survey With Go: Growth: Reading	#####	9:22:15	107
32 Survey With Go: Growth: Math 6-	#####	10:36:05	73
32 Survey With Go: Growth: Reading	#####	14:17:23	101
32 Survey With Go: Growth: Reading	#####	9:22:11	64
32 Survey With Go: Growth: Math 6-	#####	12:34:50	65
32 Survey With Go: Growth: Reading	#####	9:22:13	73
32 Survey With Go: Growth: Math 6-	#####	10:36:16	78
32 Survey With Go: Growth: Reading	#####	14:17:30	93
32 Survey With Go: Growth: Math 6-	#####	14:00:45	82
32 Survey With Go: Growth: Reading	#####	10:43:13	169
32 Survey With Go: Growth: Math 6-	#####	12:36:09	119
32 Survey With Go: Growth: Reading	#####	14:05:21	91
32 Survey With Go: Growth: Math 6-	#####	12:31:09	69
32 Survey With Go: Growth: Reading	#####	12:58:51	63
32 Survey With Go: Growth: Math 6-	#####	9:10:19	76
32 Survey With Go: Growth: Reading	#####	12:58:51	129
32 Survey With Go: Growth: Math 6-	#####	12:35:59	105
32 Survey With Go: Growth: Reading	#####	12:58:48	113
32 Survey With Go: Growth: Math 6-	#####	12:35:53	125
Survey With Go: Growth: Reading	#####	14:42:01	163
32 Survey With Go: Growth: Math 6-	#####	14:03:40	116
32 Survey With Go: Growth: Reading	#####	10:42:57	104
32 Survey With Go: Growth: Math 6-	#####	13:59:39	87
32 Survey With Go: Growth: Reading	#####	14:05:20	102
32 Survey With Go: Growth: Math 6-	#####	14:04:03	103
32 Survey With Go: Growth: Reading	#####	12:58:53	146
32 Survey With Go: Growth: Math 6-	#####	14:00:14	97

32 Survey With Go: Growth: Reading	#####	14:41:52	88
Survey With Go: Growth: Math 6+	#####	10:36:18	72
32 Survey With Go: Growth: Reading	#####	8:39:25	65
32 Survey With Go: Growth: Math 6+	#####	13:59:43	116
32 Survey With Go: Growth: Reading	#####	14:17:23	128
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Survey With Go: Growth: Spanish	#####	14:00:30	106
Survey With Go: Growth: Reading	#####	14:06:14	78
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32 Survey With Go: Growth: Reading	#####	12:58:48	126
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Survey With Go: Growth: Reading	#####	9:22:24	133
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32 Survey With Go: Growth: Spanish	#####	9:47:52	92
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Survey With Go: Growth: Reading	#####	11:01:25	54



Survey With Go: Growth: Math 6-	#####	14:09:22	88
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Survey With Go: Growth: Reading	#####	10:58:24	87
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Survey With Go: Growth: Math 6-	#####	14:02:11	60
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Survey With Go: Growth: Math 6-	#####	14:00:53	69

Survey With Go: Growth: Reading	#####	10:49:55	95
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Survey With Go: Growth: Reading	#####	9:28:18	100

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Survey With Go: Growth: Math 6-	#####	9:08:37	42
Survey With Go: Growth: Reading	#####	10:50:03	88
Survey With Go: Growth: Math 6-	#####	14:03:40	99
Survey With Go: Growth: Reading	#####	9:26:49	101
Survey With Go: Growth: Math 6-	#####	14:09:17	61
Survey With Go: Growth: Reading	#####	9:21:54	84
Survey With Go: Growth: Math 6-	#####	14:07:43	58
Survey With Go: Growth: Reading	#####	9:21:20	126
Survey With Go: Growth: Math 6-	#####	12:37:57	142
Survey With Go: Growth: Reading	#####	9:20:17	93
Survey With Go: Growth: Math 6-	#####	9:10:09	65
Survey With Go: Growth: Reading	#####	12:47:13	87
Survey With Go: Growth: Math 6-	#####	12:35:27	60
Survey With Go: Growth: Reading	#####	9:31:07	67
Survey With Go: Growth: Math 6-	#####	14:00:51	99
Survey With Go: Growth: Reading	#####	14:05:38	98
Survey With Go: Growth: Math 6-	#####	14:09:22	64
Survey With Go: Growth: Reading	#####	9:36:19	68
Survey With Go: Growth: Math 6-	#####	9:14:19	74
Survey With Go: Growth: Reading	#####	10:57:51	131
Survey With Go: Growth: Math 6-	#####	9:14:38	160
Survey With Go: Growth: Reading	#####	10:57:53	178
Survey With Go: Growth: Math 6-	#####	12:39:57	63
Survey With Go: Growth: Math 6-	#####	10:36:10	129
Survey With Go: Growth: Reading	#####	14:17:22	127
Survey With Go: Growth: Math 6-	#####	14:00:40	59
Survey With Go: Growth: Reading	#####	8:40:40	61
Survey With Go: Growth: Spanish	#####	9:08:42	60
Survey With Go: Growth: Spanish	#####	10:51:43	83
Survey With Go: Growth: Spanish	#####	9:08:47	37
Survey With Go: Growth: Spanish	#####	10:51:00	99
Survey With Go: Growth: Reading	#####	14:16:49	169
Survey With Go: Growth: Reading	#####	9:20:47	105

Survey With Go: Growth: Math 6-	#####	10:29:58	50
Survey With Go: Growth: Reading	#####	9:21:00	70
Survey With Go: Growth: Math 6-	#####	14:02:29	33
Survey With Go: Growth: Reading	#####	9:20:55	39
Survey With Go: Growth: Reading	#####	12:42:04	53

TestRITScore	TestStandardErr	TestPercentile	AchievementQu	PercentCorrect	RapidGuessingF
220	3.21	28	LoAvg	51	4.6512
189	3.48	6	Low	37	7.3171
229	3.35	42	Avg	44	0
237	3.32	71	HiAvg	50	0
224	3.19	34	LoAvg	49	2.3256
220	3.25	43	Avg	53	7.5
255	3.18	80	HiAvg	53	0
244	3.34	80	HiAvg	55	0
231	3.12	45	Avg	53	2.3256
233	3.36	65	HiAvg	53	0
209	4.09	15	Low	23	27.907
229	3.3	58	Avg	43	15
241	3.15	61	HiAvg	49	0
231	3.32	61	HiAvg	53	2.5
202	3.19	10	Low	47	2.3256
189	3.49	6	Low	43	0
230	3.34	43	Avg	51	0
220	3.3	43	Avg	45	2.5
236	3.25	53	Avg	51	4.6512
211	3.39	28	LoAvg	40	10
220	3.23	28	LoAvg	51	0
173	4.13	1	Low	21	27.907
235	3.14	51	Avg	53	0
237	3.33	71	HiAvg	55	0
255	3.27	80	HiAvg	56	0
246	3.11	68	HiAvg	49	0
214	3.47	33	LoAvg	43	14.2857
235	3.29	51	Avg	51	4.6512
210	3.44	27	LoAvg	43	7.5
248	3.18	71	HiAvg	53	0
225	3.34	51	Avg	43	5
203	3.29	10	Low	44	2.3256
203	3.39	18	Low	45	0
216	3.36	23	LoAvg	40	11.6279
232	3.34	63	HiAvg	50	0
225	3.13	35	LoAvg	51	0
225	3.41	51	Avg	48	5
218	3.26	26	LoAvg	49	2.3256
211	3.29	28	LoAvg	53	5
234	3.15	50	Avg	53	0
213	3.39	31	LoAvg	48	0
196	3.48	6	Low	40	9.3023
208	3.34	24	LoAvg	45	2.5
222	3.22	31	LoAvg	44	0
220	3.29	43	Avg	50	0
245	3.19	67	HiAvg	51	0

235	3.3	68 HiAvg	53	0
214	3.19	21 LoAvg	53	2.3256
206	3.39	21 LoAvg	50	2.5
201	3.2	9 Low	51	0
203	3.45	18 Low	56	0
225	3.68	36 LoAvg	44	0
222	3.39	46 Avg	45	0
229	3.21	42 Avg	51	0
216	3.34	36 LoAvg	43	0
228	3.13	40 LoAvg	47	0
217	3.44	38 LoAvg	45	0
217	3.15	24 LoAvg	49	4.6512
182	3.52	3 Low	47	13.9535
237	3.13	55 Avg	49	0
227	3.25	55 Avg	53	0
209	3.32	15 Low	49	0
203	3.43	18 Low	53	2.5
241	3.28	61 HiAvg	47	0
231	3.28	61 HiAvg	45	0
241	3.31	61 HiAvg	53	9.3023
239	3.32	74 HiAvg	55	0
253	3.18	78 HiAvg	53	0
231	3.34	61 HiAvg	48	0
240	3.11	59 Avg	51	0
228	3.32	56 Avg	53	0
210	3.22	16 Low	53	0
218	3.36	39 LoAvg	45	0
234	3.22	50 Avg	56	0
218	3.28	39 LoAvg	50	0
207	3.4	14 Low	40	13.9535
214	3.42	33 LoAvg	43	2.5
231	3.19	45 Avg	49	0
218	3.31	39 LoAvg	50	0
236	3.14	53 Avg	51	0
214	3.35	33 LoAvg	55	0
217	3.24	24 LoAvg	58	2.3256
218	3.41	39 LoAvg	50	2.5
244	3.46	65 HiAvg	56	0
219	3.52	41 Avg	42	4.6512
236	3.35	53 Avg	49	0
204	3.98	19 Low	56	13.9535
206	3.31	21 LoAvg	48	0
254	3.29	79 HiAvg	42	0
239	3.4	74 HiAvg	50	0
212	3.54	18 Low	40	0
211	3.49	28 LoAvg	43	14.2857
249	3.21	73 HiAvg	47	0



217	3.3	38 LoAvg	48	0
225	3.17	35 LoAvg	51	0
227	3.22	55 Avg	50	0
235	3.3	68 HiAvg	48	0
204	3.18	11 Low	49	0
226	3.32	53 Avg	50	0
209	3.17	12 Low	49	0
213	3.31	26 LoAvg	45	2.5
178	3.46	2 Low	45	7.5
231	3.17	45 Avg	47	4.6512
222	3.27	46 Avg	50	0
221	3.18	30 LoAvg	47	2.3256
236	3.32	69 HiAvg	53	0
219	3.26	27 LoAvg	53	0
220	3.36	43 Avg	50	0
226	3.13	37 LoAvg	49	2.3256
215	3.5	34 LoAvg	43	0
241	3.23	61 HiAvg	49	0
236	3.32	69 HiAvg	53	5
224	3.25	34 LoAvg	51	0
228	3.29	56 Avg	53	2.5
214	3.14	21 LoAvg	51	0
213	3.46	31 LoAvg	53	7.5
243	3.15	64 HiAvg	51	0
243	3.25	79 HiAvg	55	0
224	3.18	34 LoAvg	51	0
215	3.24	34 LoAvg	50	0
233	3.18	48 Avg	47	0
219	3.42	41 Avg	50	0
245	3.19	67 HiAvg	53	0
234	3.44	66 HiAvg	53	5
229	3.39	58 Avg	50	0
257	3.16	82 High	51	0
227	3.27	55 Avg	53	2.5
227	3.3	39 LoAvg	42	2.3256
231	3.42	61 HiAvg	58	0
230	3.22	42 Avg	51	2.3256
217	3.41	34 LoAvg	45	5
209	3.22	15 Low	44	0
201	3.29	16 Low	48	0
216	3.23	23 LoAvg	44	0
197	3.35	12 Low	48	0
221	3.16	30 LoAvg	47	2.3256
233	3.28	65 HiAvg	53	0
220	3.21	28 LoAvg	53	0
235	3.31	68 HiAvg	53	0
229	3.12	42 Avg	51	0

208	3.28	24 LoAvg	50	0
215	3.19	22 LoAvg	49	0
214	3.58	33 LoAvg	40	0
202	3.13	10 Low	49	0
195	3.26	10 Low	53	0
220	3.34	28 LoAvg	44	0
194	3.46	9 Low	44	0
246	3.38	68 HiAvg	53	0
237	3.37	71 HiAvg	58	0
198	3.12	7 Low	49	2.3256
189	3.41	6 Low	45	2.5
223	3.16	32 LoAvg	47	13.9535
220	3.44	43 Avg	53	5
219	3.17	27 LoAvg	51	0
213	3.4	31 LoAvg	43	5
239	3.18	58 Avg	49	0
201	3.42	16 Low	53	12.5
233	3.2	48 Avg	49	13.9535
234	3.33	66 HiAvg	53	0
235	3.12	51 Avg	51	2.3256
227	3.47	55 Avg	59	0
242	3.35	64 HiAvg	56	0
244	3.31	85 High	55	0
260	3.58	88 High	65	0
234	3.31	69 HiAvg	48	0
210	3.13	15 Low	51	0
220	3.46	42 Avg	55	0
228	3.18	39 LoAvg	47	0
238	3.29	76 HiAvg	55	0
218	3.44	23 LoAvg	56	0
181	3.49	1 Low	43	15
220	3.15	26 LoAvg	49	0
218	3.26	23 LoAvg	53	2.3256
218	3.31	36 LoAvg	48	0
229	3.18	40 LoAvg	51	0
184	3.31	1 Low	45	12.5
230	3.17	42 Avg	51	0
240	3.27	80 HiAvg	50	0
210	3.2	13 Low	44	13.9535
200	3.49	9 Low	41	12.1951
242	3.19	64 HiAvg	47	0
237	3.31	75 HiAvg	53	0
227	3.2	37 LoAvg	51	0
221	3.31	42 Avg	50	0
201	3.14	7 Low	47	0
243	3.42	66 HiAvg	44	0
243	3.36	84 High	58	0

255	3.31	83 High	42	2.3256
225	3.34	51 Avg	45	0
238	3.24	57 Avg	51	0
226	3.36	53 Avg	48	2.5
222	3.38	29 LoAvg	56	0
197	3.32	7 Low	45	15
235	3.32	51 Avg	51	0
212	3.28	25 LoAvg	48	17.5
213	3.17	18 Low	47	0
219	3.33	40 LoAvg	50	0
263	3.2	92 High	49	0
246	3.49	89 High	63	0
243	3.2	66 HiAvg	53	0
226	3.33	53 Avg	50	0
197	3.46	5 Low	44	0
182	3.37	1 Low	40	2.5
212	3.3	17 Low	44	0
211	3.49	25 LoAvg	43	4.7619
217	3.15	21 LoAvg	49	0
216	3.47	32 LoAvg	48	0
238	3.3	57 Avg	53	0
229	3.3	59 Avg	48	0
224	3.24	32 LoAvg	53	0
221	3.3	42 Avg	55	0
235	3.29	51 Avg	44	0
236	3.3	73 HiAvg	53	0
223	3.21	30 LoAvg	53	0
225	3.46	51 Avg	56	2.439
230	3.28	42 Avg	56	0
227	3.49	55 Avg	56	0
218	3.27	23 LoAvg	51	0
220	3.34	40 LoAvg	53	0
238	3.17	57 Avg	51	0
230	3.28	61 HiAvg	53	0
211	3.16	14 Low	47	11.6279
196	3.31	6 Low	48	10
231	3.21	44 Avg	51	0
233	3.34	67 HiAvg	53	0
225	3.19	33 LoAvg	49	0
222	3.34	44 Avg	50	0
230	3.16	42 Avg	49	13.9535
214	3.29	28 LoAvg	50	0
236	3.52	53 Avg	58	0
217	3.43	34 LoAvg	48	0
221	3.31	27 LoAvg	53	0
216	3.36	32 LoAvg	50	0
207	3.19	10 Low	44	2.3256

216	3.37	32 LoAvg	50	2.5
204	3.15	8 Low	53	0
210	3.36	21 LoAvg	55	0
215	3.26	19 Low	53	0
210	3.36	21 LoAvg	48	0
203	3.18	7 Low	47	2.3256
200	3.28	9 Low	48	0
254	3.15	82 High	53	0
232	3.36	65 HiAvg	55	0
199	3.37	9 Low	50	0
217	3.16	21 LoAvg	53	0
177	3.78	1 Low	35	6.9767
242	3.35	64 HiAvg	49	0
226	3.34	53 Avg	55	0
220	3.2	26 LoAvg	47	11.6279
226	3.36	53 Avg	48	7.5
235	3.21	51 Avg	53	0
225	3.46	51 Avg	53	0
248	3.14	74 HiAvg	51	0
229	3.36	59 Avg	45	0
233	3.18	48 Avg	51	0
223	3.44	46 Avg	55	0
204	3.14	8 Low	44	13.9535
202	3.3	11 Low	50	5
266	3.21	93 High	51	0
248	3.49	90 High	67	0
232	3.19	46 Avg	49	2.3256
228	3.31	57 Avg	50	0
218	3.31	25 LoAvg	44	0
202	3.3	12 Low	50	5
235	3.18	51 Avg	44	2.3256
221	3.3	42 Avg	45	12.5
233	3.18	48 Avg	53	0
224	3.25	48 Avg	50	0
235	3.28	51 Avg	53	0
189	3.38	3 Low	53	0
273	3.23	96 High	53	0
243	3.34	84 High	55	0
256	3.15	84 High	51	0
220	3.28	40 LoAvg	45	0
215	3.27	19 Low	49	2.3256
228	3.47	57 Avg	59	0
204	3.17	9 Low	49	4.6512
211	3.41	25 LoAvg	45	0
220	3.7	26 LoAvg	35	11.6279
220	3.35	40 LoAvg	50	0
261	3.17	89 High	56	0

228	3.47	57 Avg	58	0
217	3.44	21 LoAvg	42	2.3256
209	3.31	20 Low	43	15
219	3.64	24 LoAvg	37	0
222	3.38	44 Avg	48	0
216	3.38	20 Low	47	0
212	3.36	25 LoAvg	53	0
223	3.17	30 LoAvg	51	0
217	3.34	34 LoAvg	50	0
243	3.34	66 HiAvg	49	0
235	3.32	71 HiAvg	53	0
249	3.24	75 HiAvg	51	0
246	3.43	87 High	65	0
225	3.23	33 LoAvg	53	0
205	3.42	14 Low	58	5
224	3.14	32 LoAvg	53	0
219	3.26	38 LoAvg	55	2.5
207	3.13	10 Low	47	0
225	3.42	51 Avg	58	0
219	3.28	24 LoAvg	51	0
219	3.4	38 LoAvg	55	0
267	3.26	93 High	50	0
255	4.07	95 High	81	0
219	3.33	24 LoAvg	51	0
223	3.28	46 Avg	53	0
217	3.18	21 LoAvg	44	0
226	3.34	53 Avg	53	0
208	3.37	11 Low	44	0
180	3.37	1 Low	48	5
214	3.22	18 Low	51	2.3256
221	3.43	42 Avg	53	5
214	3.18	18 Low	49	2.3256
219	3.29	38 LoAvg	50	0
248	3.35	74 HiAvg	42	0
220	3.26	40 LoAvg	48	0
209	3.3	12 Low	47	0
188	3.46	2 Low	40	15
213	3.47	16 Low	60	0
202	3.64	11 Low	44	2.3256
231	3.25	44 Avg	56	0
231	3.36	63 HiAvg	53	0
234	3.17	50 Avg	53	0
219	3.38	41 Avg	58	0
230	3.21	43 Avg	56	2.3256
214	3.41	33 LoAvg	45	10
233	3.19	51 Avg	51	0
179	3.27	1 Low	48	12.5

262	3.22	92 High	53	0
233	3.45	70 HiAvg	56	0
203	3.23	7 Low	53	0
181	3.49	1 Low	39	9.7561
229	3.3	44 Avg	56	4.6512
212	3.25	26 LoAvg	48	2.5
258	3.18	89 High	56	0
242	3.26	85 High	55	0
217	3.34	26 LoAvg	51	0
208	3.25	13 Low	51	0
214	3.41	30 LoAvg	53	0
209	3.29	12 Low	44	4.6512
178	3.45	1 Low	40	22.5
229	3.23	44 Avg	47	0
217	3.36	36 LoAvg	45	0
223	3.16	33 LoAvg	49	4.6512
175	3.49	1 Low	32	14.6341
204	3.27	9 Low	51	4.6512
186	3.41	2 Low	33	16.6667
227	3.25	40 LoAvg	53	0
220	3.3	42 Avg	48	0
208	3.11	13 Low	49	0
211	3.52	25 LoAvg	44	0
189	3.48	3 Low	37	11.6279
233	3.17	51 Avg	51	0
222	3.4	47 Avg	53	0
231	3.17	47 Avg	51	0
223	3.3	49 Avg	48	0
215	3.18	21 LoAvg	49	0
207	3.34	18 Low	48	0
233	3.25	51 Avg	56	0
223	3.23	49 Avg	53	0
236	3.37	57 Avg	44	0
214	3.43	30 LoAvg	48	0
224	3.27	35 LoAvg	51	4.6512
208	3.34	20 Low	53	0
195	3.52	4 Low	44	4.6512
216	3.37	34 LoAvg	58	0
229	3.12	44 Avg	51	0
217	3.28	36 LoAvg	55	0
235	3.15	55 Avg	53	0
212	3.45	26 LoAvg	54	0
236	3.29	57 Avg	49	0
237	3.31	77 HiAvg	55	0
225	3.22	36 LoAvg	53	0
218	3.36	38 LoAvg	53	0
225	3.2	36 LoAvg	51	0

225	3.45	53 Avg	56	0
207	3.25	12 Low	42	2.3256
206	3.26	17 Low	48	2.5
215	3.22	21 LoAvg	51	0
211	3.38	25 LoAvg	53	0
244	3.24	71 HiAvg	49	0
222	3.34	47 Avg	48	15
224	3.17	35 LoAvg	51	0
210	3.31	23 LoAvg	53	0
280	3.29	99 High	58	0
251	3.8	93 High	74	0
231	3.34	47 Avg	53	0
225	3.37	53 Avg	55	0
221	3.17	30 LoAvg	51	0
219	3.31	40 LoAvg	50	0
223	3.13	33 LoAvg	49	0
210	3.43	23 LoAvg	53	2.5
227	3.23	40 LoAvg	49	0
190	3.4	3 Low	50	17.5
235	3.81	55 Avg	37	0
219	3.47	40 LoAvg	45	0
257	3.41	88 High	53	0
239	3.37	80 HiAvg	58	0
200	3.12	6 Low	51	0
207	3.28	18 Low	53	0
227	3.23	40 LoAvg	56	4.6512
211	3.57	25 LoAvg	37	32.5581
237	3.17	59 Avg	51	0
207	3.32	18 Low	45	0
229	3.2	44 Avg	47	0
218	3.34	38 LoAvg	48	0
234	3.25	53 Avg	58	0
239	3.27	80 HiAvg	50	0
214	3.2	19 Low	56	2.3256
205	3.3	15 Low	50	0
231	3.27	47 Avg	53	0
229	3.33	62 HiAvg	53	0
240	3.2	64 HiAvg	53	0
216	3.3	34 LoAvg	45	20
206	3.17	11 Low	47	0
200	3.27	10 Low	50	5
216	3.23	22 LoAvg	51	0
223	3.29	49 Avg	55	0
219	3.14	26 LoAvg	51	0
203	3.44	13 Low	59	7.3171
221	3.34	30 LoAvg	58	0
217	3.41	36 LoAvg	58	17.5

220	3.28	28 LoAvg	44	0
204	3.36	14 Low	53	0
220	3.23	28 LoAvg	44	4.6512
221	3.32	45 Avg	50	12.5
222	3.45	31 LoAvg	58	4.6512
220	3.37	42 Avg	48	2.5
211	3.28	16 Low	53	2.3256
217	3.36	36 LoAvg	43	15
208	3.14	13 Low	51	0
213	3.44	28 LoAvg	38	7.5
203	3.3	8 Low	51	0
180	3.36	1 Low	45	0
236	3.23	57 Avg	49	0
233	3.36	70 HiAvg	55	0
223	3.16	33 LoAvg	51	0
213	3.38	28 LoAvg	45	0
231	3.23	47 Avg	49	0
231	3.36	66 HiAvg	53	0
226	3.16	38 LoAvg	49	0
215	3.27	32 LoAvg	50	7.5
204	3.17	9 Low	51	2.3256
211	3.27	25 LoAvg	50	0
260	3.32	90 High	56	2.3256
221	3.33	45 Avg	55	0
256	3.23	87 High	53	0
241	3.4	83 High	58	0
206	3.21	11 Low	47	2.3256
204	3.48	14 Low	48	10
226	3.26	38 LoAvg	47	0
224	3.47	51 Avg	60	0
220	3.12	28 LoAvg	49	2.3256
192	3.54	4 Low	33	16.2791
217	3.22	23 LoAvg	47	0
233	3.42	70 HiAvg	58	0
247	3.41	75 HiAvg	49	0
233	3.41	70 HiAvg	55	0
216	3.25	22 LoAvg	47	0
204	3.27	14 Low	50	0
215	3.41	21 LoAvg	58	0
197	3.41	7 Low	53	2.5
221	3.24	30 LoAvg	49	2.3256
219	3.27	40 LoAvg	48	0
221	3.22	30 LoAvg	51	0
213	3.46	28 LoAvg	50	0
233	3.2	51 Avg	49	0
217	3.33	36 LoAvg	53	0
210	3.12	15 Low	49	0



200	3.32	10 Low	50	0
237	3.15	59 Avg	53	0
224	3.25	51 Avg	53	0
229	3.17	44 Avg	47	0
219	3.28	40 LoAvg	48	0
183	3.31	1 Low	40	6.9767
162	3.96	1 Low	21	4.6512
214	3.23	19 Low	44	4.6512
205	3.44	15 Low	55	5
227	3.4	40 LoAvg	58	0
231	3.46	66 HiAvg	53	0
226	3.32	38 LoAvg	56	0
205	3.33	15 Low	48	2.5
231	3.19	47 Avg	53	0
221	3.29	45 Avg	48	0
226	3.28	38 LoAvg	49	0
227	3.33	58 Avg	50	0
216	3.21	22 LoAvg	49	0
224	3.31	51 Avg	48	0
221	3.15	30 LoAvg	53	0
214	3.29	30 LoAvg	50	0
235	3.16	55 Avg	51	0
228	3.26	60 Avg	53	0
239	3.18	62 HiAvg	51	0
231	3.37	66 HiAvg	50	0
245	3.27	69 HiAvg	60	0
191	3.37	3 Low	50	5
203	3.2	7 Low	49	4.6512
201	3.43	10 Low	48	0
207	3.35	13 Low	47	6.9767
201	3.36	14 Low	48	5
206	3.35	11 Low	56	0
176	3.47	1 Low	32	9.7561
234	3.2	50 Avg	49	0
222	3.31		49	0
241	3.25	62 HiAvg	56	0
177	3.45	1 Low	50	0
260	3.34	88 High	44	0
240	3.38	80 HiAvg	53	0
232	3.23	49 Avg	53	0
200	3.44	10 Low	55	2.5
215	3.22	21 LoAvg	47	0
229	3.16		56	0
245	3.42	69 HiAvg	44	0
227	3.15		51	0
185	3.41	1 Low	40	4.6512
198	3.4	11 Low	58	0

230	3.23	50 Avg	56	0
223	3.42	53 Avg	48	0
223	3.3	37 LoAvg	49	0
221	3.24	49 Avg	53	0
218	3.21	28 LoAvg	53	0
210	3.5	27 LoAvg	44	2.3256
238	3.51	65 HiAvg	58	0
233	3.32	73 HiAvg	50	0
273	3.22	97 High	51	0
236	3.39	75 HiAvg	45	2.5
230	3.21	42 Avg	51	2.3256
228	3.29	57 Avg	48	2.5
266	3.27	94 High	44	0
249	3.58	92 High	72	0
213	3.18	18 Low	56	0
181	3.4	1 Low	43	0
243	3.16	66 HiAvg	51	0
219	3.24	38 LoAvg	50	0
217	3.22	21 LoAvg	49	0
230	3.48	61 HiAvg	54	2.439
251	3.26	78 HiAvg	51	0
235	3.29	71 HiAvg	50	0
254	3.2	82 High	58	0
216	3.41	32 LoAvg	40	2.5
234	3.22	50 Avg	47	2.3256
227	3.38	55 Avg	58	0
211	3.22	18 Low	47	0
201	3.35	14 Low	53	0
207	3.13	13 Low	49	4.6512
182	3.69	2 Low	33	13.9535
190	3.23	3 Low	44	0
199	3.27	12 Low	50	0
215	3.29	23 LoAvg	42	13.9535
217	3.33	41 Avg	43	20
234	3.35	58 Avg	56	0
218	3.38	43 Avg	45	0
239	3.14	67 HiAvg	49	0
224	3.45	55 Avg	58	2.5
220	3.2	31 LoAvg	51	0
199	3.68	12 Low	60	9.3023
226	3.16	42 Avg	49	0
228	3.29	64 HiAvg	50	0
208	3.17	14 Low	51	0
224	3.29	55 Avg	50	0
236	3.29	61 HiAvg	58	0
216	3.39	39 LoAvg	45	2.5
208	3.36	14 Low	56	0

206	3.38	21 LoAvg	53	0
206	3.13	12 Low	47	0
209	3.42	26 LoAvg	50	0
217	3.17	26 LoAvg	49	0
198	3.17		47	0
235	3.32	59 Avg	53	0
225	3.43	57 Avg	58	0
223	3.25	37 LoAvg	53	0
211	3.44	29 LoAvg	48	0
213	3.15	20 Low	49	0
215	3.37	37 LoAvg	45	0
226	3.31	42 Avg	49	0
218	3.31	43 Avg	58	0
227	3.31	44 Avg	58	0
225	3.35	57 Avg	50	0
243	3.23	73 HiAvg	56	0
232	3.41	71 HiAvg	55	0
246	3.43	78 HiAvg	40	0
228	3.36	64 HiAvg	53	0
230	3.13	50 Avg	49	0
204	3.27	18 Low	48	2.5
207	3.18	13 Low	53	0
182	3.27	2 Low	50	2.5
237	3.27	63 HiAvg	56	0
218	3.46	43 Avg	45	0
236	3.12	61 HiAvg	51	0
229	3.33	66 HiAvg	48	0
213	3.21	20 Low	51	0
224	3.29	55 Avg	50	0
203	3.16	10 Low	53	0
187	3.27	4 Low	50	0
241	3.23	70 HiAvg	42	13.9535
226	3.37	60 Avg	55	2.5
211	3.23	18 Low	47	0
194	3.14		49	0
180	3.49	1 Low	30	13.9535
168	3.92	1 Low	21	9.3023
250	3.23	83 High	56	0
226	3.31	60 Avg	48	0
219	3.25	30 LoAvg	53	0
214	3.4	35 LoAvg	45	0
213	3.27	20 Low	56	0
219	3.27	45 Avg	53	0
225	3.25	40 LoAvg	51	0
208	3.28	24 LoAvg	50	0
234	3.23	58 Avg	51	0
233	3.43	73 HiAvg	60	0

233	3.17	56 Avg	53	0
217	3.36	41 Avg	50	0
231	3.23	52 Avg	51	0
220	3.39		50	0
223	3.14	37 LoAvg	49	0
222	3.37	51 Avg	53	0
218	3.57	28 LoAvg	58	0
217	3.37	41 Avg	50	0
219	3.19	30 LoAvg	53	0
234	3.35	75 HiAvg	55	0
220	3.13	31 LoAvg	49	0
224	3.27	55 Avg	48	0
258	3.23	91 High	51	2.3256
233	3.34	73 HiAvg	53	0
215	3.17	23 LoAvg	49	0
220	3.28	47 Avg	45	0
225	3.18	40 LoAvg	47	0
210	3.28	27 LoAvg	50	0
249	3.26	82 High	53	0
236	3.32	78 HiAvg	55	0
240	3.15	69 HiAvg	53	0
226	3.42	60 Avg	48	0
256	3.28	90 High	49	0
235	3.43	76 HiAvg	50	0
239	3.19	67 HiAvg	49	0
231	3.31	69 HiAvg	50	0
235	3.24	59 Avg	56	2.3256
224	3.33	55 Avg	53	0
239	3.22	67 HiAvg	53	0
212	3.33	31 LoAvg	50	0
233	3.3	56 Avg	51	0
241	3.33	85 High	53	0
234	3.48	58 Avg	47	0
220	3.28	47 Avg	53	0
242	3.48	72 HiAvg	42	0
233	3.37	73 HiAvg	45	0
219	3.31	30 LoAvg	58	0
218	3.35	43 Avg	45	0
234	3.74	58 Avg	60	0
210	3.24	17 Low	42	11.6279
199	3.33	12 Low	53	7.5
231	3.25	52 Avg	56	0
226	3.41	60 Avg	53	0
227	3.41	44 Avg	40	9.3023
204	3.28	18 Low	53	2.5
239	3.15	67 HiAvg	56	0
227	3.39	62 HiAvg	53	0

230	3.19	50 Avg	49	0
229	3.34	66 HiAvg	53	0
219	3.34	30 LoAvg	49	0
232	3.38	71 HiAvg	55	0
234	3.28	58 Avg	56	0
231	3.33	69 HiAvg	50	0
205	3.26	11 Low	49	0
213	3.4	33 LoAvg	53	0
224	3.22	39 LoAvg	53	0
220	3.32	47 Avg	43	12.5
233	3.34	56 Avg	44	0
228	3.33	64 HiAvg	53	0
231	3.21	52 Avg	56	0
227	3.48	62 HiAvg	58	0
245	3.24	77 HiAvg	53	0
217	3.37	41 Avg	55	0
236	3.13	61 HiAvg	56	0
223	3.3	53 Avg	53	0
211	3.33	18 Low	42	0
191	3.26	5 Low	50	0
213	3.15	20 Low	53	0
202	3.34	15 Low	53	0
246	3.2	78 HiAvg	53	0
229	3.49	65 HiAvg	44	0
232	3.23	54 Avg	53	0
233	3.32	73 HiAvg	50	0
243	3.45	73 HiAvg	44	0
234	3.29	75 HiAvg	53	0
219	3.14	30 LoAvg	49	0
220	3.28	47 Avg	48	0
229	3.66	48 Avg	63	0
215	3.37	37 LoAvg	55	0
166	3.81	1 Low	26	13.9535
249	3.15	82 High	51	0
221	3.32	49 Avg	48	0
210	3.17	17 Low	51	0
211	3.46	29 LoAvg	50	0
232	3.1	54 Avg	51	0
212	3.29	31 LoAvg	50	7.5
250	3.26	83 High	51	0
230	3.29	67 HiAvg	50	2.5
219	3.2	30 LoAvg	49	0
225	3.43	57 Avg	53	0
224	3.22	39 LoAvg	47	0
226	3.28	60 Avg	53	0
201	3.15	8 Low	56	0
203	3.31	17 Low	53	0

224	3.14	39 LoAvg	51	0
220	3.31	47 Avg	45	5
181	3.34	1 Low	40	0
188	3.32	4 Low	45	0
205	3.17	11 Low	49	2.3256
207	3.31	22 LoAvg	53	0
204	3.14	10 Low	53	0
224	3.4	55 Avg	45	0
207	3.18	13 Low	51	0
199	3.36	12 Low	53	0
217	3.17	26 LoAvg	49	0
219	3.47	45 Avg	51	2.439
225	3.16	40 LoAvg	51	0
233	3.28	73 HiAvg	53	0
235	3.35	59 Avg	56	0
233	3.37	73 HiAvg	58	0
202	3.2	9 Low	51	0
196	3.28	9 Low	48	0
214	3.23	22 LoAvg	51	0
209	3.25	26 LoAvg	50	0
206	3.17	12 Low	53	0
204	3.29	18 Low	53	0
239	3.17	67 HiAvg	53	0
210	3.26	27 LoAvg	50	0
224	3.27	32 LoAvg	49	4.6512
222	3.26	44 Avg	50	0
228	3.31	39 LoAvg	49	0
208	3.37	18 Low	50	5
218	3.27	28 LoAvg	49	0
207	3.27	22 LoAvg	55	0
219	3.16	30 LoAvg	47	0
211	3.23	29 LoAvg	48	5
230	3.12	50 Avg	49	0
226	3.34	60 Avg	53	0
237	3.23	63 HiAvg	58	0
235	3.28	76 HiAvg	55	0
233	3.55	56 Avg	67	0
256	3.33	87 High	60	0
229	3.37	62 HiAvg	53	0
209	3.19	14 Low	51	0
229	3.4	62 HiAvg	50	0
211	3.21	18 Low	51	0
214	3.17		49	0
203	3.16	10 Low	49	0
199	3.17		49	0
236	3.33	73 HiAvg	50	12.5
188	3.8	2 Low	35	13.9535

212	3.21	15 Low	47	0
226	3.26	53 Avg	55	0
221	3.25	27 LoAvg	49	0
203	3.5	12 Low	37	2.439
209	3.37	26 LoAvg	38	22.5

FallToFallProjec FallToFallObser FallToFallObser FallToFallMetPr FallToFallCondit FallToFallCondit







































FallToFallGrowtl FallToWinterPro FallToWinterOb: FallToWinterOb: FallToWinterMei FallToWinterCor





































FallToWinterCor	FallToWinterGrc	FallToSpringPro	FallToSpringOb:	FallToSpringOb:	FallToSpringMei
2		10		4.71	Yes
2		-21		4.8	No
2		-2		4.74	No*
2		8		4.72	Yes
2		10		4.5	Yes
2		5		4.75	Yes*
3		1		4.49	No*
2		7		4.68	Yes
2		7		4.53	Yes
2		2		4.68	Yes*
2		-41		5.15	No
2		6		4.72	Yes*
2		1		4.49	No*
2		3		4.69	Yes*
2		2		4.48	Yes*
2		-15		4.8	No
2		14		4.6	Yes
2		-1		4.81	No*
2		18		4.58	Yes
2		-1		4.84	No*
2		1		4.57	No*
2		-41		5.37	No
2		3		4.48	Yes*
2		15		4.82	Yes
2		7		4.72	Yes
2		7		4.47	Yes
2		5		4.91	Yes*
2		13		4.59	Yes
2		2		4.75	Yes*
2		1		4.53	No*
2		-7		4.7	No
2		-16		4.62	No
2		-5		4.74	No
2		21		4.71	Yes
2		21		4.67	Yes
2		5		4.45	Yes*
2		13		4.78	Yes
2		0		4.53	No*
2		21		4.89	Yes
2		6		4.5	Yes*
2		-9		4.77	No
2		0		4.75	No*
2		4		4.66	Yes*
2		-6		4.54	No
2		20		4.78	Yes
2		3		4.55	Yes*

2	0	4.7 No*
2	-1	4.49 No*
2	-8	4.74 No
2	15	4.54 Yes
2	-8	4.89 No
2	6	4.87 Yes*
2	-3	4.86 No
2	2	4.5 Yes*
2	-6	4.67 No
2	-9	4.57 No
2	3	4.89 Yes*
2	-14	4.53 No
2	-32	5.04 No
2	0	4.43 No*
2	9	4.73 Yes
2	27	4.8 Yes
2	14	4.85 Yes
2	-1	4.64 No*
2	5	4.64 Yes*
2	-10	4.68 No
2	-1	4.72 No*
2	4	4.57 Yes*
2	4	4.68 Yes*
2	8	4.46 Yes
2	9	4.7 Yes
2	4	4.62 Yes*
2	-5	4.67 No
2	4	4.55 Yes*
2	1	4.64 No*
2	-8	4.72 No
2	5	4.83 Yes*
2	4	4.5 Yes*
2	-9	4.67 No
2	4	4.51 Yes*
2	-3	4.68 No
2	-4	4.53 No
2	-2	4.77 No*
2	18	4.71 Yes
2	17	4.88 Yes
2	16	4.63 Yes
2	-8	5.27 No
2	-7	4.78 No
2	9	4.59 Yes
2	10	4.71 Yes
2	-14	4.8 No
2	-14	4.89 No
2	1	4.61 No*

2	-5	4.63 No
2	-5	4.55 No
2	-3	4.73 No
2	6	4.65 Yes*
2	-19	4.5 No
2	16	4.7 Yes
3	3	4.53 Yes*
2	-1	4.63 No*
2	-12	4.93 No
2	11	4.52 Yes
2	1	4.67 No*
2	6	4.48 Yes*
2	3	4.7 Yes*
2	-2	4.53 No*
2	13	4.88 Yes
2	4	4.99 Yes*
2	-6	4.94 No
2	11	4.51 Yes
2	6	4.65 Yes*
2	15	4.55 Yes
2	5	4.69 Yes*
2	4	4.58 Yes*
2	4	4.77 Yes*
2	-2	4.5 No*
2	7	4.62 Yes
2	3	4.46 Yes*
2	-8	4.7 No
2	2	4.5 Yes*
2	5	4.82 Yes*
2	4	4.56 Yes*
2	22	5.03 Yes
2	4	4.7 Yes*
2	12	4.48 Yes
2	8	4.65 Yes
2	-1	4.56 No*
2	7	4.72 Yes
3	9	4.52 Yes
2	-3	4.77 No
2	9	4.48 Yes
2	3	4.73 Yes*
2	-6	4.55 No
2	-5	4.75 No
2	5	4.5 Yes*
2	-2	4.73 No*
2	2	4.51 Yes*
2	12	4.77 Yes
2	1	4.43 No*

2	-7	4.65 No
2	1	4.58 No*
2	7	4.9 Yes
2	0	4.43 No*
2	-1	4.62 No*
2	2	4.65 Yes*
2	-8	4.85 No
2	1	4.61 No*
2	4	4.86 Yes*
2	-4	4.43 No
2	-3	4.86 No
2	-6	4.55 No
2	5	4.74 Yes*
2	-10	4.46 No
2	10	5.02 Yes
2	8	4.54 Yes
2	-20	4.74 No
2	-5	4.51 No
2	20	4.72 Yes
2	4	4.43 Yes*
2	9	4.77 Yes
2	6	4.58 Yes*
2	4	4.73 Yes*
2	20	4.83 Yes
2	-3	4.67 No
4	1	4.48 No*
4	20	4.75 Yes
3	5	4.69 Yes*
2	9	4.65 Yes
3	-22	4.8 No
3	6	4.48 Yes*
3	14	4.57 Yes
2	0	4.66 No*
3	-1	4.77 No*
3	-19	4.65 No
3	6	4.55 Yes*
2	10	4.62 Yes
3	5	4.53 Yes*
3	-1	4.88 No*
2	-1	4.62 No*
2	-2	4.72 No*
3	8	4.48 Yes
2	-5	4.72 No
4	-3	4.52 No
2	1	4.67 No*
2	-4	4.93 No

2	8	4.59 Yes
2	-6	4.68 No
3	8	4.51 Yes
2	1	4.82 No*
3	-1	4.67 No*
4	7	4.7 Yes*
3	4	4.61 Yes*
2	-8	4.7 No
4	8	4.53 Yes*
3	4	4.69 Yes*
3	13	4.5 Yes
2	7	4.81 Yes
2	4	4.55 Yes*
2	-5	4.75 No
4	2	4.71 No*
6	13	4.83 Yes
4	5	4.56 Yes*
3	2	4.87 No*
4	20	4.45 Yes
3	15	4.75 Yes
2	5	4.56 Yes*
2	-8	4.71 No
3	1	4.52 No*
2	10	4.72 Yes
3	15	4.66 Yes
2	-2	4.71 No*
3	13	4.57 Yes
2	15	4.85 Yes
3	10	4.56 Yes
2	8	4.82 Yes
3	8	4.55 Yes
2	5	4.7 Yes*
3	11	4.55 Yes
2	3	4.67 Yes*
3	2	4.46 No*
3	-10	4.67 No
3	8	4.48 Yes
2	14	4.69 Yes
3	-1	4.55 No*
2	15	4.71 Yes
2	3	4.65 Yes*
3	16	4.74 Yes
2	3	4.81 Yes*
3	12	4.59 Yes
2	-21	4.7 No
4	5	4.49 Yes*

2	5	4.76 Yes*
4	4	4.45 Yes*
3	6	4.69 Yes*
3	12	4.56 Yes
2	-8	4.72 No
3	-5	4.62 No
4	14	4.69 Yes
2	8	4.45 Yes
2	8	4.79 Yes
4	7	4.71 Yes*
3	-6	4.5 No
2	-40	5 No
3	24	4.68 Yes
2	14	4.67 Yes
2	10	4.69 Yes
2	0	4.49 No*
2	15	4.83 Yes
2	2	4.48 Yes*
2	2	4.7 Yes*
3	14	4.47 Yes
2	7	4.79 Yes
3	-4	4.54 No
2	-16	4.76 No
2	11	4.53 Yes
2	7	4.82 Yes
3	1	4.48 No*
2	10	4.8 Yes
4	21	4.6 Yes
5	13	4.75 Yes
3	12	4.5 Yes
2	10	4.7 Yes
3	10	4.5 Yes
2	3	4.64 Yes*
3	13	4.67 Yes
4	-4	4.87 No
2	18	4.58 Yes
2	7	4.83 Yes
2	10	4.51 Yes
2	-12	4.78 No
3	3	4.53 Yes*
2	4	4.79 Yes*
4	14	4.63 Yes
4	10	4.75 Yes
3	8	4.99 Yes
2	5	4.91 Yes*
2	16	4.45 Yes

2	8	4.79 Yes
3	-13	4.78 No
2	-3	4.71 No
3	13	4.83 Yes
2	-2	4.72 No*
4	20	4.64 Yes
3	9	4.72 Yes
3	8	4.5 Yes
2	8	4.82 Yes
3	14	4.65 Yes
2	10	4.8 Yes
2	14	4.53 Yes
2	1	4.89 No*
3	16	4.54 Yes
3	4	4.79 Yes*
3	7	4.49 Yes*
2	6	4.6 Yes*
3	-2	4.45 No
3	21	4.83 Yes
3	-1	4.53 No*
2	8	4.87 Yes
2	22	4.91 Yes
2	14	5.28 Yes
3	9	4.79 Yes
2	3	4.69 Yes*
3	-4	4.48 No
3	26	4.75 Yes
3	1	4.63 No*
4	-7	4.8 No
4	17	4.56 Yes
4	30	4.84 Yes
4	19	4.77 Yes
2	7	4.68 Yes
2	14	4.65 Yes
2	13	4.78 Yes
4	13	4.6 Yes
2	-27	4.83 No
3	4	4.67 Yes*
6	35	5.04 Yes
3	16	4.52 Yes
2	5	4.69 Yes*
2	-3	4.5 No
2	-6	4.72 No
2	-5	4.76 No
2	3	4.92 Yes*
3	6	4.51 Yes*



3	20	4.51 Yes
2	12	4.78 Yes
4	13	4.53 Yes
4	18	4.65 Yes
4	10	4.61 Yes
3	16	4.46 Yes
2	4	4.69 Yes*
4	4	4.57 Yes*
4	15	4.55 Yes
4	16	4.74 Yes
4	16	4.57 Yes
3	-16	4.84 No
3	3	4.48 Yes*
2	-2	4.78 No*
4	16	4.5 Yes
7	10	4.94 Yes*
4	21	4.76 Yes
6	8	4.84 Yes*
3	6	4.57 Yes*
2	1	4.65 No*
4	-6	4.46 No
3	0	4.85 No*
3	-15	4.84 No
4	13	4.5 Yes
3	19	4.7 Yes
3	3	4.53 Yes*
3	8	4.68 Yes
4	4	4.47 Yes*
3	-2	4.7 No
3	12	4.55 Yes
2	5	4.62 Yes*
3	4	4.61 Yes*
2	-4	4.74 No
4	12	4.59 Yes
3	1	4.68 No*
4	-9	4.76 No
2	-2	4.67 No*
3	3	4.49 Yes*
3	12	4.55 Yes
3	6	4.79 Yes*
3	4	4.65 Yes*
2	16	4.7 Yes
4	19	4.55 Yes
3	3	4.72 Yes*
3	0	4.5 No*

2	2	4.79 Yes*
4	-1	4.78 No
4	6	4.65 Yes*
4	-1	4.63 No
3	0	4.74 No*
2	0	4.73 No*
3	-3	4.45 No
2	-8	4.69 No
2	0	4.58 No*
2	4	5.17 Yes*
3	-4	4.7 No
2	-8	4.71 No
3	-4	4.53 No
2	3	4.79 Yes*
4	12	4.79 Yes
5	28	4.88 Yes
3	-2	4.59 No
4	23	4.94 Yes
4	18	4.84 Yes
3	8	4.69 Yes
2	7	4.83 Yes
4	3	4.47 No*
4	6	4.77 Yes*
4	32	4.58 Yes
4	10	4.89 Yes
4	17	4.67 Yes
2	-13	4.67 No
4	10	4.48 Yes
3	4	4.75 Yes*
3	9	4.58 Yes
2	6	4.65 Yes*
4	12	4.72 Yes
4	9	4.74 Yes
4	12	4.58 Yes
2	9	4.74 Yes
4	28	4.69 Yes
4	15	4.69 Yes
4	-8	4.5 No
4	9	4.68 Yes
4	4	4.55 Yes*
3	8	4.76 Yes
4	6	4.5 Yes*
4	1	4.82 No*
4	4	4.62 Yes*
5	31	4.83 Yes

4	16	4.63 Yes
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4	6	4.55 Yes*
3	-1	4.69 No*
3	16	4.79 Yes
4	-4	4.55 No
3	8	4.76 Yes
3	4	4.77 Yes*
4	19	4.61 Yes
3	7	4.5 Yes*
2	6	4.7 Yes*
3	2	4.45 No*
2	-3	4.86 No
4	13	4.52 Yes
2	9	4.74 Yes
3	3	4.66 Yes*
2	-3	4.7 No
4	3	4.51 No*
3	3	4.7 Yes*
3	15	4.61 Yes
2	-1	4.73 No*
3	6	4.53 Yes*
2	3	4.75 Yes*
4	-8	4.53 No
4	10	4.78 Yes
4	6	4.64 Yes*
2	4	4.86 Yes*
4	4	4.55 Yes*
3	-23	4.96 No
3	7	4.73 Yes*
2	11	4.76 Yes
4	10	4.53 Yes
4	7	4.66 Yes*
4	8	4.79 Yes*
5	10	4.72 Yes
4	6	4.55 Yes*
3	8	4.66 Yes
4	6	4.53 Yes*
3	6	4.86 Yes*
4	34	4.82 Yes
3	12	4.77 Yes
4	4	4.43 Yes*

4	3	4.72 No*
3	15	4.53 Yes
3	15	4.65 Yes
3	-4	4.53 No
2	-10	4.67 No
5	17	5.13 Yes
7	-10	5.53 No
4	-1	4.52 No
5	18	4.75 Yes
3	1	4.67 No*
2	6	4.77 Yes*
4	13	4.58 Yes
3	-2	4.76 No
3	1	4.56 No*
4	24	4.73 Yes
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2	2	4.67 Yes*
4	-4	4.54 No
2	2	4.7 Yes*
4	13	4.55 Yes
3	9	4.71 Yes
2	0	4.62 No*
3	15	4.51 Yes
2	1	4.74 No*
3	21	4.58 Yes
4	5	4.75 Yes*
3	-5	4.51 No
4	8	4.84 Yes*
4	-4	4.65 No
5	5	4.77 Yes*
4	9	4.62 Yes
6	4	4.8 No*
3	13	4.5 Yes
3	32	4.6 Yes
4	-5	4.85 No
2	6	4.75 Yes*
2	-4	4.74 No
4	17	4.64 Yes
5	20	4.87 Yes
4	11	4.68 Yes
2	11	4.69 Yes
4	-17	4.66 No
6	13	4.87 Yes

4	12	4.53 Yes
2	3	4.82 Yes*
4	14	4.55 Yes
3	7	4.65 Yes*
4	2	4.54 No*
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4	21	4.77 Yes
2	10	4.82 Yes
3	23	4.61 Yes
2	9	4.81 Yes
3	11	4.52 Yes
2	-2	4.75 No*
3	17	4.7 Yes
2	7	5 Yes
4	19	4.67 Yes
4	-10	4.77 No
2	9	4.43 Yes
2	1	4.62 No*
3	3	4.55 Yes*
2	4	4.85 Yes*
2	4	4.67 Yes*
2	-10	4.69 No
3	22	4.49 Yes
2	-9	4.8 No
2	1	4.51 No*
2	6	4.7 Yes*
5	14	4.53 Yes
4	-5	4.52 No
5	-12	4.95 No
5	1	4.6 No*
4	-3	4.66 No
4	5	4.6 Yes*
4	16	4.72 Yes
4	7	4.8 Yes*
3	2	4.76 No*
3	1	4.61 No*
3	10	4.9 Yes
4	16	4.5 Yes
4	2	4.48 No*
3	10	4.63 Yes
5	18	4.5 Yes
3	13	4.7 Yes
4	10	4.62 Yes
3	-1	4.81 No*
4	7	4.64 Yes*

5	9	4.72 Yes*
4	-6	4.52 No
4	2	4.77 No*
4	3	4.47 No*
3	5	4.57 Yes*
2	2	4.86 Yes*
4	8	4.55 Yes*
4	11	4.86 Yes
4	1	4.44 No*
2	-5	4.79 No
4	7	4.55 Yes*
3	3	4.73 Yes*
4	-2	4.79 No
2	4	4.7 Yes*
3	10	4.52 Yes
2	4	4.79 Yes*
3	10	4.72 Yes
2	7	4.74 Yes
4	20	4.53 Yes
4	-3	4.76 No
4	0	4.53 No*
5	-11	4.67 No
4	8	4.54 Yes*
2	-3	4.8 No
3	0	4.44 No*
2	-2	4.72 No*
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2	5	4.72 Yes*
5	11	4.45 Yes
5	-5	4.62 No
3	11	4.56 Yes
2	2	4.7 Yes*
4	12	4.57 Yes
5	6	4.87 Yes*
8	5	5.39 No*
3	5	4.57 Yes*
3	10	4.78 Yes
4	11	4.6 Yes
3	-1	4.77 No*
4	7	4.67 Yes*
2	-3	4.67 No
4	11	4.54 Yes
4	9	4.68 Yes
4	25	4.77 Yes

4	12	4.5 Yes
4	12	4.82 Yes
4	2	4.5 No*
4	9	4.43 Yes
3	4	4.75 Yes*
4	7	4.76 Yes*
4	15	4.69 Yes
4	0	4.56 No*
2	8	4.72 Yes
4	5	4.48 Yes*
3	10	4.64 Yes
3	23	4.57 Yes
2	10	4.72 Yes
4	8	4.49 Yes*
2	-5	4.65 No
4	6	4.5 Yes*
2	-14	4.67 No
3	13	4.64 Yes
2	-4	4.72 No
3	4	4.55 Yes*
3	12	4.84 Yes
3	22	4.62 Yes
2	2	4.75 Yes*
3	8	4.48 Yes
2	8	4.74 Yes
4	13	4.65 Yes
2	1	4.7 No*
4	15	4.51 Yes
3	-2	4.71 No
4	5	4.58 Yes*
2	-1	4.74 No*
4	5	4.73 Yes*
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3	2	4.74 No*
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4	8	4.92 Yes*
4	3	4.54 No*
4	-8	4.74 No
4	8	4.54 Yes*
2	5	4.77 Yes*
4	16	4.65 Yes
5	8	4.69 Yes*
3	3	4.48 Yes*
2	5	4.82 Yes*

4	6	4.47 Yes*
2	3	4.77 Yes*
4	11	4.56 Yes
2	9	4.73 Yes
3	-2	4.73 No
2	4	4.69 Yes*
4	-4	4.56 No
3	-4	4.73 No
4	-1	4.51 No
2	-4	4.72 No
4	15	4.67 Yes
2	-1	4.8 No*
4	11	4.59 Yes
2	8	4.88 Yes
3	6	4.56 Yes*
3	1	4.77 No*
3	6	4.43 Yes*
3	9	4.65 Yes
4	0	4.64 No*
5	-2	4.74 No
4	9	4.58 Yes
5	9	4.72 Yes*
4	27	4.68 Yes
2	-6	4.82 No
4	26	4.61 Yes
3	15	4.76 Yes
3	6	4.72 Yes*
2	1	4.66 No*
4	7	4.47 Yes*
3	10	4.67 Yes
4	23	4.87 Yes
3	-1	4.79 No*
5	-27	5.11 No
4	21	4.58 Yes
2	-2	4.68 No*
4	10	4.52 Yes
6	24	4.93 Yes
4	4	4.56 Yes*
4	5	4.67 Yes*
3	18	4.75 Yes
2	9	4.65 Yes
4	1	4.55 No*
3	8	4.78 Yes
4	5	4.51 Yes*
3	12	4.75 Yes
5	4	4.67 No*
5	8	4.73 Yes*



4	4	4.48 Yes*
3	2	4.63 No*
5	8	4.79 Yes*
6	11	4.74 Yes
5	14	4.58 Yes
4	4	4.72 Yes*
4	5	4.44 Yes*
3	6	4.79 Yes*
5	8	4.58 Yes*
5	5	4.7 Yes*
4	8	4.53 Yes*
3	7	4.8 Yes*
4	15	4.6 Yes
2	12	4.65 Yes
4	15	4.72 Yes
3	18	4.76 Yes
5	9	4.7 Yes*
5	1	4.77 No*
5	20	4.75 Yes
4	5	4.53 Yes*
5	16	4.68 Yes
4	19	4.58 Yes
4	11	4.78 Yes
3	6	4.55 Yes*
2	6	4.63 Yes*
3	8	4.59 Yes
3	8	4.82 Yes
4	7	4.57 Yes*
4	7	4.75 Yes*
4	7	4.5 Yes*
3	-1	4.66 No*
3	-1	4.44 No*
3	10	4.7 Yes
3	3	4.5 Yes*
2	13	4.62 Yes
5	50	4.83 Yes
3	24	4.65 Yes
2	0	4.77 No*
4	1	4.5 No*
2	8	4.82 Yes



FallToSpringCor	FallToSpringCor	FallToSpringGrc	WinterToWinterI	WinterToWinterI	WinterToWinterI
1.15		88 High			
-2.29		1 Low			
-0.34		37 LoAvg			
0.79		79 HiAvg			
1.15		88 High			
0.62		73 HiAvg			
-0.18		43 Avg			
0.58		72 HiAvg			
0.73		77 HiAvg			
0.08		53 Avg			
-4.75		1 Low			
0.64		74 HiAvg			
-0.07		47 Avg			
0.23		59 Avg			
0.34		63 HiAvg			
-1.53		6 Low			
1.58		94 High			
-0.14		44 Avg			
2.02		98 High			
-0.03		49 Avg			
0.08		53 Avg			
-4.46		1 Low			
0.22		59 Avg			
1.67		95 High			
0.55		71 HiAvg			
0.62		73 HiAvg			
0.68		75 HiAvg			
1.42		92 High			
0.36		64 HiAvg			
-0.12		45 Avg			
-0.97		17 Low			
-1.84		3 Low			
-0.44		33 LoAvg			
2.51		99 High			
2.52		99 High			
0.54		70 HiAvg			
1.57		94 High			
-0.02		49 Avg			
2.7		99 High			
0.59		72 HiAvg			
-1.07		14 Low			
0.14		55 Avg			
0.65		74 HiAvg			
-0.78		22 LoAvg			
2.51		99 High			
0.14		56 Avg			

-0.2	42 Avg
-0.11	46 Avg
-0.86	20 Low
1.92	97 High
-0.82	21 LoAvg
0.64	74 HiAvg
-0.41	34 LoAvg
0.14	56 Avg
-0.73	23 LoAvg
-1.18	12 Low
0.4	65 HiAvg
-1.71	4 Low
-3.54	1 Low
-0.17	43 Avg
1.04	85 High
3.24	99 High
1.95	97 High
-0.31	38 LoAvg
0.49	69 HiAvg
-1.39	8 Low
-0.37	36 LoAvg
0.2	58 Avg
0.36	64 HiAvg
0.79	78 HiAvg
1.03	85 High
0.52	70 HiAvg
-0.63	27 LoAvg
0.34	63 HiAvg
0.14	56 Avg
-0.9	18 Low
0.69	75 HiAvg
0.37	64 HiAvg
-1.14	13 Low
0.33	63 HiAvg
-0.32	37 LoAvg
-0.5	31 LoAvg
-0.24	40 LoAvg
1.95	97 High
2.13	98 High
1.78	96 High
-0.81	21 LoAvg
-0.73	23 LoAvg
0.8	79 HiAvg
1.02	85 High
-1.65	5 Low
-1.66	5 Low
-0.13	45 Avg

-0.62	27 LoAvg
-0.68	25 LoAvg
-0.48	32 LoAvg
0.57	71 HiAvg
-2.23	1 Low
1.95	97 High
-0.05	48 Avg
-0.34	37 LoAvg
-1.02	15 Low
1.22	89 High
0.09	54 Avg
0.69	75 HiAvg
0.17	57 Avg
-0.27	39 LoAvg
1.61	95 High
0.38	65 HiAvg
-0.7	24 LoAvg
1.14	87 High
0.55	71 HiAvg
1.75	96 High
0.52	70 HiAvg
0.49	69 HiAvg
0.58	72 HiAvg
-0.45	33 LoAvg
0.6	72 HiAvg
0.3	62 HiAvg
-0.97	17 Low
0.11	54 Avg
0.63	74 HiAvg
0.26	60 Avg
2.54	99 High
0.38	65 HiAvg
1.15	87 High
0.92	82 High
-0.21	42 Avg
0.74	77 HiAvg
0.72	76 HiAvg
-0.52	30 LoAvg
1.15	87 High
0.59	72 HiAvg
-0.73	23 LoAvg
-0.37	36 LoAvg
0.56	71 HiAvg
-0.42	34 LoAvg
0.21	58 Avg
1.32	91 High
0.02	51 Avg

-0.76	22 LoAvg
0.12	55 Avg
0.94	83 High
0.1	54 Avg
0.17	57 Avg
0.2	58 Avg
-0.71	24 LoAvg
-0.11	46 Avg
0.29	61 HiAvg
-0.36	36 LoAvg
-0.03	49 Avg
-0.79	22 LoAvg
0.62	73 HiAvg
-1.25	11 Low
1.29	90 High
0.79	79 HiAvg
-2.32	1 Low
-0.74	23 LoAvg
2.35	99 High
0.34	63 HiAvg
1.04	85 High
0.42	66 HiAvg
0.47	68 HiAvg
2.05	98 High
-0.37	36 LoAvg
-0.36	36 LoAvg
2.11	98 High
0.25	60 Avg
0.96	83 High
-2.86	1 Low
0.34	63 HiAvg
1.24	89 High
-0.19	43 Avg
-0.42	34 LoAvg
-2.53	1 Low
0.38	65 HiAvg
1.09	86 High
0.19	57 Avg
-0.45	33 LoAvg
-0.37	36 LoAvg
-0.23	41 Avg
0.6	72 HiAvg
-0.7	24 LoAvg
-0.91	18 Low
-0.14	45 Avg
-0.37	35 LoAvg

0.7	76 HiAvg
-0.77	22 LoAvg
0.64	74 HiAvg
-0.01	50 Avg
-0.45	33 LoAvg
0.38	65 HiAvg
0.17	57 Avg
-1.1	14 Low
0.56	71 HiAvg
0.19	57 Avg
1.33	91 High
0.82	79 HiAvg
0.2	58 Avg
-0.65	26 LoAvg
-0.26	40 LoAvg
0.86	80 HiAvg
0.17	57 Avg
-0.13	45 Avg
1.93	97 High
1.41	92 High
0.3	62 HiAvg
-0.95	17 Low
-0.21	42 Avg
0.91	82 High
1.41	92 High
-0.24	40 LoAvg
1.14	87 High
1.47	93 High
0.83	80 HiAvg
0.75	77 HiAvg
0.56	71 HiAvg
0.37	64 HiAvg
0.98	84 High
0.24	60 Avg
-0.15	44 Avg
-1.46	7 Low
0.61	73 HiAvg
1.45	93 High
-0.44	33 LoAvg
1.46	93 High
0.1	54 Avg
1.52	94 High
0.13	55 Avg
1.02	85 High
-2.46	1 Low
0.18	57 Avg

0.33	63 HiAvg
0.05	52 Avg
0.39	65 HiAvg
1	84 High
-1.12	13 Low
-0.98	16 Low
1.16	88 High
0.7	76 HiAvg
0.79	79 HiAvg
0.34	63 HiAvg
-1.04	15 Low
-4.75	1 Low
2.45	99 High
1.39	92 High
0.96	83 High
-0.29	39 LoAvg
1.47	93 High
-0.01	50 Avg
0.13	55 Avg
1.31	90 High
0.61	73 HiAvg
-0.87	19 Low
-2.04	2 Low
1.09	86 High
0.82	80 HiAvg
-0.18	43 Avg
0.97	83 High
2.25	99 High
1.08	86 High
1.08	86 High
0.91	82 High
0.85	80 HiAvg
0.19	58 Avg
1.18	88 High
-0.88	19 Low
1.91	97 High
0.79	78 HiAvg
0.94	83 High
-1.45	7 Low
-0.02	49 Avg
0.33	63 HiAvg
1.3	90 High
0.82	79 HiAvg
0.54	71 HiAvg
0.36	64 HiAvg
1.65	95 High



0.76	78 HiAvg
-1.81	4 Low
-0.59	28 LoAvg
1.11	87 High
-0.37	36 LoAvg
1.9	97 High
0.73	77 HiAvg
0.58	72 HiAvg
0.65	74 HiAvg
1.33	91 High
1.03	85 High
1.36	91 High
0.17	57 Avg
1.5	93 High
0.13	55 Avg
0.47	68 HiAvg
0.47	68 HiAvg
-0.63	27 LoAvg
2.11	98 High
-0.46	32 LoAvg
0.67	75 HiAvg
2.3	99 High
1.59	94 High
0.66	74 HiAvg
0.18	57 Avg
-0.81	21 LoAvg
2.67	99 High
-0.28	39 LoAvg
-1.28	10 Low
1.56	94 High
3.03	99 High
1.74	96 High
0.58	72 HiAvg
1.35	91 High
1.22	89 High
1.09	86 High
-3.33	1 Low
0.09	53 Avg
3.34	99 High
1.52	94 High
0.47	68 HiAvg
-0.51	31 LoAvg
-0.76	22 LoAvg
-0.71	24 LoAvg
0.43	67 HiAvg
0.35	64 HiAvg

2.24	99 High
1.28	90 High
1.07	86 High
1.88	97 High
0.84	80 HiAvg
1.72	96 High
0.43	67 HiAvg
0	50 Avg
1.46	93 High
1.57	94 High
1.43	92 High
-2.25	1 Low
-0.05	48 Avg
-0.55	29 LoAvg
1.63	95 High
0.42	66 HiAvg
2.17	98 High
0.31	62 HiAvg
0.33	63 HiAvg
-0.16	44 Avg
-1.28	10 Low
-0.37	36 LoAvg
-2.37	1 Low
1.26	90 High
2.02	98 High
-0.05	48 Avg
0.71	76 HiAvg
0.05	52 Avg
-0.65	26 LoAvg
1.13	87 High
0.35	64 HiAvg
0.09	54 Avg
-0.82	21 LoAvg
1.1	86 High
-0.28	39 LoAvg
-1.67	5 Low
-0.56	29 LoAvg
-0.05	48 Avg
1.13	87 High
0.35	64 HiAvg
0.09	54 Avg
1.81	96 High
2.02	98 High
0.06	52 Avg
-0.46	32 LoAvg

0.01	50 Avg
-0.63	26 LoAvg
0.29	62 HiAvg
-0.61	27 LoAvg
-0.37	35 LoAvg
-0.26	40 LoAvg
-0.85	20 Low
-1.34	9 Low
-0.32	37 LoAvg
0.51	70 HiAvg
-0.95	17 Low
-1.19	12 Low
-0.99	16 Low
0.07	53 Avg
1.07	86 High
2.91	99 High
-0.71	24 LoAvg
2.49	99 High
1.84	97 High
0.66	74 HiAvg
0.75	77 HiAvg
-0.12	45 Avg
0.29	62 HiAvg
3.7	99 High
0.81	79 HiAvg
1.77	96 High
-1.97	2 Low
0.86	81 High
0.18	57 Avg
0.74	77 HiAvg
0.64	74 HiAvg
1.05	85 High
0.64	74 HiAvg
1.12	87 High
0.89	81 High
3.18	99 High
1.47	93 High
-1.55	6 Low
0.59	72 HiAvg
0.05	52 Avg
0.7	76 HiAvg
0.31	62 HiAvg
-0.34	37 LoAvg
0.06	52 Avg
3.36	99 High

1.6	95 High
-0.56	29 LoAvg
0.32	62 HiAvg
-0.58	28 LoAvg
1.62	95 High
-1.01	16 Low
0.64	74 HiAvg
0.13	55 Avg
1.96	97 High
0.49	69 HiAvg
0.57	72 HiAvg
-0.2	42 Avg
-0.71	24 LoAvg
1.26	90 High
0.91	82 High
-0.06	47 Avg
-0.69	24 LoAvg
-0.11	45 Avg
-0.02	49 Avg
1.57	94 High
-0.39	35 LoAvg
0.4	66 HiAvg
0.29	62 HiAvg
-1.54	6 Low
0.75	77 HiAvg
0.33	63 HiAvg
0.24	59 Avg
0.05	52 Avg
-3.26	1 Low

0.5	69 HiAvg
1.17	88 High
0.83	80 HiAvg
0.39	65 HiAvg
0.55	71 HiAvg
0.68	75 HiAvg
0.32	62 HiAvg
0.67	75 HiAvg
0.32	62 HiAvg
0.36	64 HiAvg
3.88	99 High
1.12	87 High
0.03	51 Avg

-0.13	45 Avg
1.53	94 High
1.56	94 High
-0.97	17 Low
-1.49	7 Low
1.49	93 High
-2.02	2 Low
-0.61	27 LoAvg
1.71	96 High
-0.32	38 LoAvg
0.55	71 HiAvg
1.24	89 High
-0.68	25 LoAvg
-0.31	38 LoAvg
2.59	99 High
0.84	80 HiAvg
0.03	51 Avg
-1	16 Low
0	50 Avg
1.23	89 High
0.73	77 HiAvg
-0.2	42 Avg
1.54	94 High
-0.05	48 Avg
2.14	98 High
0.11	54 Avg
-0.98	16 Low
0.51	70 HiAvg
-1.06	14 Low
0.04	52 Avg
0.67	75 HiAvg
-0.25	40 LoAvg
1.19	88 High
3.36	99 High
-1.09	14 Low
0.5	69 HiAvg
-0.42	34 LoAvg
1.76	96 High
1.87	97 High
0.93	83 High
1	84 High
-2.8	1 Low
0.89	81 High

1.08	86 High
0.07	53 Avg
1.3	90 High
0.5	69 HiAvg
-0.26	40 LoAvg
2.53	99 High
2.22	99 High
0.97	83 High
2.65	99 High
0.96	83 High
0.95	83 High
-0.31	38 LoAvg
1.84	97 High
0.85	80 HiAvg
1.96	97 High
-1.87	3 Low
0.78	78 HiAvg
-0.07	47 Avg
-0.01	49 Avg
0.35	64 HiAvg
0.24	59 Avg
-1.11	13 Low
2.3	99 High
-1.16	12 Low
-0.17	43 Avg
0.54	70 HiAvg
1.26	90 High
-1.2	11 Low
-2.05	2 Low
-0.5	31 LoAvg
-0.88	19 Low
0.12	55 Avg
1.47	93 High
0.44	67 HiAvg
-0.1	46 Avg
-0.29	39 LoAvg
0.86	81 High
1.55	94 High
-0.22	41 Avg
0.92	82 High
1.76	96 High
1.21	89 High
0.84	80 HiAvg
-0.45	32 LoAvg
0.34	63 HiAvg

0.55	71 HiAvg
-1.34	9 Low
-0.2	42 Avg
-0.13	45 Avg
0.2	58 Avg
-0.01	49 Avg
0.53	70 HiAvg
0.82	79 HiAvg
-0.41	34 LoAvg
-0.91	18 Low
0.42	66 HiAvg
0.02	51 Avg
-0.72	24 LoAvg
0.21	58 Avg
0.88	81 High
0.29	61 HiAvg
0.88	81 High
0.58	72 HiAvg
2.1	98 High
-0.82	21 LoAvg
-0.56	29 LoAvg
-1.98	2 Low
0.59	72 HiAvg
-0.66	26 LoAvg
-0.44	33 LoAvg
-0.42	34 LoAvg
-0.02	49 Avg
0.31	62 HiAvg
0.85	80 HiAvg
-1.25	11 Low
0.99	84 High
0	50 Avg
0.99	84 High
0.07	53 Avg
-0.37	36 LoAvg
0.26	60 Avg
0.89	81 High
0.9	82 High
-0.48	32 LoAvg
0.36	64 HiAvg
-0.65	26 LoAvg
0.93	82 High
0.7	76 HiAvg
2.66	99 High

1.09	86 High
1.01	84 High
-0.2	42 Avg
0.67	75 HiAvg
0.17	57 Avg
0.38	65 HiAvg
1.36	91 High
-0.51	31 LoAvg
0.76	78 HiAvg
0.14	55 Avg
0.88	81 High
2.6	99 High
0.98	84 High
0.5	69 HiAvg
-0.86	19 Low
0.29	61 HiAvg
-2	2 Low
1.28	90 High
-0.56	29 LoAvg
0.09	54 Avg
1.11	87 High
2.45	99 High
0.1	54 Avg
0.6	73 HiAvg
0.73	77 HiAvg
1.21	89 High
-0.14	44 Avg
1.5	93 High
-0.62	27 LoAvg
0.19	58 Avg
-0.16	43 Avg
0.19	58 Avg
-0.07	47 Avg
-0.15	44 Avg
1.42	92 High
1.27	90 High
0.35	64 HiAvg
0.56	71 HiAvg
-0.16	44 Avg
-1.44	7 Low
0.57	72 HiAvg
0.33	63 HiAvg
1.56	94 High
0.42	66 HiAvg
-0.04	48 Avg
0.34	63 HiAvg



0.31	62 HiAvg
0.14	56 Avg
0.9	82 High
0.85	80 HiAvg
-0.69	25 LoAvg
0.28	61 HiAvg
-1.08	14 Low
-0.83	20 Low
-0.62	27 LoAvg
-0.75	23 LoAvg
1.46	93 High
-0.31	38 LoAvg
0.95	83 High
0.68	75 HiAvg
0.37	64 HiAvg
-0.22	41 Avg
0.33	63 HiAvg
0.75	77 HiAvg
-0.54	30 LoAvg
-0.87	19 Low
0.61	73 HiAvg
0.5	69 HiAvg
3.03	99 High
-0.86	19 Low
2.86	99 High
1.54	94 High
0.36	64 HiAvg
-0.02	49 Avg
0.39	65 HiAvg
0.83	80 HiAvg
2.42	99 High
-0.47	32 LoAvg
-3.86	1 Low
2.3	99 High
-0.51	30 LoAvg
0.74	77 HiAvg
2.25	99 High
0.06	52 Avg
0.17	57 Avg
1.9	97 High
0.83	80 HiAvg
-0.38	35 LoAvg
0.66	74 HiAvg
0.16	56 Avg
1.12	87 High
-0.09	47 Avg
0.4	66 HiAvg

0.03	51 Avg
-0.07	47 Avg
0.33	63 HiAvg
0.56	71 HiAvg
1.22	89 High
0	50 Avg
0.07	53 Avg
0.42	66 HiAvg
0.46	68 HiAvg
0.02	51 Avg
0.51	69 HiAvg
0.48	68 HiAvg
1.43	92 High
1.21	89 High
1.46	93 High
1.87	97 High
0.55	71 HiAvg
-0.47	32 LoAvg
1.81	97 High
0.08	53 Avg
1.32	91 High
2.01	98 High
0.81	79 HiAvg
0.36	64 HiAvg
0.5	69 HiAvg
0.6	72 HiAvg
0.57	72 HiAvg
0.38	65 HiAvg
0.33	63 HiAvg
0.39	65 HiAvg
-0.52	30 LoAvg
-0.59	28 LoAvg
0.9	82 High
-0.05	48 Avg
1.35	91 High
5.82	99 High
2.72	99 High
-0.19	43 Avg
-0.36	36 LoAvg
0.76	78 HiAvg



WinterToWinter	WinterToWinter	WinterToWinter	WinterToWinter	WinterToSpring	WinterToSpring
1					8
1					-22
1					-8
1					-1
1					-4
1					-2
2					3
1					9
1					0
1					3
1					-31
1					0
1					19
1					-10
1					-6
1					10
1					1
1					6
1					-9
1					7
1					-46
1					4
1					8
2					2
1					3
1					-9
1					-6
1					17
1					9
1					-9
1					-17
1					-17
1					5
1					6
1					0
1					1
1					-2
1					9
1					7
1					-2
1					-22
1					11
1					-7
1					14
2					-6

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	3



WinterToSpringI	WinterToSpringI	WinterToSpringI	WinterToSpringI	WinterToSpringI	SpringToSpringI
4.55	Yes	1.44	93	High	2
4.82	No	-3.82	1	Low	2
4.66	No	-1.6	5	Low	2
4.69	No*	-0.4	34	LoAvg	
4.5	No	-0.85	20	Low	2
4.62	No*	-0.43	33	LoAvg	2
4.52	Yes*	0.25	60	Avg	3
4.7	Yes	1.41	92	High	
4.45	No*	-0.14	44	Avg	2
4.77	Yes*	0.39	65	HiAvg	2
5.22	No	-5.27	1	Low	2
4.8	No*	-0.13	45	Avg	2
4.76	Yes	3.39	99	High	2
4.57	No	-1.81	4	Low	2
4.82	No	-0.86	20	Low	2
4.58	Yes	1.74	96	High	2
4.63	Yes*	0.14	56	Avg	2
4.53	Yes	0.95	83	High	2
4.79	No	-1.63	5	Low	2
4.57	Yes	1.25	89	High	
5.26	No	-7.61	1	Low	2
4.5	Yes*	0.59	72	HiAvg	2
4.69	Yes	1.3	90	High	
4.56	Yes*	0.06	52	Avg	2
4.46	Yes*	0.32	62	HiAvg	2
4.85	No	-1.64	5	Low	2
4.58	No	-1.3	10	Low	2
4.86	Yes	3.17	99	High	2
4.52	Yes	1.43	92	High	2
4.72	No	-1.79	4	Low	
4.58	No	-3.12	1	Low	2
4.78	No	-3.04	1	Low	2
4.69	Yes*	0.89	81	High	2
4.79	Yes	0.95	83	High	2
4.48	No*	-0.1	46	Avg	2
4.83	Yes*	0.09	54	Avg	2
4.67	No*	-0.42	34	LoAvg	2
4.8	Yes	1.7	96	High	2
4.45	Yes	1.17	88	High	2
4.75	No*	-0.35	36	LoAvg	
5	No	-3.77	1	Low	2
4.73	Yes	2.13	98	High	2
4.47	No	-1.41	8	Low	2
4.82	Yes	2.53	99	High	
4.57	No	-1.37	9	Low	2

4.68 No*	-0.38	35 LoAvg	2
			2
4.78 No	-2.51	1 Low	2
4.5 Yes*	0.65	74 HiAvg	2
4.79 No	-1.74	4 Low	2
4.87 Yes	0.98	84 High	2
4.8 Yes	1.79	96 High	
4.55 Yes*	0.25	60 Avg	2
4.81 No	-0.93	18 Low	2
4.51 No*	-0.31	38 LoAvg	2
4.75 No*	-0.39	35 LoAvg	2
4.46 No	-1.18	12 Low	2
4.79 No	-5.07	1 Low	
4.43 No*	-0.38	35 LoAvg	2
4.61 Yes	1.6	95 High	2
4.67 No	-1.65	5 Low	2
4.82 Yes	2.15	98 High	2
4.53 Yes*	0.16	56 Avg	2
4.67 No	-1.67	5 Low	2
4.77 No	-1.47	7 Low	2
4.73 No*	-0.61	27 LoAvg	2
4.49 No	-2.02	2 Low	2
4.67 Yes*	0.41	66 HiAvg	2
4.45 Yes*	0.36	64 HiAvg	2
4.7 Yes*	0.44	67 HiAvg	
4.5 Yes*	0.2	58 Avg	2
4.7 Yes*	0.92	82 High	2
4.53 Yes	1.91	97 High	2
4.62 No*	-0.6	27 LoAvg	2
4.71 No	-1.62	5 Low	2
4.72 No	-1.11	13 Low	2
4.52 No*	-0.33	37 LoAvg	2
4.65 No*	-0.41	34 LoAvg	
4.52 Yes	0.95	83 High	2
4.68 Yes*	0.39	65 HiAvg	2
4.58 No	-1.16	12 Low	2
4.79 Yes*	0.71	76 HiAvg	2
4.77 Yes	6.68	99 High	2
4.83 Yes	1.81	97 High	2
			2
5.17 No	-2.53	1 Low	
4.72 Yes	2.53	99 High	2
4.54 No*	-0.31	38 LoAvg	2
4.78 Yes	2	98 High	2
4.75 No	-2.2	1 Low	2
4.82 Yes*	0.6	72 HiAvg	2
4.53 No*	-0.46	32 LoAvg	3

4.75 No	-1.14	13 Low	2
4.5 Yes	3.88	99 High	2
4.64 Yes*	0.07	53 Avg	2
4.7 No*	-0.19	42 Avg	2
4.5 No*	0.06	52 Avg	
4.81 Yes	4.14	99 High	2
4.53 No	-1.59	6 Low	3
4.72 No	-1.61	5 Low	3
4.76 No	-0.94	17 Low	
4.46 Yes	2.15	98 High	2
4.65 Yes*	0.12	55 Avg	2
4.48 No	-1.4	8 Low	2
4.65 Yes*	0.74	77 HiAvg	2
4.63 No	-2.1	2 Low	2
4.76 Yes	2	98 High	2
4.95 No*	-0.11	46 Avg	2
4.94 No*	-0.36	36 LoAvg	2
4.55 Yes	0.91	82 High	2
4.66 Yes	0.93	82 High	
4.62 Yes	1.58	94 High	2
4.73 Yes	1.93	97 High	2
4.47 No	-1.16	12 Low	2
5.1 Yes	8.1	99 High	2
4.47 No	-2.33	1 Low	2
4.61 No*	-0.28	39 LoAvg	2
4.48 No*	-0.09	46 Avg	2
4.59 No	-0.76	22 LoAvg	2
4.49 Yes*	0.22	59 Avg	2
4.77 No*	-0.04	49 Avg	2
4.53 Yes*	-0.06	48 Avg	2
4.8 Yes	2.79	99 High	
4.73 Yes	1.55	94 High	2
4.54 Yes	0.99	84 High	2
4.65 Yes*	0.64	74 HiAvg	2
4.58 No	-1.98	2 Low	2
4.73 Yes*	0.03	51 Avg	
4.56 Yes	0.95	83 High	2
4.83 Yes	2.03	98 High	
4.61 No*	-0.54	29 LoAvg	2
4.67 No	-1.37	9 Low	
4.67 No	-0.96	17 Low	2
4.84 No	-1.31	10 Low	2
4.63 No	-1.74	4 Low	2
4.67 Yes*	0.01	51 Avg	
4.48 No*	-0.06	48 Avg	2
4.67 Yes	2.26	99 High	
4.46 No*	-0.7	24 LoAvg	2

4.7 No	-0.87	19 Low	2
4.5 No	-2.49	1 Low	
4.91 No*	-0.17	43 Avg	
4.62 No*	-0.5	31 LoAvg	
4.65 No*	0.01	50 Avg	
4.65 No	-3.03	1 Low	2
4.92 No	-1.99	2 Low	2
4.7 Yes	1.41	92 High	2
4.75 No*	-0.21	42 Avg	
			2
4.87 No	-4.34	1 Low	2
4.64 No	-2.49	1 Low	2
4.9 Yes	2.32	99 High	
4.48 No	-1.38	8 Low	2
4.87 Yes*	0.2	58 Avg	2
4.53 No	-3.79	1 Low	2
4.89 No	-1.88	3 Low	2
4.53 Yes	1.54	94 High	2
4.75 Yes*	0.38	65 HiAvg	2
4.48 Yes*	0.21	58 Avg	2
4.77 Yes*	0.82	79 HiAvg	
4.65 Yes*	0.04	52 Avg	2
4.76 Yes*	0.9	82 High	2
4.76 Yes	3.03	99 High	2
4.69 No*	-0.35	36 LoAvg	2
4.46 No	-1.79	4 Low	
4.8 Yes	1.12	87 High	
4.55 No	-0.86	19 Low	2
4.63 No*	0.01	50 Avg	2
4.81 No	-1.53	6 Low	3
4.86 No	-4.55	1 Low	5
4.48 Yes*	0.23	59 Avg	
4.62 No*	-0.31	38 LoAvg	3
4.72 No	-1.25	11 Low	2
4.48 No*	-0.51	31 LoAvg	3
4.67 No	-5.72	1 Low	5
4.51 Yes	1.51	93 High	2
4.7 No*	-0.16	44 Avg	2
4.54 No	-1.95	3 Low	3
4.92 No	-2.27	1 Low	4
4.53 No	-1.97	2 Low	2
4.76 Yes*	0.71	76 HiAvg	2
4.54 No*	-0.14	45 Avg	3
4.66 No*	-0.37	35 LoAvg	2
4.48 No*	-0.43	33 LoAvg	4
4.74 Yes*	0.22	59 Avg	2
4.72 No*	0.02	51 Avg	2



4.6 No	-1.05	15 Low	2
4.67 No*	-0.37	36 LoAvg	2
4.55 No	-1.23	11 Low	2
4.71 No*	-0.01	50 Avg	4
4.71 Yes	3.06	99 High	3
4.8 No	-1.29	10 Low	
4.59 No	-1.04	15 Low	2
4.66 No	-2.33	1 Low	3
4.58 No	-3.28	1 Low	3
4.69 Yes*	0.6	72 HiAvg	3
4.49 Yes	1.69	95 High	2
4.78 Yes	2.67	99 High	
4.55 No*	-0.5	31 LoAvg	2
4.78 Yes*	0.68	75 HiAvg	2
4.77 No*	-0.6	27 LoAvg	4
4.82 Yes	0.93	82 High	
			3
			6
4.51 No*	-0.5	31 LoAvg	4
4.92 Yes	1.99	98 High	3
4.62 No*	-0.5	31 LoAvg	2
4.65 No	-1.77	4 Low	2
4.56 No	-1.04	15 Low	3
4.77 Yes	1.36	91 High	3
4.62 No*	-0.68	25 LoAvg	3
4.73 Yes*	0.19	57 Avg	2
4.51 Yes*	0.6	73 HiAvg	3
4.77 Yes	1.03	85 High	3
			2
4.81 Yes	1.54	94 High	3
4.57 No*	-0.5	31 LoAvg	3
4.77 No*	-0.37	36 LoAvg	2
4.5 Yes*	0.78	78 HiAvg	
4.69 Yes	1.05	85 High	2
4.48 No*	-0.13	45 Avg	4
4.73 Yes*	0.27	61 HiAvg	4
4.53 Yes*	0.23	59 Avg	2
4.72 Yes*	0.35	64 HiAvg	4
4.48 Yes*	0.6	73 HiAvg	3
4.82 Yes*	0.67	75 HiAvg	2
4.78 No*	-0.31	38 LoAvg	3
4.66 Yes	1.91	97 High	4
4.82 Yes*	0.74	77 HiAvg	3
4.88 Yes	0.99	84 High	2
4.58 No	-0.86	20 Low	3
4.7 No	-2.13	2 Low	
4.48 No	-1.05	15 Low	4

4.77 Yes*	0.14	56 Avg	
4.5 Yes*	0.42	66 HiAvg	4
4.75 No*	-0.04	48 Avg	6
4.54 Yes	2.24	99 High	3
4.68 No	-0.92	18 Low	4
4.52 No*	-0.31	38 LoAvg	4
4.64 Yes	1	84 High	6
4.49 No*	-0.33	37 LoAvg	2
4.74 Yes	2.09	98 High	2
4.69 No	-0.94	17 Low	4
4.48 Yes	1.16	88 High	
5.05 No	-6.59	1 Low	3
4.74 Yes	2.34	99 High	3
4.71 Yes	2.44	99 High	4
4.54 No*	-0.32	38 LoAvg	2
4.76 Yes	2.24	99 High	
4.53 No*	-0.14	44 Avg	2
4.86 Yes	5.11	99 High	3
4.43 Yes*	0.59	72 HiAvg	2
4.7 No*	-0.01	50 Avg	2
4.64 Yes*	0.76	78 HiAvg	3
4.87 Yes	1.69	95 High	3
4.64 No	-1.58	6 Low	
4.75 No	-1.11	13 Low	
4.58 Yes	1.67	95 High	2
4.89 Yes*	0.55	71 HiAvg	2
4.49 Yes*	0.78	78 HiAvg	2
4.69 Yes*	0.34	63 HiAvg	2
4.66 Yes*	0.14	56 Avg	
4.67 Yes	2.16	98 High	8
4.5 No*	-0.32	37 LoAvg	2
4.7 Yes*	0.5	69 HiAvg	3
4.55 Yes*	0.41	66 HiAvg	3
4.7 No*	-0.19	42 Avg	2
4.76 Yes	6.2	99 High	3
4.72 Yes	1.67	95 High	
4.55 Yes*	0.03	51 Avg	2
4.78 Yes	1.76	96 High	2
4.57 No*	-0.14	45 Avg	2
4.77 No	-0.89	19 Low	4
4.59 Yes*	0.41	66 HiAvg	3
4.8 Yes*	0.68	75 HiAvg	2
4.57 No*	-0.62	27 LoAvg	4
4.84 Yes*	0.01	50 Avg	
5.16 Yes	1.19	88 High	3
4.77 Yes	1.01	84 High	3
4.61 Yes	1.31	90 High	2

4.77 Yes*	0.34	63 HiAvg	2
4.72 No	-3.68	1 Low	2
4.72 No	-1.09	14 Low	2
5.04 Yes*	0.37	64 HiAvg	3
4.75 Yes*	0.16	56 Avg	2
4.62 Yes	1.67	95 High	4
4.74 No	-1.26	10 Low	3
4.48 No*	-0.13	45 Avg	3
4.79 No*	-0.2	42 Avg	5
4.61 Yes*	0.76	78 HiAvg	2
4.7 No*	0.01	50 Avg	2
4.58 Yes*	0.77	78 HiAvg	2
5.11 No	-1.41	8 Low	2
4.63 Yes*	0.22	59 Avg	3
4.75 No	-1.27	10 Low	5
4.48 Yes*	0.42	66 HiAvg	3
4.69 Yes*	0.68	75 HiAvg	3
4.49 No	-1.78	4 Low	3
4.77 Yes	2.59	99 High	3
4.63 No	-1.75	4 Low	3
4.87 Yes	1.5	93 High	5
4.6 Yes*	0.22	59 Avg	2
5.35 Yes	1.33	91 High	2
4.88 Yes*	0.72	76 HiAvg	3
4.67 Yes	2.27	99 High	3
4.48 No*	-0.68	25 LoAvg	3
4.8 Yes	3.95	99 High	
4.66 No*	-0.67	25 LoAvg	3
4.72 No	-1.67	5 Low	6
4.52 Yes	1.88	97 High	3
4.75 Yes	3.29	99 High	4
4.5 Yes	2.07	98 High	4
4.67 No	-0.73	23 LoAvg	4
4.63 Yes*	0.4	66 HiAvg	2
4.67 No*	-0.37	35 LoAvg	2
4.74 No	-1.9	3 Low	3
4.75 No	-4.25	1 Low	
4.72 Yes	1.11	87 High	4
5.02 Yes	2.77	99 High	
4.65 Yes*	0.4	66 HiAvg	3
4.67 Yes	1.76	96 High	2
4.52 No*	-0.16	43 Avg	2
4.74 No*	-0.22	41 Avg	2
4.59 No*	-0.32	37 LoAvg	2
4.78 No	-2.03	2 Low	2
4.53 Yes*	0.73	77 HiAvg	3
4.77 Yes	1.1	86 High	

4.52 Yes*	0.73	77 HiAvg	2
4.79 Yes	2.43	99 High	2
4.55 No*	-0.13	45 Avg	4
4.94 Yes	1.9	97 High	
4.6 Yes	2.99	99 High	3
4.62 Yes*	0.39	65 HiAvg	5
4.5 Yes	0.92	82 High	2
4.65 No*	-0.39	35 LoAvg	2
4.62 Yes	1.8	96 High	
4.61 Yes*	0.71	76 HiAvg	4
4.75 Yes	1.11	87 High	6
4.61 Yes*	0.05	52 Avg	3
4.93 No	-6.04	1 Low	4
4.5 Yes	1.31	90 High	3
4.69 Yes	0.95	83 High	
4.48 Yes	2.09	98 High	3
4.8 No	-0.85	20 Low	
4.69 Yes	1.06	86 High	
4.76 Yes*	0.44	67 HiAvg	
4.58 Yes	0.91	82 High	3
4.68 No*	-0.13	45 Avg	3
4.56 No*	-0.81	21 LoAvg	3
5.01 Yes	1.72	96 High	4
			5
4.55 Yes	1.49	93 High	3
4.77 Yes	3.46	99 High	4
4.5 No*	-0.62	27 LoAvg	3
4.69 Yes*	0.61	73 HiAvg	4
4.48 No*	-0.62	27 LoAvg	3
4.67 No*	-0.36	36 LoAvg	4
4.58 Yes	2.62	99 High	3
4.66 No*	-0.29	38 LoAvg	3
4.61 Yes*	0.15	56 Avg	3
4.89 Yes	0.9	82 High	3
4.58 Yes	1.86	97 High	3
4.77 No	-0.9	18 Low	5
4.8 No	-1.88	3 Low	3
4.79 Yes*	0.57	72 HiAvg	3
4.43 No*	-0.24	41 Avg	3
4.63 No	-1.24	11 Low	
4.49 Yes	1.12	87 High	3
4.87 Yes*	0.54	71 HiAvg	4
4.59 Yes	0.91	82 High	3
4.69 Yes	1.95	97 High	2
4.57 Yes	1.29	90 High	3
4.7 Yes	0.95	83 High	3
4.53 No*	-0.23	41 Avg	3

4.79 Yes	1.15	87 High	3
4.65 No	-2.49	1 Low	
4.62 No	-1.47	7 Low	4
4.59 Yes*	0.15	56 Avg	3
4.74 No	-1.06	14 Low	4
4.65 Yes	2.59	99 High	3
4.7 Yes	1.87	97 High	
4.52 No	-1.77	4 Low	3
4.75 No	-1.43	8 Low	3
4.62 No*	-0.79	22 LoAvg	2
5.09 Yes*	0.87	81 High	2
4.6 No	-0.99	16 Low	
4.73 No*	-0.28	39 LoAvg	3
4.5 Yes	1.88	97 High	3
4.62 Yes	0.97	83 High	4
4.5 No	-1.58	6 Low	2
4.9 Yes	1.57	94 High	5
4.5 Yes	0.92	82 High	
4.81 Yes	1.51	93 High	
4.99 Yes*	0.5	69 HiAvg	3
4.86 No	-1.71	4 Low	3
4.76 Yes*	0.52	70 HiAvg	2
4.7 Yes	1.59	94 High	2
4.48 No*	-0.43	33 LoAvg	3
4.66 Yes	2.55	99 High	
4.55 Yes	3.78	99 High	3
4.83 Yes	2.68	99 High	5
4.49 Yes	1.12	87 High	3
4.64 No	-1.64	5 Low	2
4.54 Yes*	0.53	70 HiAvg	3
4.7 Yes*	0.59	72 HiAvg	4
4.53 No*	-0.23	41 Avg	2
4.65 Yes*	0.69	75 HiAvg	2
4.53 Yes	1.11	87 High	3
4.75 Yes	3.03	99 High	7
4.56 Yes	2.44	99 High	
4.78 Yes*	0.28	61 HiAvg	2
4.58 Yes*	0.72	76 HiAvg	3
4.77 No*	-0.14	44 Avg	5
4.47 No	-1.39	8 Low	3
4.65 No	-0.95	17 Low	3
4.6 No*	-0.8	21 LoAvg	3
4.66 Yes*	0.62	73 HiAvg	3
4.58 No	-1.18	12 Low	3
4.94 Yes	2.04	98 High	4
4.68 Yes	1.64	95 High	
4.81 Yes	4.84	99 High	7

4.64 No*	-0.42	34 LoAvg	3
4.67 Yes	0.9	82 High	6
4.74 Yes	1.8	96 High	2
4.67 Yes	2.61	99 High	4
4.82 Yes*	0.69	75 HiAvg	3
4.79 Yes	2.37	99 High	4
4.58 No	-2.7	1 Low	3
4.78 Yes*	0.75	77 HiAvg	
4.5 No	-2.35	1 Low	3
4.88 No	-1.56	6 Low	4
4.99 Yes	2.03	98 High	4
			8
4.62 Yes	1.47	93 High	3
4.72 Yes	1.38	92 High	2
4.46 No*	-0.23	41 Avg	3
4.74 No*	-0.16	44 Avg	4
4.57 Yes	2.24	99 High	3
4.69 No	-0.98	16 Low	2
4.5 No	-1	16 Low	
4.75 Yes*	0.75	77 HiAvg	5
4.45 Yes*	0.74	77 HiAvg	3
4.69 Yes	0.92	82 High	4
4.62 Yes*	-0.04	48 Avg	2
4.79 Yes	1.84	97 High	2
4.58 Yes	0.91	82 High	2
4.79 Yes	1.04	85 High	2
4.51 Yes*	-0.04	48 Avg	3
4.87 No	-0.9	18 Low	
4.52 Yes*	0.34	63 HiAvg	
4.81 Yes*	0.61	73 HiAvg	
4.46 No*	-0.43	33 LoAvg	3
4.89 No	-5.33	1 Low	5
			3
			4
4.91 Yes	1.59	94 High	3
4.79 Yes	2.25	99 High	3
4.62 Yes	0.9	82 High	3
4.73 No*	-0.74	23 LoAvg	5
4.75 No	-0.97	17 Low	3
4.86 Yes	3.64	99 High	7
4.53 No*	-0.23	41 Avg	3
4.62 No*	-0.68	25 LoAvg	5
4.63 Yes*	-0.04	48 Avg	3
4.87 No*	-0.51	31 LoAvg	5
4.64 No*	-0.42	34 LoAvg	3
4.88 Yes	1.79	96 High	3
4.45 No*	-0.23	41 Avg	3

4.68 Yes*	-0.03	49 Avg	6
4.53 Yes	1.3	90 High	3
4.62 Yes	2.46	99 High	3
4.59 No*	-0.8	21 LoAvg	2
4.62 No	-0.86	19 Low	2
4.7 Yes	1.06	85 High	4
5.3 No	-8.6	1 Low	8
4.51 No	-1.39	8 Low	3
4.91 Yes	1.72	96 High	
4.66 No	-1.92	3 Low	
4.81 Yes	2.95	99 High	2
4.62 Yes	4.3	99 High	3
4.71 Yes*	0.71	76 HiAvg	5
4.6 Yes*	-0.04	48 Avg	3
4.75 No*	-0.3	38 LoAvg	2
4.61 No*	-0.23	41 Avg	3
4.77 No	-0.98	16 Low	2
4.56 No	-2.52	1 Low	3
4.66 No	-0.84	20 Low	3
4.45 No*	-0.23	41 Avg	3
4.69 Yes*	0.39	65 HiAvg	3
			3
4.66 No*	-0.09	46 Avg	
4.53 Yes	2.26	99 High	3
4.76 Yes	1.18	88 High	3
4.55 Yes	2.59	99 High	2
4.69 No	-0.77	22 LoAvg	
4.52 No	-1.23	11 Low	3
4.87 No	-1.43	8 Low	4
4.72 No	-2.12	2 Low	
4.74 No*	-0.26	40 LoAvg	
4.74 No	-0.98	16 Low	4
4.77 No	-2.28	1 Low	
4.53 No	-1.05	15 Low	
4.63			
4.55 Yes	2.96	99 High	
4.7 Yes	0.93	82 High	2
4.72 Yes	1.41	92 High	2
4.53 Yes	2.07	98 High	3
4.75 Yes	2.66	99 High	
4.52 Yes*	0.34	63 HiAvg	
4.55			
4.72 Yes	1.11	87 High	2
4.64			
4.89 No	-4.62	1 Low	
4.79 Yes*	0.42	66 HiAvg	

4.54 Yes	3.35	99 High
4.81 No	-1.01	16 Low
4.58 Yes	2.19	99 High
4.62 Yes	2.17	98 High
4.65 Yes	2.34	99 High
4.94 Yes	1.15	87 High
4.95 Yes	8.28	99 High
4.7 Yes	2.2	99 High
4.53 Yes	2.26	99 High
4.77 Yes*	0.66	75 HiAvg
4.63 No*	-0.5	31 LoAvg
4.77 Yes*	0.86	80 HiAvg
4.58 Yes	1.29	90 High
4.85 Yes*	0.88	81 High
4.51 Yes*	0.73	77 HiAvg
4.86 No	-1.55	6 Low
4.5 Yes	2.24	99 High
4.72 No	-0.9	18 Low
4.54 No*	-0.32	38 LoAvg
4.78 Yes	2.59	99 High
4.55 Yes	1.31	91 High
4.71 No*	0.01	50 Avg
4.69 Yes	2	98 High
4.78 No	-2.8	1 Low
4.57 No*	-0.32	37 LoAvg
4.74 Yes	3.3	99 High
4.53 Yes*	0.48	69 HiAvg
4.72 Yes	2.57	99 High
4.5 No	-2.01	2 Low
4.96 No	-3.74	1 Low
4.57 Yes	1.21	89 High
4.59 No*	-0.45	33 LoAvg
4.73 Yes	1.76	96 High
4.73 Yes	1.59	94 High
4.76 No	-0.87	19 Low
4.48 Yes*	0.71	76 HiAvg
4.9 Yes	2.09	98 High
4.55 No*	-0.46	32 LoAvg
4.94 Yes	2.82	99 High
4.5 Yes	1.46	93 High
4.68 Yes	0.94	83 High
4.48 Yes	1.26	90 High
4.7 Yes	1.45	93 High
4.56 Yes	2.21	99 High
4.76 No*	-0.18	43 Avg
4.61 Yes	0.85	80 HiAvg



4.81 No*	-0.41	34 LoAvg
4.43 Yes*	0.49	69 HiAvg
4.75 Yes	1.71	96 High
4.71 No*	-0.83	20 Low
4.66		
4.6 No*	-0.25	40 LoAvg
4.73 No*	-0.14	44 Avg
4.6 Yes	3.12	99 High
4.87 No*	-0.55	29 LoAvg
4.48 No	-1.43	8 Low
4.71 No*	-0.19	43 Avg
4.56 No*	-0.45	33 LoAvg
4.66 Yes	2.32	99 High
4.61 No	-1.57	6 Low
4.76 Yes*	0.56	71 HiAvg
4.52 Yes*	-0.06	48 Avg
4.72 No*	-0.28	39 LoAvg
4.7 Yes	1.25	89 High
4.74 No	-1.35	9 Low
4.48 Yes	0.89	81 High
4.59 No*	-0.24	40 LoAvg
4.46 Yes*	0.3	62 HiAvg
4.65 No*	-0.35	36 LoAvg
4.59 Yes	3.33	99 High
4.77 Yes	0.88	81 High
4.53 No*	-0.63	26 LoAvg
4.78 No*	-0.11	45 Avg
4.76 Yes*	0.45	67 HiAvg
4.65 Yes	0.93	82 High
4.5 Yes*	0.48	68 HiAvg
4.63 Yes	1.64	95 High
4.6 Yes*	0.51	69 HiAvg
4.7 No	-1.02	15 Low
4.51 Yes	2.21	99 High
4.51		
4.72 No	-0.85	20 Low
5.23 No	-1.23	11 Low
4.65 Yes	2.01	98 High
4.66 Yes	1.11	87 High
4.55 Yes	3.15	99 High
4.7 Yes*	0.16	56 Avg
4.62 No*	-0.46	32 LoAvg
4.68 Yes*	0.36	64 HiAvg
4.64 Yes*	0.67	75 HiAvg
4.64 Yes*	0.49	69 HiAvg
4.51 Yes	2.8	99 High
4.79 Yes	6.36	99 High

4.55 Yes	2.21	99 High
4.84 Yes	1.03	85 High
4.59 No*	-0.44	33 LoAvg
4.73		
4.43 Yes*	0.31	62 HiAvg
4.79 Yes*	0.72	76 HiAvg
4.87 Yes*	0.46	68 HiAvg
4.79 Yes	0.87	81 High
4.46 Yes*	0.69	76 HiAvg
4.72 Yes*	0.08	53 Avg
4.49 Yes*	0.69	75 HiAvg
4.67 Yes*	0.74	77 HiAvg
4.55 Yes	4.51	99 High
4.77 Yes	1.48	93 High
4.48 Yes	1.26	90 High
4.65 No*	-0.7	24 LoAvg
4.5 Yes*	-0.07	47 Avg
4.62 No	-2.54	1 Low
4.58 Yes	1.27	90 High
4.7 Yes*	0.27	61 HiAvg
4.5 Yes	0.9	82 High
4.75 No*	-0.13	45 Avg
4.55 Yes	1.66	95 High
4.82 Yes	2.17	98 High
4.58 Yes*	0.51	69 HiAvg
4.62 Yes*	0.78	78 HiAvg
4.53 Yes	2.8	99 High
4.69 Yes	1.98	98 High
4.52 Yes	0.89	81 High
4.65 Yes*	-0.02	49 Avg
4.57 No	-1.96	3 Low
4.7 Yes	1.53	94 High
4.84 No	-1.14	13 Low
4.7 No	-0.87	19 Low
4.73 No*	-0.42	34 LoAvg
4.76 Yes	1.13	87 High
4.61 Yes	1.61	95 High
4.72 No*	-0.17	43 Avg
4.94 Yes	3.68	99 High
4.53 Yes*	0.1	54 Avg
4.74 Yes	0.96	83 High
4.57 Yes*	0.5	69 HiAvg
4.72 Yes	1.81	96 High
4.63 Yes*	0.3	62 HiAvg
4.7 No*	-0.42	34 LoAvg
4.45 Yes	1.1	86 High
4.84 Yes	2.47	99 High

4.53 No	-1.59	6 Low
4.73 Yes	1.99	98 High
4.63 Yes	2.73	99 High
4.79 Yes	1.99	98 High
4.6 Yes*	0.31	62 HiAvg
4.66 Yes	2.2	99 High
4.53 Yes*	0.1	54 Avg
4.74 No*	-0.55	29 LoAvg
4.5 Yes*	0.5	69 HiAvg
4.73 Yes*	0.36	64 HiAvg
4.64 Yes	1.81	96 High
4.68 Yes*	0.41	66 HiAvg
4.53 Yes	2.03	98 High
4.81 Yes	1.96	97 High
4.6 Yes	1.83	97 High
4.7 Yes	1.59	94 High
4.48 Yes	1.09	86 High
4.68 Yes*	0.74	77 HiAvg
4.59 Yes	0.86	80 HiAvg
4.7 No*	-0.14	45 Avg
4.44 Yes	2.04	98 High
4.82 Yes	1.13	87 High
4.53 Yes	1.85	97 High
4.82 No*	-0.46	32 LoAvg
4.57 Yes	4.47	99 High
4.72 Yes	2.55	99 High
4.68 Yes	1.32	91 High
4.63 Yes*	0.47	68 HiAvg
4.68 Yes	0.9	82 High
4.85 Yes	2.47	99 High
4.72 No*	-0.72	24 LoAvg
5.1 No	-2.58	1 Low
4.55 Yes	1.85	97 High
4.69 Yes*	0.02	51 Avg
4.55 Yes	2.37	99 High
4.77 Yes*	0.15	56 Avg
4.41 No*	-0.46	32 LoAvg
4.74 Yes*	0.15	56 Avg
4.56 Yes	1.09	86 High
4.68 Yes	2.01	98 High
4.5 Yes*	0.69	75 HiAvg
4.89 Yes	2.61	99 High
4.48 Yes	1.08	86 High
4.69 Yes	2.88	99 High
4.48 No*	-0.67	25 LoAvg
4.66 Yes*	0.29	61 HiAvg

4.5 No	-1.42	8 Low
4.67 Yes*	0.72	77 HiAvg
4.72 No*	-0.5	31 LoAvg
4.8 No	-2.42	1 Low
4.5 Yes	2.39	99 High
4.71 Yes	2.6	99 High
4.7 No*	-0.14	44 Avg
4.58 No*	-0.48	32 LoAvg
4.68 Yes	1.87	97 High
4.67 No	-1.02	15 Low
4.8 Yes*	0.53	70 HiAvg
4.51 Yes*	0.5	69 HiAvg
4.66 Yes	1.32	91 High
4.6 Yes	0.88	81 High
4.77 Yes	2.18	99 High
4.55 Yes*	0.09	54 Avg
4.65 No*	-0.82	21 LoAvg
4.56 Yes	1.05	85 High
4.7 No*	-0.75	23 LoAvg
4.58 Yes*	0.46	68 HiAvg
4.64 Yes*	0.65	74 HiAvg
4.49 Yes	2.43	99 High
4.66 Yes*	0.5	69 HiAvg
4.58 Yes*	0.05	52 Avg
4.6 Yes*	0.16	56 Avg
4.59 No	-0.86	20 Low
4.74 No	-1.44	8 Low
4.69 Yes	2.69	99 High
4.72 Yes*	-0.05	48 Avg
4.53 Yes*	0.49	69 HiAvg
4.67 No	-1.1	14 Low
4.43 No*	-0.65	26 LoAvg
4.85 Yes	1.77	96 High
4.53 Yes*	0.7	76 HiAvg
4.77 Yes	2.54	99 High
5.36 Yes	10.02	99 High
4.6 Yes	2.04	98 High
4.77 Yes	5.28	99 High
4.5 Yes*	-0.04	48 Avg
4.73 Yes*	0.82	79 HiAvg
4.79 Yes	1.35	91 High
4.66		
4.55 No*	-0.67	25 LoAvg
4.53		



SpringToSpring(	SpringToSpring(	SpringToSpring(	SpringToSpring(	SpringToSpring(	SpringToSpring(
-10	4.31 No		-1.04		15 Low
-26	4.84 No		-2.38		1 Low
-8	4.52 No		-0.88		19 Low
10	4.3 Yes		0.91		82 High
5	4.6 Yes*		0.5		69 HiAvg
-8	4.32 No		-1.01		16 Low
-6	4.25 No		-0.7		24 LoAvg
5	4.77 Yes*		0.39		65 HiAvg
-35	5.05 No		-3.35		1 Low
4	4.8 Yes*		0.32		62 HiAvg
8	4.73 Yes		0.71		76 HiAvg
-7	4.31 No		-0.66		25 LoAvg
-3	4.91 No		-0.05		48 Avg
6	4.4 Yes*		0.48		69 HiAvg
4	4.75 Yes*		0.4		65 HiAvg
27	4.34 Yes		2.52		99 High
23	5.05 Yes		2.35		99 High
-22	5.37 No		-1.8		4 Low
-3	4.31 No		-0.42		34 LoAvg
5	4.49 Yes*		0.27		61 HiAvg
5	4.48 Yes*		0.31		62 HiAvg
-5	4.79 No		-0.47		32 LoAvg
28	4.45 Yes		2.61		99 High
15	4.84 Yes		1.6		95 High
7	4.33 Yes		0.5		69 HiAvg
-18	4.37 No		-1.74		4 Low
-5	4.71 No		-0.37		36 LoAvg
19	4.44 Yes		1.82		97 High
27	4.71 Yes		2.64		99 High
13	4.25 Yes		1.2		89 High
25	4.89 Yes		2.47		99 High
-11	4.44 No		-1.12		13 Low
16	4.75 Yes		1.7		96 High
5	4.27 Yes*		0.37		64 HiAvg
-21	4.56 No		-1.99		2 Low
12	4.7 Yes		1.33		91 High
7	4.48 Yes		0.61		73 HiAvg
-5	4.3 No		-0.67		25 LoAvg

2	4.76 Yes*	0.06	53 Avg
-16	4.37 No	-1.6	5 Low
15	4.69 Yes	1.65	95 High
13	4.31 Yes	1.31	91 High
14	4.89 Yes	1.55	94 High
8	4.67 Yes	0.7	76 HiAvg
-2	4.32 No*	-0.3	38 LoAvg
6	4.65 Yes*	0.64	74 HiAvg
-7	4.25 No	-0.78	22 LoAvg
-4	4.86 No	-0.39	35 LoAvg
-29	4.27 No	-2.9	1 Low
-4	4.25 No	-0.53	30 LoAvg
11	4.62 Yes	1.06	85 High
5	4.41 Yes*	0.49	69 HiAvg
0	4.89 No*	0.13	55 Avg
1	4.36 No*	-0.06	48 Avg
-1	4.68 No*	-0.21	42 Avg
-9	4.39 No	-1.04	15 Low
5	4.68 Yes*	0.33	63 HiAvg
9	4.3 Yes	0.67	75 HiAvg
4	4.67 Yes*	0.3	62 HiAvg
-3	4.28 No	-0.45	33 LoAvg
-10	4.33 No	-0.99	16 Low
0	4.69 No*	0.01	50 Avg
9	4.35 Yes	0.76	78 HiAvg
-2	4.65 No*	-0.2	42 Avg
-17	4.45 No	-1.66	5 Low
-5	4.73 No	-0.47	32 LoAvg
-2	4.31 No*	-0.31	38 LoAvg
-1	4.27 No*	-0.23	41 Avg
12	4.75 Yes	1.27	90 High
-3	4.34 No	-0.34	37 LoAvg
1	4.84 No*	0.11	54 Avg
17	4.55 Yes	1.49	93 High
2	4.83 Yes*	0.2	58 Avg
10	4.46 Yes	0.85	80 HiAvg
0	4.64 No*	0.12	55 Avg
-1	4.37 No*	-0.32	38 LoAvg
12	4.79 Yes	1.05	85 High
-5	4.57 No	-0.5	31 LoAvg
9	4.93 Yes	0.97	83 High
-10	4.32 No	-1.18	12 Low

-7	4.65 No	-0.7	24 LoAvg
-9	4.29 No	-0.97	17 Low
21	4.6 Yes	2.09	98 High
7	4.65 Yes	0.57	72 HiAvg
26	4.71 Yes	2.59	99 High
-4	4.33 No	-0.84	20 Low
-5	4.8 No	-0.91	18 Low
16	4.3 Yes	1.47	93 High
3	4.72 Yes*	0.28	61 HiAvg
0	4.3 No*	-0.06	48 Avg
4	4.77 Yes*	0.26	60 Avg
-1	4.35 No*	-0.15	44 Avg
15	4.7 Yes	1.53	94 High
2	4.25 Yes*	0.11	54 Avg
12	4.85 Yes	1.25	89 High
7	4.35 Yes	0.53	70 HiAvg
21	4.34 Yes	1.99	98 High
10	4.75 Yes	0.94	83 High
-10	4.26 No	-1.01	16 Low
2	4.78 Yes*	0.26	60 Avg
-3	4.36 No	-0.46	32 LoAvg
14	4.59 Yes	1.22	89 High
1	4.3 No*	0.02	51 Avg
-13	4.66 No	-1.3	10 Low
8	4.29 Yes	0.67	75 HiAvg
8	4.73 Yes	0.82	79 HiAvg
11	4.3 Yes	0.91	82 High
-1	4.72 No*	-0.19	42 Avg
21	4.28 Yes	1.84	97 High
10	4.65 Yes	0.95	83 High
1	4.38 No*	0.01	50 Avg
-6	4.33 No	-0.95	17 Low
11	4.59 Yes	1.05	85 High
-6	4.33 No	-0.63	27 LoAvg
10	4.8 Yes	1.2	89 High
9	4.28 Yes	0.83	80 HiAvg
10	4.33 Yes	0.93	82 High
7	4.25 Yes	0.59	72 HiAvg



-12	4.63 No	-1.13	13 Low
15	4.67 Yes	1.38	92 High
-18	4.8 No	-1.61	5 Low
5	4.49 Yes*	0.31	62 HiAvg
-18	4.26 No	-1.73	4 Low
-3	4.85 No	-0.05	48 Avg
-5	4.27 No	-0.56	29 LoAvg
-8	4.29 No	-0.84	20 Low
-4	4.84 No	-0.36	36 LoAvg
-4	4.33 No	-0.54	29 LoAvg
-21	4.79 No	-1.98	2 Low
11	4.31 Yes	0.96	83 High
30	4.79 Yes	2.92	99 High
8	4.26 Yes	0.66	75 HiAvg
-1	4.42 No*	-0.31	38 LoAvg
10	4.67 Yes	1.1	86 High
13	4.69 Yes	1.34	91 High
8	4.68 Yes	0.75	77 HiAvg
1	4.3 No*	-0.17	43 Avg
3	4.7 Yes*	0.29	61 HiAvg
5	4.51 Yes*	0.22	59 Avg
-20	4.78 No	-2.92	1 Low
-7	4.53 No	-1.12	13 Low
-3	4.79 No	-0.63	26 LoAvg
21	4.29 Yes	2.09	98 High
-15	4.72 No	-2.38	1 Low
3	4.29 Yes*	0.07	53 Avg
5	4.7 Yes*	0.52	70 HiAvg
-6	4.35 No	-1.06	14 Low
-11	4.85 No	-1.71	4 Low
-4	4.3 No	-0.65	26 LoAvg
3	4.65 Yes*	0.27	61 HiAvg
3	4.32 Yes*	0.05	52 Avg
-12	4.81 No	-1.51	7 Low
8	4.27 Yes*	0.56	71 HiAvg
10	4.51 Yes	0.92	82 High
3	4.7 Yes*	0.36	64 HiAvg

2	4.53 Yes*	0.11	54 Avg
1	4.72 No*	-0.11	46 Avg
6	4.44 Yes*	0.45	67 HiAvg
21	4.95 Yes	1.93	97 High
7	4.47 Yes*	0.47	68 HiAvg
7	4.4 Yes	0.55	71 HiAvg
-4	4.75 No	-0.82	21 LoAvg
-10	4.3 No	-1.69	5 Low
2	4.67 No*	-0.16	44 Avg
8	4.31 Yes	0.8	79 HiAvg
7	4.39 Yes	0.59	72 HiAvg
1	4.7 No*	-0.1	46 Avg
-3	4.53 No	-0.85	20 Low
8	4.39 Yes	0.6	72 HiAvg
12	4.96 Yes	0.81	79 HiAvg
11	4.37 Yes	0.89	81 High
3	4.8 Yes*	-0.04	48 Avg
-2	4.43 No*	-0.45	33 LoAvg
-5	4.72 No	-0.67	25 LoAvg
9	4.38 Yes	0.71	76 HiAvg
5	4.66 Yes*	0.24	60 Avg
14	4.39 Yes	1.33	91 High
10	4.7 Yes	0.98	84 High
0	4.31 No*	-0.31	38 LoAvg
6	4.75 Yes*	0.4	66 HiAvg
3	4.42 Yes*	0.07	53 Avg
8	4.85 Yes	0.63	74 HiAvg
10	4.43 Yes	0.78	78 HiAvg
-1	4.67 No*	-0.39	35 LoAvg
4	4.68 Yes*	0.27	61 HiAvg
9	4.29 Yes	0.63	74 HiAvg
-11	4.72 No	-1.78	4 Low
-1	4.31 No*	-0.38	35 LoAvg
27	4.84 Yes	2.67	99 High
4	4.34 Yes*	0.15	56 Avg
2	4.7 Yes*	-0.05	48 Avg
10	4.34 Yes	0.85	80 HiAvg
10	4.62 Yes	0.66	75 HiAvg
13	4.55 Yes	1.21	89 High
-3	4.75 No	-0.64	26 LoAvg
-3	4.39 No	-0.66	26 LoAvg
3	4.32 No*	-0.07	47 Avg

0	4.3 No*	-0.42	34 LoAvg
15	4.86 Yes	1.09	86 High
-5	4.39 No	-0.92	18 Low
1	4.68 No*	-0.33	37 LoAvg
5	4.29 Yes*	0.14	55 Avg
6	4.77 Yes*	0.03	51 Avg
6	4.27 Yes*	0.55	71 HiAvg
11	4.72 Yes	1.02	85 High
-11	4.73 No	-1.95	3 Low
-36	5.08 No	-4.54	1 Low
22	4.43 Yes	2.26	99 High
18	4.73 Yes	1.66	95 High
-13	4.53 No	-1.77	4 Low
-4	4.32 No	-0.69	24 LoAvg
12	4.82 Yes	1.02	85 High
-6	4.27 No	-0.84	20 Low
2	4.82 Yes*	0.05	52 Avg
15	4.3 Yes	1.44	93 High
6	4.77 Yes*	0.37	65 HiAvg
12	4.31 Yes	1.29	90 High
6	4.86 Yes*	0.74	77 HiAvg
0	4.32 No*	-0.26	40 LoAvg
-1	4.66 No*	-0.28	39 LoAvg
22	4.67 Yes	1.81	96 High
1	4.3 No*	-0.13	45 Avg
3	4.76 Yes*	0.03	51 Avg
16	4.3 Yes	1.55	94 High
3	4.65 Yes*	0.08	53 Avg
23	4.36 Yes	2.35	99 High
18	4.35 Yes	2.01	98 High
12	4.69 Yes	1.29	90 High
10	4.32 Yes	1.01	84 High
10	4.71 Yes	0.74	77 HiAvg
3	4.36 Yes*	-0.02	49 Avg
5	4.78 Yes*	0.34	63 HiAvg
12	4.3 Yes	1.08	86 High
9	4.69 Yes	0.67	75 HiAvg
1	4.79 No*	-0.19	43 Avg
12	4.34 Yes	1.26	90 High

0	4.8 No*	-0.17	43 Avg
-11	4.48 No	-1.57	6 Low
-11	4.64 No	-1.6	6 Low
-3	4.64 No	-0.66	26 LoAvg
-6	4.82 No	-0.88	19 Low
19	4.44 Yes	1.78	96 High
-2	4.72 No	-0.62	27 LoAvg
7	4.46 Yes*	0.47	68 HiAvg
20	4.7 Yes	1.73	96 High
15	4.41 Yes	1.49	93 High
10	4.72 Yes	0.97	83 High
8	4.35 Yes	0.74	77 HiAvg
3	4.86 Yes*	0.41	66 HiAvg
10	4.34 Yes	0.83	80 HiAvg
3	4.76 No*	-0.2	42 Avg
0	4.25 No*	-0.31	38 LoAvg
5	4.75 Yes*	0.21	58 Avg
0	4.34 No*	-0.41	34 LoAvg
7	4.79 Yes*	0.5	69 HiAvg
3	4.42 Yes*	0	50 Avg
17	4.82 Yes	1.44	93 High
11	4.42 Yes	1.18	88 High
10	5.39 Yes	1.22	89 High
6	4.44 Yes*	0.34	63 HiAvg
4	4.69 Yes*	0.17	57 Avg
6	4.29 Yes*	0.33	63 HiAvg
-1	4.67 No*	-0.51	30 LoAvg
-12	4.72 No	-2.12	2 Low
5	4.33 Yes*	0.2	58 Avg
13	4.73 Yes	1.07	86 High
8	4.39 Yes*	0.53	70 HiAvg
9	4.79 Yes	0.62	73 HiAvg
7	4.53 Yes	0.62	73 HiAvg
-10	4.7 No	-1.33	9 Low
0	4.45 No*	-0.39	35 LoAvg
9	4.52 Yes	0.64	74 HiAvg
8	4.44 Yes	0.63	74 HiAvg
-1	4.67 No*	-0.23	41 Avg
-19	4.29 No	-1.99	2 Low
1	4.78 No*	0.1	54 Avg
-1	4.39 No*	-0.2	42 Avg
36	4.89 Yes	3.67	99 High
11	4.3 Yes	1.07	86 High

9	4.41 Yes	0.93	82 High
7	4.74 Yes	0.64	74 HiAvg
9	4.34 Yes	0.59	72 HiAvg
17	4.39 Yes	1.8	96 High
8	4.75 Yes*	0.39	65 HiAvg
9	4.3 Yes	0.91	82 High
14	4.66 Yes	1.59	94 High
11	4.36 Yes	0.96	83 High
15	4.82 Yes	1.21	89 High
-1	4.39 No*	-0.5	31 LoAvg
-29	4.74 No	-3.9	1 Low
0	4.5 No*	-0.35	36 LoAvg
18	4.28 Yes	1.92	97 High
3	4.34 Yes*	0.02	51 Avg
3	4.7 Yes*	-0.03	49 Avg
1	4.25 No*	-0.31	38 LoAvg
3	4.82 No*	-0.18	43 Avg
-15	4.8 No	-2.55	1 Low
8	4.31 Yes	0.68	75 HiAvg
12	4.79 Yes	1.01	84 High
5	4.31 Yes*	0.29	62 HiAvg
9	4.85 Yes	0.69	75 HiAvg
7	4.29 Yes*	0.48	69 HiAvg
-4	4.73 No	-1.03	15 Low
22	4.36 Yes	2.45	99 High
1	4.64 No*	-0.2	42 Avg
3	4.44 Yes*	0.06	52 Avg
-1	4.75 No*	-0.57	28 LoAvg
4	4.4 Yes*	0.14	55 Avg
1	4.67 No*	-0.45	33 LoAvg
-13	4.55 No	-2.1	2 Low
1	4.8 No*	-0.32	38 LoAvg
-1	4.29 No*	-0.48	32 LoAvg
4	4.28 Yes*	0.18	57 Avg
-1	4.77 No	-0.61	27 LoAvg
17	4.44 Yes	1.82	97 High
11	4.77 Yes	1.16	88 High
-2	4.32 No	-0.62	27 LoAvg
1	4.75 No*	-0.28	39 LoAvg
-2	4.31 No	-0.62	27 LoAvg

10	4.82 Yes	0.84	80 HiAvg
-8	4.72 No	-1.5	7 Low
5	4.33 Yes*	0.23	59 Avg
1	4.86 No*	-0.4	34 LoAvg
11	4.41 Yes	1.1	86 High
-6	4.29 No	-1.13	13 Low
-12	4.75 No	-1.88	3 Low
2	4.4 Yes*	0.11	54 Avg
5	5.16 Yes*	0.71	76 HiAvg
8	4.77 Yes	0.62	73 HiAvg
-3	4.28 No	-0.76	22 LoAvg
10	4.67 Yes	0.74	77 HiAvg
-13	4.31 No	-2.03	2 Low
9	4.77 Yes*	0.48	68 HiAvg
13	4.81 Yes	1.28	90 High
2	4.76 No*	-0.15	44 Avg
22	4.46 Yes	2.53	99 High
4	4.78 Yes*	0.41	66 HiAvg
-5	4.25 No	-1.11	13 Low
20	4.34 Yes	2.18	99 High
11	4.88 Yes	0.71	76 HiAvg
5	4.28 Yes*	0.32	62 HiAvg
-22	4.78 No	-3.04	1 Low
7	4.31 Yes*	0.54	71 HiAvg
6	4.78 Yes*	0.27	61 HiAvg
-7	4.35 No	-1.22	11 Low
12	4.72 Yes	1.31	90 High
11	4.31 Yes	0.99	84 High
20	4.7 Yes	1.63	95 High
3	4.74 Yes*	0.13	55 Avg
9	4.33 Yes	0.84	80 HiAvg
12	4.72 Yes	0.91	82 High
-3	4.28 No	-0.83	20 Low
-18	4.65 No	-2.73	1 Low
-7	4.32 No	-1.29	10 Low
2	4.79 No*	-0.09	46 Avg
-4	4.27 No	-0.9	18 Low
-10	4.72 No	-1.77	4 Low
26	4.77 Yes	2.49	99 High

3	4.37 Yes*	0	50 Avg
8	4.72 Yes*	0.26	60 Avg
-15	4.37 No	-2.28	1 Low
12	4.74 Yes	1	84 High
-2	4.5 No	-0.62	27 LoAvg
10	4.72 Yes	0.76	78 HiAvg
-13	4.37 No	-2.07	2 Low
-18	4.27 No	-2.73	1 Low
3	4.76 No*	-0.14	44 Avg
8	4.51 Yes*	0.54	71 HiAvg
-1	4.76 No	-1.15	12 Low
8	4.33 Yes	0.69	76 HiAvg
9	4.85 Yes	0.86	80 HiAvg
5	4.39 Yes*	0.26	60 Avg
0	4.75 No*	-0.48	32 LoAvg
0	4.39 No*	-0.34	37 LoAvg
7	4.72 Yes	0.61	73 HiAvg
9	4.7 Yes*	0.56	71 HiAvg
-4	4.36 No	-0.96	17 Low
-1	4.85 No	-0.63	26 LoAvg
-1	4.41 No*	-0.35	36 LoAvg
-8	4.66 No	-1.25	11 Low
15	4.39 Yes	1.66	95 High
5	4.73 Yes*	0.55	71 HiAvg
1	4.33 No*	-0.32	38 LoAvg
6	4.25 Yes*	0.38	65 HiAvg
-14	4.93 No	-2.37	1 Low
-2	4.4 No	-0.65	26 LoAvg
24	4.88 Yes	2.52	99 High
15	4.48 Yes	1.61	95 High
15	4.82 Yes	1.53	94 High
11	4.34 Yes	0.99	84 High
-2	4.65 No	-0.86	19 Low
13	4.47 Yes	1.23	89 High
6	4.79 No*	-0.08	47 Avg
-5	4.34 No	-1.02	15 Low
15	4.78 Yes	1.29	90 High
-1	4.39 No*	-0.51	31 LoAvg
11	4.82 Yes	0.75	77 HiAvg
6	4.31 Yes*	0.43	67 HiAvg
1	4.87 No*	-0.3	38 LoAvg
4	4.25 Yes*	0.08	53 Avg

6	4.87 Yes*	-0.04	48 Avg
7	4.34 Yes*	0.57	72 HiAvg
6	4.63 Yes*	0.38	65 HiAvg
-16	4.28 No	-2.39	1 Low
-6	4.65 No	-1.06	14 Low
-3	4.54 No	-0.92	18 Low
-22	5.19 No	-3.67	1 Low
-8	4.34 No	-1.42	8 Low
8	4.81 Yes	0.71	76 HiAvg
5	4.45 Yes*	0.27	61 HiAvg
1	4.74 No*	-0.51	31 LoAvg
-3	4.43 No	-0.72	24 LoAvg
-3	4.8 No	-0.68	25 LoAvg
3	4.37 Yes*	0.02	51 Avg
4	4.79 Yes*	0.2	58 Avg
-4	4.34 No	-0.91	18 Low
5	4.65 Yes*	0.27	60 Avg
10	4.28 Yes	0.89	81 High
-5	4.74 No	-1.03	15 Low
5	4.28 Yes*	0.31	62 HiAvg
13	4.3 Yes	1.34	91 High
9	4.72 Yes	0.83	80 HiAvg
15	4.49 Yes	1.49	93 High
-4	4.31 No	-0.88	19 Low
-3	4.86 No	-0.88	19 Low
6	4.42 Yes*	0.32	62 HiAvg
7	4.75		
9	4.48 Yes	0.91	82 High
4	4.72 Yes*	0.42	66 HiAvg
12	4.31 Yes	1.19	88 High
11	4.56		
13	4.48 Yes	1.27	90 High
-1	4.5		















LexileScore	LexileMin	LexileMax	QuantileScore	QuantileMin	QuantileMax
			815Q	765Q	865Q
480L	380L	530L	970Q	920Q	1020Q
1405L	1305L	1455L	885Q	835Q	935Q
1075L	975L	1125L	1420Q	1370Q	1470Q
1540L	1440L	1590L	1005Q	955Q	1055Q
1325L	1225L	1375L	625Q	575Q	675Q
1250L	1150L	1300L	1180Q	1130Q	1230Q
1285L	1185L	1335L	505Q	455Q	555Q
480L	380L	530L	990Q	940Q	1040Q
1075L	975L	1125L	1090Q	1040Q	1140Q
900L	800L	950L	815Q	765Q	865Q
170L	70L	220L	1075Q	1025Q	1125Q
1405L	1305L	1455L	1420Q	1370Q	1470Q
			1265Q	1215Q	1315Q
960L	860L	1010L	1075Q	1025Q	1125Q
880L	780L	930L	1300Q	1250Q	1350Q
1170L	1070L	1220L	520Q	470Q	570Q
750L	650L	800L	745Q	695Q	795Q
1305L	1205L	1355L	900Q	850Q	950Q
1170L	1070L	1220L	780Q	730Q	830Q
900L	800L	950L	1055Q	1005Q	1105Q
940L	840L	990L	400Q	350Q	450Q
845L	745L	895L	850Q	800Q	900Q
1075L	975L	1125L	1245Q	1195Q	1295Q

1365L	1265L	1415L			
			710Q	660Q	760Q
805L	705L	855L			
			485Q	435Q	535Q
750L	650L	800L			
			900Q	850Q	950Q
1115L	1015L	1165L			
			970Q	920Q	1020Q
1000L	900L	1050L			
			955Q	905Q	1005Q
1015L	915L	1065L			
			765Q	715Q	815Q
345L	245L	395L			
			1110Q	1060Q	1160Q
1210L	1110L	1260L			
			625Q	575Q	675Q
750L	650L	800L			
			1180Q	1130Q	1230Q
1285L	1185L	1335L			
			1180Q	1130Q	1230Q
1440L	1340L	1490L			
			1385Q	1335Q	1435Q
1285L	1185L	1335L			
			1160Q	1110Q	1210Q
1230L	1130L	1280L			
			645Q	595Q	695Q
1035L	935L	1085L			
			1055Q	1005Q	1105Q
1035L	935L	1085L			
			590Q	540Q	640Q
960L	860L	1010L			
			1005Q	955Q	1055Q
1035L	935L	1085L			
			1090Q	1040Q	1140Q
960L	860L	1010L			
			765Q	715Q	815Q
1035L	935L	1085L			
			1230Q	1180Q	1280Q
1055L	955L	1105L			
			1090Q	1040Q	1140Q
765L	665L	815L			
805L	705L	855L			
			1405Q	1355Q	1455Q
1440L	1340L	1490L			
			675Q	625Q	725Q
900L	800L	950L			
			1315Q	1265Q	1365Q



1015L	915L	1065L			
			900Q	850Q	950Q
1210L	1110L	1260L			
1365L	1265L	1415L			
			540Q	490Q	590Q
1190L	1090L	1240L			
			625Q	575Q	675Q
940L	840L	990L			
265L	165L	315L			
			1005Q	955Q	1055Q
1115L	1015L	1165L			
			835Q	785Q	885Q
1385L	1285L	1435L			
			800Q	750Q	850Q
1075L	975L	1125L			
			920Q	870Q	970Q
980L	880L	1030L			
			1180Q	1130Q	1230Q
1385L	1285L	1435L			
			885Q	835Q	935Q
1230L	1130L	1280L			
			710Q	660Q	760Q
940L	840L	990L			
			1215Q	1165Q	1265Q
1520L	1420L	1570L			
			885Q	835Q	935Q
980L	880L	1030L			
			1040Q	990Q	1090Q
1055L	955L	1105L			
			1245Q	1195Q	1295Q
1345L	1245L	1395L			
1250L	1150L	1300L			
			1455Q	1405Q	1505Q
1210L	1110L	1260L			
			935Q	885Q	985Q
1285L	1185L	1335L			
			990Q	940Q	1040Q
1015L	915L	1065L			
			625Q	575Q	675Q
710L	610L	760L			
			745Q	695Q	795Q
630L	530L	680L			
			835Q	785Q	885Q
1325L	1225L	1375L			
			815Q	765Q	865Q
1365L	1265L	1415L			
			970Q	920Q	1020Q

845L	745L	895L			
			730Q	680Q	780Q
960L	860L	1010L			
			505Q	455Q	555Q
595L	495L	645L			
			815Q	765Q	865Q
575L	475L	625L			
			1265Q	1215Q	1315Q
1405L	1305L	1455L			
			435Q	385Q	485Q
480L	380L	530L			
			865Q	815Q	915Q
1075L	975L	1125L			
			800Q	750Q	850Q
940L	840L	990L			
			1145Q	1095Q	1195Q
710L	610L	760L			
			1040Q	990Q	1090Q
1345L	1245L	1395L			
			1075Q	1025Q	1125Q
1210L	1110L	1260L			
			1195Q	1145Q	1245Q
1540L	1440L	1590L			
			1505Q	1455Q	1555Q
1345L	1245L	1395L			
			645Q	595Q	695Q
1075L	975L	1125L			
			955Q	905Q	1005Q
1420L	1320L	1470L			
			780Q	730Q	830Q
325L	225L	375L			
			815Q	765Q	865Q
			780Q	730Q	830Q
1035L	935L	1085L			
			970Q	920Q	1020Q
380L	280L	430L			
			990Q	940Q	1040Q
1460L	1360L	1510L			
			645Q	595Q	695Q
690L	590L	740L			
			1195Q	1145Q	1245Q
1405L	1305L	1455L			
			935Q	885Q	985Q
1095L	995L	1145L			
			485Q	435Q	535Q
			1215Q	1165Q	1265Q
1520L	1420L	1570L			

			1420Q	1370Q	1470Q
1170L	1070L	1220L			
			1125Q	1075Q	1175Q
1190L	1090L	1240L			
			850Q	800Q	900Q
630L	530L	680L			
			1075Q	1025Q	1125Q
920L	820L	970L			
			695Q	645Q	745Q
1055L	955L	1105L			
			1560Q	1510Q	1610Q
1575L	1475L	1625L			
			1215Q	1165Q	1265Q
1190L	1090L	1240L			
			420Q	370Q	470Q
345L	245L	395L			
			675Q	625Q	725Q
900L	800L	950L			
			765Q	715Q	815Q
1000L	900L	1050L			
			1125Q	1075Q	1175Q
1250L	1150L	1300L			
			885Q	835Q	935Q
1095L	995L	1145L			
			1075Q	1025Q	1125Q
1385L	1285L	1435L			
			865Q	815Q	915Q
1170L	1070L	1220L			
			990Q	940Q	1040Q
1210L	1110L	1260L			
			780Q	730Q	830Q
1075L	975L	1125L			
			1125Q	1075Q	1175Q
1270L	1170L	1320L			
			660Q	610Q	710Q
615L	515L	665L			
			1005Q	955Q	1055Q
1325L	1225L	1375L			
			900Q	850Q	950Q
1115L	1015L	1165L			
			990Q	940Q	1040Q
960L	860L	1010L			
			1090Q	1040Q	1140Q
1015L	915L	1065L			
			835Q	785Q	885Q
1000L	900L	1050L			
			590Q	540Q	640Q

1000L	900L	1050L			
			540Q	490Q	590Q
880L	780L	930L			
			730Q	680Q	780Q
880L	780L	930L			
			520Q	470Q	570Q
690L	590L	740L			
			1405Q	1355Q	1455Q
1305L	1205L	1355L			
670L	570L	720L			
			765Q	715Q	815Q
245L	145L	295L			
			1195Q	1145Q	1245Q
1190L	1090L	1240L			
			815Q	765Q	865Q
1190L	1090L	1240L			
			1075Q	1025Q	1125Q
1170L	1070L	1220L			
			1300Q	1250Q	1350Q
1250L	1150L	1300L			
			1040Q	990Q	1090Q
1135L	1035L	1185L			
			540Q	490Q	590Q
730L	630L	780L			
			1610Q	1560Q	1650Q
1615L	1515L	1665L			
			1025Q	975Q	1075Q
1230L	1130L	1280L			
			780Q	730Q	830Q
730L	630L	780L			
			1075Q	1025Q	1125Q
1095L	995L	1145L			
			1040Q	990Q	1090Q
1150L	1050L	1200L			
			1075Q	1025Q	1125Q
480L	380L	530L			
			1650Q	1650Q	1650Q
1520L	1420L	1570L			
			1440Q	1390Q	1490Q
1075L	975L	1125L			
			730Q	680Q	780Q
1230L	1130L	1280L			
			540Q	490Q	590Q
900L	800L	950L			
			815Q	765Q	865Q
1075L	975L	1125L			
			1525Q	1475Q	1575Q

1230L	1130L	1280L			
			765Q	715Q	815Q
865L	765L	915L			
			800Q	750Q	850Q
1115L	1015L	1165L			
			745Q	695Q	795Q
920L	820L	970L			
			865Q	815Q	915Q
1015L	915L	1065L			
			1215Q	1165Q	1265Q
1365L	1265L	1415L			
			1315Q	1265Q	1365Q
1575L	1475L	1625L			
			900Q	850Q	950Q
785L	685L	835L			
			885Q	835Q	935Q
1055L	955L	1105L			
			590Q	540Q	640Q
1170L	1070L	1220L			
			800Q	750Q	850Q
1055L	955L	1105L			
			1630Q	1580Q	1650Q
1750L	1650L	1800L			
			800Q	750Q	850Q
1135L	1035L	1185L			
			765Q	715Q	815Q
1190L	1090L	1240L			
			610Q	560Q	660Q
305L	205L	355L			
			710Q	660Q	760Q
1095L	995L	1145L			
			710Q	660Q	760Q
1055L	955L	1105L			
			1300Q	1250Q	1350Q
1075L	975L	1125L			
			625Q	575Q	675Q
460L	360L	510L			
			695Q	645Q	745Q
730L	630L	780L			
			1005Q	955Q	1055Q
1285L	1185L	1335L			
			1055Q	1005Q	1105Q
1055L	955L	1105L			
			990Q	940Q	1040Q
960L	860L	1010L			
			1040Q	990Q	1090Q
285L	185L	335L			

			1540Q	1490Q	1590Q
1325L	1225L	1375L			
			520Q	470Q	570Q
325L	225L	375L			
			970Q	920Q	1020Q
920L	820L	970L			
			1470Q	1420Q	1520Q
1500L	1400L	1550L			
			765Q	715Q	815Q
			610Q	560Q	660Q
960L	860L	1010L			
			625Q	575Q	675Q
265L	165L	315L			
			970Q	920Q	1020Q
1015L	915L	1065L			
			865Q	815Q	915Q
210L	110L	260L			
			540Q	490Q	590Q
420L	320L	470L			
			935Q	885Q	985Q
1075L	975L	1125L			
			610Q	560Q	660Q
900L	800L	950L			
480L	380L	530L			
			1040Q	990Q	1090Q
1115L	1015L	1165L			
			1005Q	955Q	1055Q
1135L	1035L	1185L			
			730Q	680Q	780Q
825L	725L	875L			
			1040Q	990Q	1090Q
1135L	1035L	1185L			
			1090Q	1040Q	1140Q
960L	860L	1010L			
			885Q	835Q	935Q
845L	745L	895L			
			385Q	335Q	435Q
1000L	900L	1050L			
			970Q	920Q	1020Q
1015L	915L	1065L			
			1075Q	1025Q	1125Q
920L	820L	970L			
			1090Q	1040Q	1140Q
1405L	1305L	1455L			
			900Q	850Q	950Q
1035L	935L	1085L			
			900Q	850Q	950Q

1170L	1070L	1220L			
			590Q	540Q	640Q
805L	705L	855L			
			730Q	680Q	780Q
900L	800L	950L			
			1230Q	1180Q	1280Q
1115L	1015L	1165L			
			885Q	835Q	935Q
880L	780L	930L			
			1650Q	1650Q	1650Q
1675L	1575L	1725L			
			1005Q	955Q	1055Q
1170L	1070L	1220L			
			835Q	785Q	885Q
1055L	955L	1105L			
			865Q	815Q	915Q
880L	780L	930L			
			935Q	885Q	985Q
495L	395L	545L			
			1075Q	1025Q	1125Q
1055L	955L	1105L			
			1455Q	1405Q	1505Q
1440L	1340L	1490L			
			470Q	420Q	520Q
825L	725L	875L			
			935Q	885Q	985Q
900L	800L	950L			
			1110Q	1060Q	1160Q
825L	725L	875L			
			970Q	920Q	1020Q
1035L	935L	1085L			
			1055Q	1005Q	1105Q
1440L	1340L	1490L			
			710Q	660Q	760Q
785L	685L	835L			
			1005Q	955Q	1055Q
1250L	1150L	1300L			
			1160Q	1110Q	1210Q
1000L	900L	1050L			
			575Q	525Q	625Q
690L	590L	740L			
			745Q	695Q	795Q
1135L	1035L	1185L			
			800Q	750Q	850Q
750L	650L	800L			
			835Q	785Q	885Q
1015L	915L	1065L			

			815Q	765Q	865Q
765L	665L	815L			
			815Q	765Q	865Q
1095L	995L	1145L			
			850Q	800Q	900Q
1075L	975L	1125L			
			660Q	610Q	710Q
1015L	915L	1065L			
			610Q	560Q	660Q
940L	840L	990L			
			520Q	470Q	570Q
305L	205L	355L			
			1090Q	1040Q	1140Q
1325L	1225L	1375L			
			865Q	815Q	915Q
940L	840L	990L			
			1005Q	955Q	1055Q
1285L	1185L	1335L			
			920Q	870Q	970Q
980L	880L	1030L			
			540Q	490Q	590Q
900L	800L	950L			
			1505Q	1455Q	1555Q
1095L	995L	1145L			
			1440Q	1390Q	1490Q
1480L	1380L	1530L			
			575Q	525Q	625Q
765L	665L	815L			
			920Q	870Q	970Q
1150L	1050L	1200L			
			815Q	765Q	865Q
535L	435L	585L			
			765Q	715Q	815Q
1325L	1225L	1375L			
			1280Q	1230Q	1330Q
1325L	1225L	1375L			
			745Q	695Q	795Q
765L	665L	815L			
			730Q	680Q	780Q
630L	530L	680L			
			835Q	785Q	885Q
1055L	955L	1105L			
			835Q	785Q	885Q
940L	840L	990L			
			1040Q	990Q	1090Q
1015L	915L	1065L			
			645Q	595Q	695Q



690L	590L	740L			
			1110Q	1060Q	1160Q
1150L	1050L	1200L			
			970Q	920Q	1020Q
1055L	955L	1105L			
			175Q	125Q	225Q
BR45L	BR145L	5L			
			710Q	660Q	760Q
785L	685L	835L			
			935Q	885Q	985Q
1285L	1185L	1335L			
			920Q	870Q	970Q
785L	685L	835L			
			1005Q	955Q	1055Q
1095L	995L	1145L			
			920Q	870Q	970Q
1210L	1110L	1260L			
			745Q	695Q	795Q
1150L	1050L	1200L			
			835Q	785Q	885Q
960L	860L	1010L			
			1075Q	1025Q	1125Q
1230L	1130L	1280L			
			1145Q	1095Q	1195Q
1285L	1185L	1335L			
			1245Q	1195Q	1295Q
515L	415L	565L			
			520Q	470Q	570Q
710L	610L	760L			
			590Q	540Q	640Q
710L	610L	760L			
			575Q	525Q	625Q
225L	125L	275L			
			1055Q	1005Q	1105Q
			1180Q	1130Q	1230Q
245L	145L	295L			
			1505Q	1455Q	1555Q
1460L	1360L	1510L			
			1025Q	975Q	1075Q
690L	590L	740L			
			730Q	680Q	780Q
			1245Q	1195Q	1295Q
			210Q	160Q	260Q
650L	550L	700L			

			990Q	940Q	1040Q
1135L	1035L	1185L			
			865Q	815Q	915Q
1095L	995L	1145L			
			780Q	730Q	830Q
880L	780L	930L			
			1125Q	1075Q	1175Q
1325L	1225L	1375L			
			1650Q	1650Q	1650Q
1385L	1285L	1435L			
			990Q	940Q	1040Q
1230L	1130L	1280L			
			1610Q	1560Q	1650Q
1635L	1535L	1685L			
			695Q	645Q	745Q
325L	225L	375L			
			1215Q	1165Q	1265Q
1055L	955L	1105L			
			765Q	715Q	815Q
1270L	1170L	1320L			
			1350Q	1300Q	1400Q
1365L	1265L	1415L			
			1405Q	1355Q	1455Q
1000L	900L	1050L			
			1055Q	1005Q	1105Q
1210L	1110L	1260L			
			660Q	610Q	710Q
710L	610L	760L			
			590Q	540Q	640Q
345L	245L	395L			
			295Q	245Q	345Q
670L	570L	720L			
			730Q	680Q	780Q
1015L	915L	1065L			
			1055Q	1005Q	1105Q
1035L	935L	1085L			
			1145Q	1095Q	1195Q
1150L	1050L	1200L			
			815Q	765Q	865Q
670L	570L	720L			
			920Q	870Q	970Q
1230L	1130L	1280L			
			610Q	560Q	660Q
1150L	1050L	1200L			
			1090Q	1040Q	1140Q
1000L	900L	1050L			
			610Q	560Q	660Q

805L	705L	855L			
			575Q	525Q	625Q
865L	765L	915L			
			765Q	715Q	815Q
1170L	1070L	1220L	1075Q	1025Q	1125Q
			865Q	815Q	915Q
900L	800L	950L			
			695Q	645Q	745Q
980L	880L	1030L			
			920Q	870Q	970Q
1035L	935L	1085L			
			935Q	885Q	985Q
1170L	1070L	1220L			
			1215Q	1165Q	1265Q
1305L	1205L	1355L			
			1265Q	1215Q	1315Q
1230L	1130L	1280L			
			990Q	940Q	1040Q
765L	665L	815L			
			590Q	540Q	640Q
345L	245L	395L			
			1110Q	1060Q	1160Q
1035L	935L	1085L			
			1090Q	1040Q	1140Q
1250L	1150L	1300L			
			695Q	645Q	745Q
1150L	1050L	1200L			
			520Q	470Q	570Q
440L	340L	490L			
			1180Q	1130Q	1230Q
1190L	1090L	1240L			
			660Q	610Q	710Q
			125Q	75Q	175Q
75L	BR25L	125L			
			1335Q	1285Q	1385Q
1190L	1090L	1240L			
			800Q	750Q	850Q
960L	860L	1010L			
			695Q	645Q	745Q
1055L	955L	1105L			
			900Q	850Q	950Q
845L	745L	895L			
			1055Q	1005Q	1105Q
1325L	1225L	1375L			

1015L	915L	1065L	1040Q	990Q	1090Q
			1005Q	955Q	1055Q
1115L	1015L	1165L	865Q	815Q	915Q
1015L	915L	1065L	780Q	730Q	830Q
1345L	1245L	1395L	800Q	750Q	850Q
1150L	1050L	1200L	815Q	765Q	865Q
1325L	1225L	1375L	1470Q	1420Q	1520Q
1075L	975L	1125L	730Q	680Q	780Q
880L	780L	930L	900Q	850Q	950Q
1385L	1285L	1435L	1315Q	1265Q	1365Q
1190L	1090L	1240L	1160Q	1110Q	1210Q
1365L	1265L	1415L	1440Q	1390Q	1490Q
1285L	1185L	1335L	1145Q	1095Q	1195Q
1150L	1050L	1200L	1075Q	1025Q	1125Q
920L	820L	970L	1145Q	1095Q	1195Q
1480L	1380L	1530L	1040Q	990Q	1090Q
1075L	975L	1125L	1055Q	1005Q	1105Q
1325L	1225L	1375L	1195Q	1145Q	1245Q
1035L	935L	1085L	800Q	750Q	850Q
670L	570L	720L	1055Q	1005Q	1105Q
			645Q	595Q	695Q
1190L	1090L	1240L	1005Q	955Q	1055Q
765L	665L	815L	935Q	885Q	985Q
1210L	1110L	1260L	1145Q	1095Q	1195Q

			990Q	940Q	1040Q
1250L	1150L	1300L			
			800Q	750Q	850Q
1305L	1205L	1355L			
			1055Q	1005Q	1105Q
1285L	1185L	1335L			
			555Q	505Q	605Q
940L	840L	990L			
			885Q	835Q	935Q
1075L	975L	1125L			
			1040Q	990Q	1090Q
1230L	1130L	1280L			
			1005Q	955Q	1055Q
1210L	1110L	1260L			
			1245Q	1195Q	1295Q
1015L	915L	1065L			
			1090Q	1040Q	1140Q
1135L	1035L	1185L			
			660Q	610Q	710Q
515L	415L	565L			
			695Q	645Q	745Q
730L	630L	780L			
			1265Q	1215Q	1315Q
1250L	1150L	1300L			
			1025Q	975Q	1075Q
1325L	1225L	1375L			
			1215Q	1165Q	1265Q
1345L	1245L	1395L			
			800Q	750Q	850Q
1075L	975L	1125L			
			970Q	920Q	1020Q
980L	880L	1030L			
35L	BR65L	85L			
			1315Q	1265Q	1365Q
1095L	995L	1145L			
			645Q	595Q	695Q
900L	800L	950L			
			1025Q	975Q	1075Q
920L	820L	970L			
			1335Q	1285Q	1385Q
1270L	1170L	1320L			
			800Q	750Q	850Q
1170L	1070L	1220L			
			885Q	835Q	935Q
1190L	1090L	1240L			
			485Q	435Q	535Q
750L	650L	800L			

			885Q	835Q	935Q
1075L	975L	1125L			
			140Q	90Q	190Q
460L	360L	510L			
			555Q	505Q	605Q
825L	725L	875L			
			540Q	490Q	590Q
1150L	1050L	1200L			
			590Q	540Q	640Q
670L	570L	720L			
			765Q	715Q	815Q
1055L	955L	1105L			
			900Q	850Q	950Q
1325L	1225L	1375L			
			1075Q	1025Q	1125Q
1325L	1225L	1375L			
			505Q	455Q	555Q
615L	515L	665L			
			710Q	660Q	760Q
865L	765L	915L			
			575Q	525Q	625Q
765L	665L	815L			
			1145Q	1095Q	1195Q
880L	780L	930L			
			885Q	835Q	935Q
1115L	1015L	1165L			
			955Q	905Q	1005Q
845L	745L	895L			
			780Q	730Q	830Q
825L	725L	875L			
			800Q	750Q	850Q
900L	800L	950L			
			990Q	940Q	1040Q
1190L	1090L	1240L			
			1110Q	1060Q	1160Q
1365L	1265L	1415L			
			1040Q	990Q	1090Q
			1440Q	1390Q	1490Q
1250L	1150L	1300L			
			625Q	575Q	675Q
1250L	1150L	1300L			
			660Q	610Q	710Q
			520Q	470Q	570Q
1385L	1285L	1435L			
460L	360L	510L			

1190L	1090L	1240L	675Q	625Q	725Q
750L	650L	800L	835Q	785Q	885Q
865L	765L	915L			

Goal1Name	Goal1RitScore	Goal1StdErr	Goal1Range	Goal1Adjective	Goal2Name
Operations and .	218	6.3	212-224	LoAvg	The Real and Co
Literary Text	193	5.8	187-199	Low	Informational Te
Operations and .	243	6.9	236-250	HiAvg	The Real and Co
Literary Text	235	5.7	229-241	HiAvg	Informational Te
Operations and .	223	6.3	217-229	LoAvg	The Real and Co
Literary Text	221	5.7	215-227	Avg	Informational Te
Operations and .	254	7	247-261	HiAvg	The Real and Co
Literary Text	244	5.8	238-250	HiAvg	Informational Te
Operations and .	230	6.1	224-236	Avg	The Real and Co
Literary Text	236	5.9	230-242	HiAvg	Informational Te
Operations and .	224	7.4	217-231	LoAvg	The Real and Co
Literary Text	234	5.7	228-240	HiAvg	Informational Te
Operations and .	242	6.5	235-249	HiAvg	The Real and Co
Literary Text	230	5.7	224-236	Avg	Informational Te
Operations and .	203	6.6	196-210	Low	The Real and Co
Literary Text	187	6.2	181-193	Low	Informational Te
Operations and .	239	6.7	232-246	Avg	The Real and Co
Literary Text	220	5.8	214-226	Avg	Informational Te
Operations and .	245	6.6	238-252	HiAvg	The Real and Co
Literary Text	214	5.7	208-220	LoAvg	Informational Te
Operations and .	232	6.9	225-239	Avg	The Real and Co
Literary Text	180	6.5	174-186	Low	Informational Te
Operations and .	247	6.7	240-254	HiAvg	The Real and Co
Literary Text	241	5.9	235-247	HiAvg	Informational Te
Operations and .	262	7.1	255-269	High	The Real and Co
Operations and .	253	6.2	247-259	HiAvg	The Real and Co
Literary Text	224	6.2	218-230	Avg	Informational Te
Operations and .	240	6.7	233-247	Avg	The Real and Co
Literary Text	206	6.2	200-212	LoAvg	Informational Te
Operations and .	253	6.3	247-259	HiAvg	The Real and Co
Literary Text	222	5.8	216-228	Avg	Informational Te
Operations and .	204	6.7	197-211	Low	The Real and Co
Literary Text	200	5.9	194-206	Low	Informational Te
Operations and .	198	7.9	190-206	Low	The Real and Co
Literary Text	229	5.8	223-235	Avg	Informational Te
Operations and .	218	6.5	212-224	LoAvg	The Real and Co
Literary Text	217	6.2	211-223	LoAvg	Informational Te
Operations and .	220	6.8	213-227	LoAvg	The Real and Co
Literary Text	206	5.9	200-212	LoAvg	Informational Te
Operations and .	246	6.7	239-253	HiAvg	The Real and Co
Literary Text	208	6	202-214	LoAvg	Informational Te
Operations and .	202	6.8	195-209	Low	The Real and Co
Literary Text	210	5.7	204-216	LoAvg	Informational Te
Operations and .	231	6.9	224-238	Avg	The Real and Co
Literary Text	236	7	229-243	HiAvg	Informational Te
Operations and .	258	6.9	251-265	High	The Real and Co



Literary Text	233	5.7 227-239	HiAvg	Informational Te
Operations and .	212	6.7 205-219	Low	The Real and Co
Literary Text	199	6.1 193-205	Low	Informational Te
Operations and .	191	7.1 184-198	Low	The Real and Co
Literary Text	209	5.9 203-215	LoAvg	Informational Te
Operations and .	234	7.4 227-241	Avg	The Real and Co
Literary Text	222	5.8 216-228	Avg	Informational Te
Operations and .	233	6.7 226-240	Avg	The Real and Co
Literary Text	226	6.1 220-232	Avg	Informational Te
Operations and .	229	6.4 223-235	Avg	The Real and Co
Literary Text	206	6.8 199-213	LoAvg	Informational Te
Operations and .	214	6.6 207-221	LoAvg	The Real and Co
Literary Text	171	6.3 165-177	Low	Informational Te
Operations and .	259	10.5 248-270	High	The Real and Co
Literary Text	231	5.7 225-237	HiAvg	Informational Te
Operations and .	201	6.7 194-208	Low	The Real and Co
Literary Text	198	6.2 192-204	Low	Informational Te
Operations and .	244	6.7 237-251	HiAvg	The Real and Co
Literary Text	233	5.8 227-239	HiAvg	Informational Te
Operations and .	237	6.8 230-244	Avg	The Real and Co
Literary Text	238	5.7 232-244	HiAvg	Informational Te
Operations and .	263	6.4 257-269	High	The Real and Co
Literary Text	238	5.8 232-244	HiAvg	Informational Te
Operations and .	244	6.5 237-251	HiAvg	The Real and Co
Literary Text	226	5.8 220-232	Avg	Informational Te
Operations and .	212	6.4 206-218	Low	The Real and Co
Literary Text	222	5.8 216-228	Avg	Informational Te
Operations and .	235	6.7 228-242	Avg	The Real and Co
Literary Text	213	5.9 207-219	LoAvg	Informational Te
Operations and .	219	7.2 212-226	LoAvg	The Real and Co
Literary Text	208	6.2 202-214	LoAvg	Informational Te
Operations and .	232	6.9 225-239	Avg	The Real and Co
Literary Text	211	5.9 205-217	LoAvg	Informational Te
Operations and .	240	6.2 234-246	Avg	The Real and Co
Literary Text	204	6.2 198-210	Low	Informational Te
Operations and .	235	7.7 227-243	Avg	The Real and Co
Literary Text	219	6 213-225	Avg	Informational Te
Operations and .	241	7.6 233-249	Avg	The Real and Co
Literary Text	198	8 190-206	Low	Informational Te
Operations and .	231	6.8 224-238	Avg	The Real and Co
Literary Text	220	6.2 214-226	Avg	Informational Te
Literary Text	212	5.9 206-218	LoAvg	Informational Te
Operations and .	260	6.7 253-267	High	The Real and Co
Literary Text	232	5.9 226-238	HiAvg	Informational Te
Operations and .	220	7.1 213-227	LoAvg	The Real and Co
Literary Text	204	6.4 198-210	Low	Informational Te
Operations and .	255	6.4 249-261	HiAvg	The Real and Co

Literary Text	216	5.7 210-222	LoAvg	Informational Te
Operations and .	207	7.7 199-215	Low	The Real and Co
Literary Text	220	6.1 214-226	Avg	Informational Te
Literary Text	238	5.8 232-244	HiAvg	Informational Te
Operations and .	199	6.7 192-206	Low	The Real and Co
Literary Text	223	5.8 217-229	Avg	Informational Te
Operations and .	213	6.7 206-220	Low	The Real and Co
Literary Text	209	5.8 203-215	LoAvg	Informational Te
Literary Text	173	6.4 167-179	Low	Informational Te
Operations and .	229	6.4 223-235	Avg	The Real and Co
Literary Text	215	6.2 209-221	LoAvg	Informational Te
Operations and .	218	6.5 212-224	LoAvg	The Real and Co
Literary Text	239	5.9 233-245	HiAvg	Informational Te
Operations and .	223	6.7 216-230	LoAvg	The Real and Co
Literary Text	213	6 207-219	LoAvg	Informational Te
Operations and .	227	6.5 221-234	LoAvg	The Real and Co
Literary Text	221	6.2 215-227	Avg	Informational Te
Operations and .	252	7 245-259	HiAvg	The Real and Co
Literary Text	239	5.9 233-245	HiAvg	Informational Te
Operations and .	214	7 207-221	LoAvg	The Real and Co
Literary Text	226	5.9 220-232	Avg	Informational Te
Operations and .	211	6.3 205-217	Low	The Real and Co
Literary Text	210	5.8 204-216	LoAvg	Informational Te
Operations and .	245	6.6 238-252	HiAvg	The Real and Co
Literary Text	249	6.1 243-255	High	Informational Te
Operations and .	225	6.4 219-231	LoAvg	The Real and Co
Literary Text	216	5.6 210-222	LoAvg	Informational Te
Operations and .	238	7 231-245	Avg	The Real and Co
Literary Text	220	6 214-226	Avg	Informational Te
Operations and .	257	6.7 250-264	High	The Real and Co
Literary Text	227	5.8 221-233	Avg	Informational Te
Literary Text	220	6.3 214-226	Avg	Informational Te
Operations and .	259	6.6 252-266	High	The Real and Co
Literary Text	226	5.7 220-232	Avg	Informational Te
Operations and .	225	7.2 218-232	LoAvg	The Real and Co
Literary Text	231	6.2 225-237	HiAvg	Informational Te
Operations and .	231	6.6 224-238	Avg	The Real and Co
Literary Text	210	6.3 204-216	LoAvg	Informational Te
Operations and .	220	7.5 213-227	LoAvg	The Real and Co
Literary Text	197	5.8 191-203	Low	Informational Te
Operations and .	229	7 222-236	Avg	The Real and Co
Literary Text	190	6.1 184-196	Low	Informational Te
Operations and .	211	7 204-218	Low	The Real and Co
Literary Text	229	5.9 223-235	Avg	Informational Te
Operations and .	231	6.8 224-238	Avg	The Real and Co
Literary Text	234	5.8 228-240	HiAvg	Informational Te
Operations and .	230	6.6 223-237	Avg	The Real and Co

Literary Text	204	5.9 198-210	Low	Informational Te
Operations and .	221	6.5 215-228	LoAvg	The Real and Co
Literary Text	205	6.2 199-211	LoAvg	Informational Te
Operations and .	202	6.5 195-209	Low	The Real and Co
Literary Text	190	5.8 184-196	Low	Informational Te
Operations and .	228	7.2 221-235	LoAvg	The Real and Co
Literary Text	194	6.1 188-200	Low	Informational Te
Operations and .	240	6.8 233-247	Avg	The Real and Co
Literary Text	232	5.9 226-238	HiAvg	Informational Te
Operations and .	198	6.2 192-204	Low	The Real and Co
Literary Text	176	6.6 169-183	Low	Informational Te
Operations and .	225	6.2 219-231	LoAvg	The Real and Co
Literary Text	221	5.8 215-227	Avg	Informational Te
Operations and .	225	6.5 219-231	LoAvg	The Real and Co
Literary Text	215	5.7 209-221	LoAvg	Informational Te
Operations and .	239	6.4 233-245	Avg	The Real and Co
Literary Text	195	5.9 189-201	Low	Informational Te
Operations and .	234	6.3 228-240	Avg	The Real and Co
Literary Text	236	5.8 230-242	HiAvg	Informational Te
Operations and .	225	6.8 218-232	LoAvg	The Real and Co
Literary Text	225	6.2 219-231	Avg	Informational Te
Operations and .	241	6.7 234-248	HiAvg	The Real and Co
Literary Text	244	5.8 238-250	High	Informational Te
Operations and .	289	10.7 278-300	High	The Real and Co
Literary Text	240	5.9 234-246	HiAvg	Informational Te
Operations and .	203	6.4 197-209	Low	The Real and Co
Literary Text	228	5.9 222-234	Avg	Informational Te
Operations and .	234	6.6 227-241	Avg	The Real and Co
Literary Text	242	5.8 236-248	High	Informational Te
Operations and .	225	6.9 218-232	LoAvg	The Real and Co
Literary Text	179	5.8 173-185	Low	Informational Te
Operations and .	234	6.8 227-241	Avg	The Real and Co
Operations and .	224	6.7 217-231	LoAvg	The Real and Co
Literary Text	219	5.8 213-225	LoAvg	Informational Te
Operations and .	233	6.2 227-239	Avg	The Real and Co
Literary Text	184	5.6 178-190	Low	Informational Te
Operations and .	241	6.8 234-248	HiAvg	The Real and Co
Literary Text	231	6.1 225-237	HiAvg	Informational Te
Operations and .	201	6.8 194-208	Low	The Real and Co
Literary Text	202	6.1 196-208	Low	Informational Te
Operations and .	248	6.8 241-255	HiAvg	The Real and Co
Literary Text	236	5.7 230-242	HiAvg	Informational Te
Operations and .	230	6.3 224-236	Avg	The Real and Co
Literary Text	219	6 213-225	LoAvg	Informational Te
Operations and .	198	6.6 191-205	Low	The Real and Co
Operations and .	254	7 247-261	High	The Real and Co
Literary Text	238	5.8 232-244	HiAvg	Informational Te

Operations and .	267	7.2	260-274	High	The Real and Co
Literary Text	220	5.8	214-226	LoAvg	Informational Te
Operations and .	236	6.5	229-243	Avg	The Real and Co
Literary Text	223	5.9	217-229	Avg	Informational Te
Operations and .	220	7	213-227	LoAvg	The Real and Co
Literary Text	188	6	182-194	Low	Informational Te
Operations and .	240	6.9	233-247	Avg	The Real and Co
Literary Text	207	5.8	201-213	Low	Informational Te
Operations and .	209	6.3	203-215	Low	The Real and Co
Literary Text	223	5.8	217-229	Avg	Informational Te
Operations and .	266	6.9	259-273	High	The Real and Co
Literary Text	246	6.1	240-252	High	Informational Te
Operations and .	246	6.7	239-253	HiAvg	The Real and Co
Literary Text	233	6.2	227-239	HiAvg	Informational Te
Operations and .	190	7.1	183-197	Low	The Real and Co
Literary Text	175	6.5	168-182	Low	Informational Te
Operations and .	214	6.7	207-221	Low	The Real and Co
Literary Text	207	6.2	201-213	Low	Informational Te
Operations and .	228	6.9	221-235	LoAvg	The Real and Co
Literary Text	200	6.7	193-207	Low	Informational Te
Operations and .	241	6.7	234-248	HiAvg	The Real and Co
Literary Text	228	5.8	222-234	Avg	Informational Te
Operations and .	227	6.4	221-233	LoAvg	The Real and Co
Literary Text	217	5.9	211-223	LoAvg	Informational Te
Operations and .	236	6.9	229-243	Avg	The Real and Co
Literary Text	242	6.3	236-248	High	Informational Te
Operations and .	236	8	228-244	Avg	The Real and Co
Literary Text	215	6.6	208-222	LoAvg	Informational Te
Operations and .	223	6.8	216-230	LoAvg	The Real and Co
Literary Text	226	6.1	220-232	Avg	Informational Te
Operations and .	222	6.8	215-229	LoAvg	The Real and Co
Literary Text	227	6.2	221-233	Avg	Informational Te
Operations and .	243	6.5	237-249	HiAvg	The Real and Co
Literary Text	229	5.7	223-235	Avg	Informational Te
Operations and .	212	6.4	206-218	Low	The Real and Co
Literary Text	193	5.8	187-199	Low	Informational Te
Operations and .	228	6.7	221-235	LoAvg	The Real and Co
Literary Text	233	5.8	227-239	HiAvg	Informational Te
Operations and .	224	6.7	217-231	LoAvg	The Real and Co
Literary Text	219	5.9	213-225	LoAvg	Informational Te
Operations and .	234	6.8	227-241	Avg	The Real and Co
Literary Text	220	5.9	214-226	LoAvg	Informational Te
Operations and .	229	7.1	222-236	Avg	The Real and Co
Literary Text	218	6.1	212-224	LoAvg	Informational Te
Operations and .	224	6.6	217-231	LoAvg	The Real and Co
Literary Text	216	5.9	210-222	LoAvg	Informational Te
Operations and .	204	6.5	198-210	Low	The Real and Co

Literary Text	220	5.9 214-226	LoAvg	Informational Te
Operations and .	210	6.3 204-216	Low	The Real and Co
Literary Text	213	5.9 207-219	LoAvg	Informational Te
Operations and .	227	6.9 220-234	LoAvg	The Real and Co
Literary Text	213	5.9 207-219	LoAvg	Informational Te
Operations and .	196	7 189-203	Low	The Real and Co
Literary Text	203	5.6 197-209	Low	Informational Te
Operations and .	252	6.6 245-259	HiAvg	The Real and Co
Literary Text	236	6 230-242	HiAvg	Informational Te
Literary Text	204	5.9 198-210	Low	Informational Te
Operations and .	216	6.5 210-222	LoAvg	The Real and Co
Literary Text	171	7.2 164-178	Low	Informational Te
Operations and .	247	6.8 240-254	HiAvg	The Real and Co
Literary Text	229	5.9 223-235	Avg	Informational Te
Operations and .	211	7 204-218	Low	The Real and Co
Literary Text	231	5.9 225-237	HiAvg	Informational Te
Operations and .	231	6.9 224-238	Avg	The Real and Co
Literary Text	216	6.4 210-222	LoAvg	Informational Te
Operations and .	243	6.6 236-250	HiAvg	The Real and Co
Literary Text	227	5.9 221-233	Avg	Informational Te
Operations and .	241	6.4 235-247	HiAvg	The Real and Co
Literary Text	225	5.9 219-231	Avg	Informational Te
Operations and .	197	6.8 190-204	Low	The Real and Co
Literary Text	202	5.7 196-208	Low	Informational Te
Operations and .	265	6.7 258-272	High	The Real and Co
Literary Text	239	5.6 233-245	HiAvg	Informational Te
Operations and .	244	6.8 237-251	HiAvg	The Real and Co
Literary Text	226	5.8 220-232	Avg	Informational Te
Operations and .	216	6.7 209-223	LoAvg	The Real and Co
Literary Text	193	6.7 186-200	Low	Informational Te
Operations and .	235	6.6 228-242	Avg	The Real and Co
Literary Text	223	5.8 217-229	Avg	Informational Te
Operations and .	244	6.8 237-251	HiAvg	The Real and Co
Literary Text	224	5.8 218-230	Avg	Informational Te
Operations and .	251	7.9 243-259	HiAvg	The Real and Co
Literary Text	193	5.7 187-199	Low	Informational Te
Operations and .	278	6.5 271-285	High	The Real and Co
Literary Text	245	6 239-251	High	Informational Te
Operations and .	259	6.3 253-265	High	The Real and Co
Literary Text	225	5.9 219-231	Avg	Informational Te
Operations and .	219	6.5 213-225	LoAvg	The Real and Co
Literary Text	218	6.4 212-224	LoAvg	Informational Te
Operations and .	195	6.4 189-201	Low	The Real and Co
Literary Text	214	6 208-220	LoAvg	Informational Te
Operations and .	205	7.3 198-212	Low	The Real and Co
Literary Text	222	5.7 216-228	Avg	Informational Te
Operations and .	258	6.5 251-265	High	The Real and Co

Literary Text	220	6 214-226	LoAvg	Informational Te
Operations and .	210	7.2 203-217	Low	The Real and Co
Literary Text	203	6.3 197-209	Low	Informational Te
Operations and .	225	7.4 218-232	LoAvg	The Real and Co
Literary Text	228	5.8 222-234	Avg	Informational Te
Operations and .	210	6.7 203-217	Low	The Real and Co
Literary Text	210	5.8 204-216	LoAvg	Informational Te
Operations and .	232	7 225-239	Avg	The Real and Co
Literary Text	224	6.2 218-230	Avg	Informational Te
Operations and .	252	6.6 245-259	HiAvg	The Real and Co
Literary Text	236	5.7 230-242	HiAvg	Informational Te
Operations and .	252	7.2 245-259	HiAvg	The Real and Co
Literary Text	243	5.8 237-249	High	Informational Te
Operations and .	229	6.7 222-236	Avg	The Real and Co
Literary Text	197	6.2 191-203	Low	Informational Te
Operations and .	228	6.6 221-235	LoAvg	The Real and Co
Literary Text	212	6 206-218	LoAvg	Informational Te
Operations and .	209	6.2 203-215	Low	The Real and Co
Literary Text	225	6.2 219-231	Avg	Informational Te
Operations and .	228	6.5 222-235	LoAvg	The Real and Co
Literary Text	220	6.1 214-226	LoAvg	Informational Te
Operations and .	285	8 277-293	High	The Real and Co
Literary Text	253	6.7 246-260	High	Informational Te
Operations and .	232	6.9 225-239	Avg	The Real and Co
Literary Text	224	5.8 218-230	Avg	Informational Te
Operations and .	221	6.2 215-227	LoAvg	The Real and Co
Literary Text	224	5.7 218-230	Avg	Informational Te
Operations and .	202	6.8 195-209	Low	The Real and Co
Literary Text	177	6.1 171-183	Low	Informational Te
Operations and .	201	6.9 194-208	Low	The Real and Co
Literary Text	226	6 220-232	Avg	Informational Te
Operations and .	215	6.4 209-221	Low	The Real and Co
Literary Text	215	5.8 209-221	LoAvg	Informational Te
Operations and .	256	6.9 249-263	High	The Real and Co
Literary Text	217	5.9 211-223	LoAvg	Informational Te
Operations and .	200	6.6 193-207	Low	The Real and Co
Literary Text	181	6.3 175-187	Low	Informational Te
Operations and .	201	6.9 194-208	Low	The Real and Co
Literary Text	203	6.2 197-209	Low	Informational Te
Operations and .	234	6.6 227-241	Avg	The Real and Co
Literary Text	233	5.9 227-239	HiAvg	Informational Te
Operations and .	246	6.8 239-253	HiAvg	The Real and Co
Literary Text	222	5.9 216-228	Avg	Informational Te
Operations and .	237	6.4 231-243	Avg	The Real and Co
Literary Text	208	6.1 202-214	LoAvg	Informational Te
Operations and .	229	6.6 222-236	Avg	The Real and Co
Literary Text	171	6.6 164-178	Low	Informational Te

Operations and .	262	6.7 255-269	High	The Real and Co
Literary Text	230	5.9 224-236	HiAvg	Informational Te
Operations and .	209	6.6 202-216	Low	The Real and Co
Literary Text	172	6.7 165-179	Low	Informational Te
Operations and .	226	6.7 219-233	LoAvg	The Real and Co
Literary Text	215	5.7 209-221	LoAvg	Informational Te
Operations and .	259	6.7 252-266	High	The Real and Co
Literary Text	243	5.6 237-249	High	Informational Te
Operations and .	212	6.7 205-219	Low	The Real and Co
Operations and .	208	6.3 202-214	Low	The Real and Co
Literary Text	221	5.9 215-227	Avg	Informational Te
Operations and .	221	6.5 214-228	LoAvg	The Real and Co
Literary Text	177	6.1 171-183	Low	Informational Te
Operations and .	225	6.5 219-231	LoAvg	The Real and Co
Literary Text	211	5.9 205-217	LoAvg	Informational Te
Operations and .	224	6.5 218-230	LoAvg	The Real and Co
Literary Text	177	6.7 170-184	Low	Informational Te
Operations and .	204	6.5 198-210	Low	The Real and Co
Literary Text	183	5.8 177-189	Low	Informational Te
Operations and .	223	6.5 217-229	LoAvg	The Real and Co
Literary Text	221	5.7 215-227	Avg	Informational Te
Operations and .	204	6.5 197-211	Low	The Real and Co
Literary Text	213	6.2 207-219	LoAvg	Informational Te
Literary Text	181	5.7 175-187	Low	Informational Te
Operations and .	225	6.4 219-231	LoAvg	The Real and Co
Literary Text	217	6 211-223	LoAvg	Informational Te
Operations and .	225	6.5 219-231	LoAvg	The Real and Co
Literary Text	216	5.8 210-222	LoAvg	Informational Te
Operations and .	215	6.3 209-221	LoAvg	The Real and Co
Literary Text	202	5.8 196-208	Low	Informational Te
Operations and .	236	6.5 229-243	Avg	The Real and Co
Literary Text	217	5.8 211-223	LoAvg	Informational Te
Operations and .	238	6.7 231-245	Avg	The Real and Co
Literary Text	198	7.8 190-206	Low	Informational Te
Operations and .	224	6.5 218-230	LoAvg	The Real and Co
Literary Text	212	5.8 206-218	LoAvg	Informational Te
Operations and .	187	7.5 179-195	Low	The Real and Co
Literary Text	215	5.8 209-221	LoAvg	Informational Te
Operations and .	234	7.2 227-241	Avg	The Real and Co
Literary Text	217	5.6 211-223	LoAvg	Informational Te
Operations and .	233	6.5 227-239	Avg	The Real and Co
Literary Text	219	6 213-225	Avg	Informational Te
Operations and .	237	6.8 230-244	Avg	The Real and Co
Literary Text	240	5.8 234-246	High	Informational Te
Operations and .	224	6.8 217-231	LoAvg	The Real and Co
Literary Text	221	6.1 215-227	Avg	Informational Te
Operations and .	230	6.6 223-237	Avg	The Real and Co

Literary Text	230	6.1 224-236	HiAvg	Informational Te
Operations and .	215	7.8 207-223	LoAvg	The Real and Co
Literary Text	203	5.6 197-209	Low	Informational Te
Operations and .	215	6.5 208-222	LoAvg	The Real and Co
Literary Text	203	6.1 197-209	Low	Informational Te
Operations and .	245	6.4 239-251	HiAvg	The Real and Co
Literary Text	224	6 218-230	Avg	Informational Te
Operations and .	220	6.6 213-227	LoAvg	The Real and Co
Literary Text	214	5.9 208-220	LoAvg	Informational Te
Operations and .	283	6.7 276-290	High	The Real and Co
Literary Text	246	6.3 240-252	High	Informational Te
Operations and .	232	6.7 225-239	Avg	The Real and Co
Literary Text	220	5.7 214-226	Avg	Informational Te
Operations and .	221	6.5 215-227	LoAvg	The Real and Co
Literary Text	219	5.8 213-225	Avg	Informational Te
Operations and .	222	6.4 216-228	LoAvg	The Real and Co
Literary Text	202	6.1 196-208	Low	Informational Te
Operations and .	234	6.6 227-241	Avg	The Real and Co
Literary Text	189	6 183-195	Low	Informational Te
Operations and .	259	8 251-267	High	The Real and Co
Literary Text	217	6.5 211-223	LoAvg	Informational Te
Operations and .	254	7.3 247-261	High	The Real and Co
Literary Text	231	5.9 225-237	HiAvg	Informational Te
Operations and .	212	6.6 205-219	Low	The Real and Co
Literary Text	199	6.1 193-205	Low	Informational Te
Operations and .	230	6.3 224-236	Avg	The Real and Co
Literary Text	211	6.6 204-218	LoAvg	Informational Te
Operations and .	244	6.5 238-250	HiAvg	The Real and Co
Literary Text	209	5.7 203-215	LoAvg	Informational Te
Operations and .	236	6.6 229-243	Avg	The Real and Co
Literary Text	224	5.8 218-230	Avg	Informational Te
Operations and .	234	6.7 227-241	Avg	The Real and Co
Literary Text	238	5.8 232-244	HiAvg	Informational Te
Operations and .	211	6.8 204-218	Low	The Real and Co
Literary Text	205	5.7 199-211	Low	Informational Te
Operations and .	238	6.4 232-244	Avg	The Real and Co
Literary Text	234	6 228-240	HiAvg	Informational Te
Operations and .	250	6.8 243-257	HiAvg	The Real and Co
Literary Text	218	5.7 212-224	LoAvg	Informational Te
Operations and .	203	6.6 196-210	Low	The Real and Co
Literary Text	205	5.9 199-211	Low	Informational Te
Operations and .	223	6.4 217-229	LoAvg	The Real and Co
Literary Text	231	6.1 225-237	HiAvg	Informational Te
Operations and .	229	6.8 222-236	Avg	The Real and Co
Literary Text	204	5.9 198-210	Low	Informational Te
Operations and .	218	7.5 210-226	LoAvg	The Real and Co
Literary Text	213	6 207-219	LoAvg	Informational Te



Operations and .	230	7 223-237	Avg	The Real and Co
Literary Text	203	5.9 197-209	Low	Informational Te
Operations and .	229	6.6 222-236	Avg	The Real and Co
Literary Text	221	5.8 215-227	Avg	Informational Te
Operations and .	231	7.1 224-238	Avg	The Real and Co
Literary Text	217	6 211-223	LoAvg	Informational Te
Operations and .	217	6.7 210-224	LoAvg	The Real and Co
Literary Text	225	5.8 219-231	Avg	Informational Te
Operations and .	217	6.8 210-224	LoAvg	The Real and Co
Literary Text	214	6 208-220	LoAvg	Informational Te
Operations and .	196	6.9 189-203	Low	The Real and Co
Literary Text	178	5.8 172-184	Low	Informational Te
Operations and .	235	6.4 229-241	Avg	The Real and Co
Literary Text	237	5.9 231-243	HiAvg	Informational Te
Operations and .	224	6.4 218-230	LoAvg	The Real and Co
Literary Text	214	5.9 208-220	LoAvg	Informational Te
Operations and .	237	6.6 230-244	Avg	The Real and Co
Literary Text	236	5.9 230-242	HiAvg	Informational Te
Operations and .	229	6.5 223-235	Avg	The Real and Co
Literary Text	217	5.6 211-223	LoAvg	Informational Te
Operations and .	204	6.6 197-211	Low	The Real and Co
Literary Text	216	5.8 210-222	LoAvg	Informational Te
Operations and .	266	6.9 259-273	High	The Real and Co
Literary Text	223	5.9 217-229	Avg	Informational Te
Operations and .	258	6.7 251-265	High	The Real and Co
Literary Text	239	5.8 233-245	HiAvg	Informational Te
Operations and .	206	6.5 200-212	Low	The Real and Co
Literary Text	201	6 195-207	Low	Informational Te
Operations and .	218	6.6 211-225	LoAvg	The Real and Co
Literary Text	224	6.2 218-230	Avg	Informational Te
Operations and .	227	6.2 221-233	LoAvg	The Real and Co
Literary Text	190	6.3 184-196	Low	Informational Te
Operations and .	228	7 221-235	Avg	The Real and Co
Literary Text	226	6.1 220-232	Avg	Informational Te
Operations and .	250	7 243-257	HiAvg	The Real and Co
Literary Text	231	5.9 225-237	HiAvg	Informational Te
Operations and .	219	6.6 212-226	LoAvg	The Real and Co
Literary Text	204	5.8 198-210	Low	Informational Te
Operations and .	211	7.1 204-218	Low	The Real and Co
Literary Text	197	5.8 191-203	Low	Informational Te
Operations and .	227	6.2 221-233	LoAvg	The Real and Co
Literary Text	218	5.6 212-224	LoAvg	Informational Te
Operations and .	223	6.4 217-229	LoAvg	The Real and Co
Literary Text	214	6.1 208-220	LoAvg	Informational Te
Operations and .	230	6.7 223-237	Avg	The Real and Co
Literary Text	219	5.8 213-225	Avg	Informational Te
Operations and .	206	6.7 199-213	Low	The Real and Co

Literary Text	204	5.7	198-210	Low	Informational Te
Operations and .	244	6.3	238-250	HiAvg	The Real and Co
Literary Text	222	5.6	216-228	Avg	Informational Te
Operations and .	228	6.5	221-235	Avg	The Real and Co
Literary Text	222	5.8	216-228	Avg	Informational Te
Operations and .	176	7.1	169-183	Low	The Real and Co
Literary Text	167	6.8	160-174	Low	Informational Te
Operations and .	206	6.9	199-213	Low	The Real and Co
Literary Text	198	5.9	192-204	Low	Informational Te
Operations and .	229	6.9	222-236	Avg	The Real and Co
Literary Text	226	6.2	220-232	Avg	Informational Te
Operations and .	233	7.4	226-240	Avg	The Real and Co
Literary Text	201	5.9	195-207	Low	Informational Te
Operations and .	235	6.4	229-241	Avg	The Real and Co
Literary Text	222	5.7	216-228	Avg	Informational Te
Operations and .	228	7.2	221-235	Avg	The Real and Co
Literary Text	230	5.7	224-236	HiAvg	Informational Te
Operations and .	216	6.4	210-222	LoAvg	The Real and Co
Literary Text	227	5.6	221-233	Avg	Informational Te
Operations and .	215	6.3	209-221	LoAvg	The Real and Co
Literary Text	220	5.9	214-226	Avg	Informational Te
Operations and .	234	6.2	228-240	Avg	The Real and Co
Literary Text	233	5.8	227-239	HiAvg	Informational Te
Operations and .	239	6.6	232-246	HiAvg	The Real and Co
Literary Text	237	5.9	231-243	HiAvg	Informational Te
Operations and .	271	10.5	260-282	High	The Real and Co
Literary Text	194	5.8	188-200	Low	Informational Te
Operations and .	196	6.6	189-203	Low	The Real and Co
Literary Text	201	6	195-207	Low	Informational Te
Operations and .	214	6.9	207-221	LoAvg	The Real and Co
Literary Text	192	6.2	186-198	Low	Informational Te
Operations and .	197	6.8	190-204	Low	The Real and Co
Literary Text	174	6.6	167-181	Low	Informational Te
Operations and .	251	7.9	243-259	HiAvg	The Real and Co
Texto literario	228	5.7	222-234		Texto informativ
Operations and .	244	6.7	237-251	HiAvg	The Real and Co
Literary Text	175	5.9	169-181	Low	Informational Te
Operations and .	268	6.7	261-275	High	The Real and Co
Literary Text	239	5.9	233-245	HiAvg	Informational Te
Operations and .	235	6.7	228-242	Avg	The Real and Co
Literary Text	199	6.1	193-205	Low	Informational Te
Operations and .	222	6.7	215-229	LoAvg	The Real and Co
Texto literario	235	5.6	229-241		Texto informativ
Operations and .	254	7.1	247-261	High	The Real and Co
Texto literario	227	5.5	221-233		Texto informativ
Operations and .	197	7.4	190-204	Low	The Real and Co
Literary Text	201	6	195-207	Low	Informational Te

Operations and .	232	6.4 226-238	Avg	The Real and Co
Literary Text	230	6.1 224-236	HiAvg	Informational Te
Operations and .	223	6.7 216-230	LoAvg	The Real and Co
Literary Text	225	5.7 219-231	Avg	Informational Te
Operations and .	229	6.8 222-236	Avg	The Real and Co
Literary Text	200	5.9 194-206	Low	Informational Te
Operations and .	235	7.3 228-242	Avg	The Real and Co
Literary Text	232	5.9 226-238	HiAvg	Informational Te
Operations and .	279	6.7 272-286	High	The Real and Co
Literary Text	237	5.8 231-243	HiAvg	Informational Te
Operations and .	228	6.3 222-234	LoAvg	The Real and Co
Literary Text	220	6.1 214-226	LoAvg	Informational Te
Operations and .	277	7.6 269-285	High	The Real and Co
Literary Text	254	6.4 248-260	High	Informational Te
Operations and .	216	6.5 209-223	LoAvg	The Real and Co
Literary Text	186	5.9 180-192	Low	Informational Te
Operations and .	245	6.5 239-251	HiAvg	The Real and Co
Literary Text	217	5.7 211-223	LoAvg	Informational Te
Operations and .	213	6.5 207-219	Low	The Real and Co
Literary Text	230	5.8 224-236	HiAvg	Informational Te
Operations and .	249	6.7 242-256	HiAvg	The Real and Co
Literary Text	238	5.8 232-244	HiAvg	Informational Te
Operations and .	256	6.5 250-262	High	The Real and Co
Literary Text	224	6.2 218-230	Avg	Informational Te
Operations and .	253	8.3 245-261	HiAvg	The Real and Co
Literary Text	218	6.2 212-224	LoAvg	Informational Te
Operations and .	196	8.1 188-204	Low	The Real and Co
Literary Text	200	5.9 194-206	Low	Informational Te
Operations and .	200	6.3 194-206	Low	The Real and Co
Literary Text	168	6.9 161-175	Low	Informational Te
Operations and .	196	6.8 189-203	Low	The Real and Co
Literary Text	188	5.9 182-194	Low	Informational Te
Operations and .	215	6.5 209-221	LoAvg	The Real and Co
Literary Text	216	5.8 210-222	LoAvg	Informational Te
Operations and .	244	7.2 237-251	HiAvg	The Real and Co
Literary Text	222	5.8 216-228	Avg	Informational Te
Operations and .	242	6.2 236-248	HiAvg	The Real and Co
Literary Text	220	6.1 214-226	Avg	Informational Te
Operations and .	229	6.4 223-235	Avg	The Real and Co
Literary Text	208	6 202-214	LoAvg	Informational Te
Operations and .	232	6.6 225-239	Avg	The Real and Co
Literary Text	225	5.8 219-231	Avg	Informational Te
Operations and .	213	6.5 207-219	LoAvg	The Real and Co
Literary Text	226	5.7 220-232	Avg	Informational Te
Operations and .	224	7.2 217-231	LoAvg	The Real and Co
Literary Text	209	6.2 203-215	LoAvg	Informational Te
Operations and .	208	7.3 201-215	Low	The Real and Co

Literary Text	207	5.9	201-213	LoAvg	Informational Te
Operations and .	202	6.4	196-208	Low	The Real and Co
Literary Text	201	6.1	195-207	Low	Informational Te
Operations and .	221	6.5	215-227	LoAvg	The Real and Co
Texto literario	194	5.7	188-200		Texto informativ
Operations and .	248	6.8	241-255	HiAvg	The Real and Co
Literary Text	229	5.9	223-235	HiAvg	Informational Te
Operations and .	218	6.7	211-225	LoAvg	The Real and Co
Literary Text	216	6.3	210-222	LoAvg	Informational Te
Operations and .	218	6.8	211-225	LoAvg	The Real and Co
Literary Text	200	7.9	192-208	Low	Informational Te
Operations and .	230	6.6	223-237	Avg	The Real and Co
Literary Text	225	6.1	219-231	Avg	Informational Te
Operations and .	246	7.8	238-254	HiAvg	The Real and Co
Literary Text	225	5.8	219-231	Avg	Informational Te
Operations and .	241	6.5	234-248	HiAvg	The Real and Co
Literary Text	233	5.9	227-239	HiAvg	Informational Te
Operations and .	257	7.4	250-264	High	The Real and Co
Literary Text	232	6	226-238	HiAvg	Informational Te
Operations and .	237	6.4	231-243	HiAvg	The Real and Co
Literary Text	211	5.9	205-217	LoAvg	Informational Te
Operations and .	208	6.3	202-214	Low	The Real and Co
Literary Text	181	6.3	175-187	Low	Informational Te
Operations and .	240	6.5	234-246	HiAvg	The Real and Co
Literary Text	209	6.2	203-215	LoAvg	Informational Te
Operations and .	237	6.4	231-243	HiAvg	The Real and Co
Literary Text	231	5.9	225-237	HiAvg	Informational Te
Operations and .	220	6.5	214-227	LoAvg	The Real and Co
Literary Text	224	5.7	218-230	Avg	Informational Te
Operations and .	212	6.8	205-219	Low	The Real and Co
Literary Text	190	5.7	184-196	Low	Informational Te
Operations and .	246	6.8	239-253	HiAvg	The Real and Co
Literary Text	231	5.8	225-237	HiAvg	Informational Te
Operations and .	224	7.1	217-231	LoAvg	The Real and Co
Texto literario	203	5.6	197-209		Texto informativ
Operations and .	180	7.3	173-187	Low	The Real and Co
Literary Text	162	10.4	152-172	Low	Informational Te
Operations and .	261	6.8	254-268	High	The Real and Co
Literary Text	221	5.9	215-227	Avg	Informational Te
Operations and .	213	6.7	206-220	LoAvg	The Real and Co
Literary Text	206	6.1	200-212	LoAvg	Informational Te
Operations and .	232	7.9	224-240	Avg	The Real and Co
Literary Text	223	6	217-229	Avg	Informational Te
Operations and .	220	6.7	213-227	LoAvg	The Real and Co
Literary Text	214	5.9	208-220	LoAvg	Informational Te
Operations and .	245	6.7	238-252	HiAvg	The Real and Co
Literary Text	228	6	222-234	HiAvg	Informational Te

Operations and .	249	7.8 241-257	High	The Real and Co
Literary Text	221	5.9 215-227	Avg	Informational Te
Operations and .	231	6.5 225-237	Avg	The Real and Co
Texto literario	213	6 207-219		Texto informativ
Operations and .	232	7.2 225-239	Avg	The Real and Co
Literary Text	226	6.1 220-232	Avg	Informational Te
Operations and .	216	7.5 209-223	LoAvg	The Real and Co
Literary Text	227	6.1 221-233	HiAvg	Informational Te
Operations and .	233	7.9 225-241	Avg	The Real and Co
Literary Text	236	5.9 230-242	HiAvg	Informational Te
Operations and .	221	6.3 215-227	LoAvg	The Real and Co
Literary Text	226	5.9 220-232	Avg	Informational Te
Operations and .	250	7.3 243-257	High	The Real and Co
Literary Text	237	6 231-243	HiAvg	Informational Te
Operations and .	219	6.6 212-226	LoAvg	The Real and Co
Literary Text	214	5.8 208-220	LoAvg	Informational Te
Operations and .	230	6.4 224-236	Avg	The Real and Co
Literary Text	207	5.8 201-213	LoAvg	Informational Te
Operations and .	254	6.8 247-261	High	The Real and Co
Literary Text	236	5.9 230-242	HiAvg	Informational Te
Operations and .	245	6.3 239-251	HiAvg	The Real and Co
Literary Text	221	5.9 215-227	Avg	Informational Te
Operations and .	261	6.6 254-268	High	The Real and Co
Literary Text	231	6.3 225-237	HiAvg	Informational Te
Operations and .	239	6.5 232-246	HiAvg	The Real and Co
Literary Text	223	6 217-229	Avg	Informational Te
Operations and .	246	6.9 239-253	HiAvg	The Real and Co
Literary Text	231	6.2 225-237	HiAvg	Informational Te
Operations and .	251	6.8 244-258	High	The Real and Co
Literary Text	208	5.8 202-214	LoAvg	Informational Te
Operations and .	245	7 238-252	HiAvg	The Real and Co
Literary Text	251	6.3 245-257	High	Informational Te
Operations and .	240	7.3 233-247	HiAvg	The Real and Co
Literary Text	210	6.7 203-217	LoAvg	Informational Te
Operations and .	244	7 237-251	HiAvg	The Real and Co
Literary Text	218	7.9 210-226	Avg	Informational Te
Operations and .	229	6.9 222-236	Avg	The Real and Co
Literary Text	228	6.8 221-235	HiAvg	Informational Te
Operations and .	246	7.1 239-253	HiAvg	The Real and Co
Operations and .	212	6.5 205-219	Low	The Real and Co
Literary Text	202	5.8 196-208	Low	Informational Te
Operations and .	239	7 232-246	HiAvg	The Real and Co
Literary Text	227	6 221-233	HiAvg	Informational Te
Operations and .	227	6.9 220-234	Avg	The Real and Co
Literary Text	207	5.8 201-213	LoAvg	Informational Te
Operations and .	228	6.9 221-235	Avg	The Real and Co
Literary Text	232	5.9 226-238	HiAvg	Informational Te

Operations and .	234	6.4 228-240	Avg	The Real and Co
Literary Text	232	5.9 226-238	HiAvg	Informational Te
Operations and .	219	7.1 212-226	LoAvg	The Real and Co
Literary Text	234	5.9 228-240	HiAvg	Informational Te
Operations and .	229	7.1 222-236	Avg	The Real and Co
Literary Text	231	5.7 225-237	HiAvg	Informational Te
Operations and .	217	7.1 210-224	LoAvg	The Real and Co
Literary Text	207	6.1 201-213	LoAvg	Informational Te
Operations and .	218	6.8 211-225	LoAvg	The Real and Co
Literary Text	218	5.8 212-224	Avg	Informational Te
Operations and .	240	6.9 233-247	HiAvg	The Real and Co
Literary Text	236	6.1 230-242	HiAvg	Informational Te
Operations and .	239	7 232-246	HiAvg	The Real and Co
Literary Text	232	6 226-238	HiAvg	Informational Te
Operations and .	236	7.2 229-243	HiAvg	The Real and Co
Literary Text	220	5.8 214-226	Avg	Informational Te
Operations and .	240	6.3 234-246	HiAvg	The Real and Co
Literary Text	222	5.8 216-228	Avg	Informational Te
Operations and .	230	8.3 222-238	Avg	The Real and Co
Literary Text	187	5.8 181-193	Low	Informational Te
Operations and .	219	6.5 213-225	LoAvg	The Real and Co
Literary Text	205	6 199-211	Low	Informational Te
Operations and .	248	6.7 241-255	HiAvg	The Real and Co
Literary Text	229	6.1 223-235	HiAvg	Informational Te
Operations and .	229	6.7 222-236	Avg	The Real and Co
Literary Text	231	5.8 225-237	HiAvg	Informational Te
Operations and .	232	6.9 225-239	Avg	The Real and Co
Literary Text	227	5.8 221-233	HiAvg	Informational Te
Operations and .	221	6.5 214-228	LoAvg	The Real and Co
Literary Text	217	5.6 211-223	Avg	Informational Te
Operations and .	245	7.2 238-252	HiAvg	The Real and Co
Literary Text	213	6.1 207-219	LoAvg	Informational Te
Literary Text	167	6.7 160-174	Low	Informational Te
Operations and .	251	6.2 245-257	High	The Real and Co
Literary Text	221	5.7 215-227	Avg	Informational Te
Operations and .	215	6.5 209-222	LoAvg	The Real and Co
Literary Text	211	6 205-217	LoAvg	Informational Te
Operations and .	235	6.5 228-242	Avg	The Real and Co
Literary Text	206	5.8 200-212	LoAvg	Informational Te
Operations and .	251	6.6 244-258	High	The Real and Co
Literary Text	233	5.6 227-239	HiAvg	Informational Te
Operations and .	227	6.7 220-234	Avg	The Real and Co
Literary Text	226	5.8 220-232	Avg	Informational Te
Operations and .	230	6.6 223-237	Avg	The Real and Co
Literary Text	221	5.9 215-227	Avg	Informational Te
Operations and .	212	6.7 205-219	Low	The Real and Co
Literary Text	212	6.1 206-218	LoAvg	Informational Te

Operations and .	240	7.9 232-248	HiAvg	The Real and Co
Literary Text	212	6.1 206-218	LoAvg	Informational Te
Operations and .	180	6.5 173-187	Low	The Real and Co
Literary Text	175	6.7 168-182	Low	Informational Te
Operations and .	210	6.9 203-217	Low	The Real and Co
Literary Text	210	5.8 204-216	LoAvg	Informational Te
Operations and .	197	6.4 191-203	Low	The Real and Co
Literary Text	218	6.2 212-224	Avg	Informational Te
Operations and .	207	6.6 200-214	Low	The Real and Co
Literary Text	200	6 194-206	Low	Informational Te
Operations and .	222	6.9 215-229	LoAvg	The Real and Co
Literary Text	220	5.9 214-226	Avg	Informational Te
Operations and .	222	6.6 215-229	LoAvg	The Real and Co
Literary Text	241	6.1 235-247	High	Informational Te
Operations and .	246	6.9 239-253	HiAvg	The Real and Co
Literary Text	229	5.8 223-235	HiAvg	Informational Te
Operations and .	193	6.5 187-199	Low	The Real and Co
Literary Text	202	5.8 196-208	Low	Informational Te
Operations and .	225	6.9 218-232	Avg	The Real and Co
Literary Text	203	5.8 197-209	Low	Informational Te
Operations and .	199	6.6 192-206	Low	The Real and Co
Literary Text	205	5.8 199-211	Low	Informational Te
Operations and .	243	6.5 237-249	HiAvg	The Real and Co
Literary Text	207	5.9 201-213	LoAvg	Informational Te
Operations and .	218	6.8 211-225	LoAvg	The Real and Co
Literary Text	219	5.7 213-225	LoAvg	Informational Te
Operations and .	239	7.2 232-246	Avg	The Real and Co
Literary Text	207	5.8 201-213	Low	Informational Te
Operations and .	224	7 217-231	LoAvg	The Real and Co
Literary Text	204	5.7 198-210	Low	Informational Te
Operations and .	218	6.3 212-224	LoAvg	The Real and Co
Literary Text	211	5.7 205-217	LoAvg	Informational Te
Operations and .	218	6.6 211-225	LoAvg	The Real and Co
Literary Text	229	5.7 223-235	HiAvg	Informational Te
Operations and .	233	6.6 226-240	Avg	The Real and Co
Literary Text	231	5.8 225-237	HiAvg	Informational Te
Operations and .	237	7 230-244	HiAvg	The Real and Co
Operations and .	248	6.7 241-255	HiAvg	The Real and Co
Literary Text	229	5.8 223-235	HiAvg	Informational Te
Operations and .	209	6.6 202-216	Low	The Real and Co
Literary Text	235	5.9 229-241	HiAvg	Informational Te
Operations and .	206	6.6 199-213	Low	The Real and Co
Texto literario	219	5.4 214-224		Texto informativ
Operations and .	208	6.8 201-215	Low	The Real and Co
Texto literario	197	5.4 192-202		Texto informativ
Literary Text	236	6.1 230-242	HiAvg	Informational Te
Literary Text	195	6.4 189-201	Low	Informational Te

Operations and .	219	6.7 212-226	LoAvg	The Real and Co
Literary Text	227	5.6 221-233	Avg	Informational Te
Operations and .	228	6.9 221-235	LoAvg	The Real and Co
Literary Text	190	6.8 183-197	Low	Informational Te
Literary Text	200	6.6 193-207	Low	Informational Te



Goal2RitScore	Goal2StdErr	Goal2Range	Goal2Adjective	Goal3Name	Goal3RitScore
219	6.4	213-225	LoAvg	Geometry	221
198	6	192-204	Low	Vocabulary	174
221	6.7	214-228	LoAvg	Geometry	229
235	5.9	229-241	HiAvg	Vocabulary	240
221	6.7	214-228	LoAvg	Geometry	224
218	5.7	212-224	LoAvg	Vocabulary	222
272	7.8	264-280	High	Geometry	243
245	5.8	239-251	High	Vocabulary	242
232	6.3	226-238	Avg	Geometry	229
230	6	224-236	Avg	Vocabulary	233
209	8.6	200-218	Low	Geometry	201
221	6.1	215-227	Avg	Vocabulary	230
233	6.5	227-240	Avg	Geometry	238
227	5.9	221-233	Avg	Vocabulary	237
208	6.4	202-214	Low	Geometry	197
190	6.1	184-196	Low	Vocabulary	191
232	6.9	225-239	Avg	Geometry	223
219	5.6	213-225	Avg	Vocabulary	220
236	6.7	229-243	Avg	Geometry	233
202	6.8	195-209	Low	Vocabulary	219
220	6.8	213-227	LoAvg	Geometry	211
152	10.6	141-163	Low	Vocabulary	188
231	6.7	224-238	Avg	Geometry	231
238	5.7	232-244	HiAvg	Vocabulary	232
258	6.6	251-265	High	Geometry	247
243	6.5	236-250	HiAvg	Geometry	240
200	6	194-206	Low	Vocabulary	222
233	6.6	226-240	Avg	Geometry	231
211	6	205-217	LoAvg	Vocabulary	214
249	6.7	242-256	HiAvg	Geometry	245
224	5.9	218-230	Avg	Vocabulary	229
211	6.9	204-218	Low	Geometry	205
201	6.1	195-207	Low	Vocabulary	208
216	7.3	209-223	LoAvg	Geometry	224
236	5.9	230-242	HiAvg	Vocabulary	231
231	6.4	225-237	Avg	Geometry	222
230	6.1	224-236	Avg	Vocabulary	229
226	6.7	219-233	LoAvg	Geometry	210
209	6	203-215	LoAvg	Vocabulary	216
225	7.2	218-232	LoAvg	Geometry	230
215	5.8	209-221	LoAvg	Vocabulary	218
206	7.3	199-213	Low	Geometry	197
212	5.8	206-218	LoAvg	Vocabulary	203
228	6.7	221-235	LoAvg	Geometry	212
210	6.1	204-216	LoAvg	Vocabulary	215
240	6.8	233-247	Avg	Geometry	242

241	5.8 235-247	HiAvg	Vocabulary	232
225	6.8 218-232	LoAvg	Geometry	209
202	6.1 196-208	Low	Vocabulary	215
216	6.9 209-223	LoAvg	Geometry	193
204	5.9 198-210	Low	Vocabulary	194
221	7.6 213-229	LoAvg	Geometry	217
222	5.8 216-228	Avg	Vocabulary	222
233	6.6 226-240	Avg	Geometry	223
210	6.4 204-216	LoAvg	Vocabulary	210
233	6.4 227-239	Avg	Geometry	231
229	6.8 222-236	Avg	Vocabulary	217
223	6.4 217-229	LoAvg	Geometry	211
181	6.4 175-187	Low	Vocabulary	194
249	8.1 241-257	HiAvg	Geometry	226
225	5.6 219-231	Avg	Vocabulary	225
214	6.8 207-221	LoAvg	Geometry	208
202	5.9 196-208	Low	Vocabulary	208
242	6.7 235-249	HiAvg	Geometry	246
221	6.6 214-228	Avg	Vocabulary	240
248	6.7 241-255	HiAvg	Geometry	243
239	5.8 233-245	HiAvg	Vocabulary	240
252	6.3 246-258	HiAvg	Geometry	249
229	6 223-235	Avg	Vocabulary	227
241	6.2 235-247	HiAvg	Geometry	242
222	6 216-228	Avg	Vocabulary	236
201	6.7 194-208	Low	Geometry	210
218	6 212-224	LoAvg	Vocabulary	215
247	6.9 240-254	HiAvg	Geometry	230
213	5.9 207-219	LoAvg	Vocabulary	228
214	7 207-221	LoAvg	Geometry	215
220	6.2 214-226	Avg	Vocabulary	215
238	6.5 232-244	Avg	Geometry	219
224	5.9 218-230	Avg	Vocabulary	220
233	6.3 227-239	Avg	Geometry	237
222	6.2 216-228	Avg	Vocabulary	215
205	6.9 198-212	Low	Geometry	217
216	5.8 210-222	LoAvg	Vocabulary	219
235	7.1 228-242	Avg	Geometry	258
230	7 223-237	Avg	Vocabulary	231
233	6.6 226-240	Avg	Geometry	239
215	6.4 209-221	LoAvg	Vocabulary	176
207	5.7 201-213	LoAvg	Vocabulary	200
261	6.7 254-268	High	Geometry	248
241	6 235-247	HiAvg	Vocabulary	245
211	7.1 204-218	Low	Geometry	215
212	6.2 206-218	LoAvg	Vocabulary	217
251	6.6 244-258	HiAvg	Geometry	240

218	5.7	212-224	LoAvg	Vocabulary	218
239	8.1	231-247	Avg	Geometry	232
226	5.6	220-232	Avg	Vocabulary	234
242	6	236-248	HiAvg	Vocabulary	223
197	6.4	191-203	Low	Geometry	208
230	5.8	224-236	Avg	Vocabulary	225
213	6.6	206-220	Low	Geometry	205
212	5.9	206-218	LoAvg	Vocabulary	218
190	6.1	184-196	Low	Vocabulary	171
235	6.5	229-241	Avg	Geometry	232
223	5.7	217-229	Avg	Vocabulary	227
219	6.4	213-225	LoAvg	Geometry	220
242	6.1	236-248	HiAvg	Vocabulary	229
212	6.6	205-219	Low	Geometry	218
220	5.7	214-226	Avg	Vocabulary	226
229	6.7	222-236	Avg	Geometry	232
210	6.1	204-216	LoAvg	Vocabulary	213
237	6.6	230-244	Avg	Geometry	243
237	5.9	231-243	HiAvg	Vocabulary	231
213	6.8	206-220	Low	Geometry	229
236	6	230-242	HiAvg	Vocabulary	222
218	6.4	212-224	LoAvg	Geometry	214
216	6.1	210-222	LoAvg	Vocabulary	212
232	6.2	226-238	Avg	Geometry	246
237	5.8	231-243	HiAvg	Vocabulary	242
227	6.4	221-233	LoAvg	Geometry	218
214	5.7	208-220	LoAvg	Vocabulary	216
232	6.7	225-239	Avg	Geometry	222
217	5.9	211-223	LoAvg	Vocabulary	219
242	6.8	235-249	HiAvg	Geometry	237
229	6.3	223-235	Avg	Vocabulary	245
229	6.3	223-235	Avg	Vocabulary	239
262	6.3	256-268	High	Geometry	253
228	5.6	222-234	Avg	Vocabulary	227
245	8	237-253	HiAvg	Geometry	210
223	6.2	217-229	Avg	Vocabulary	238
228	6.3	222-234	LoAvg	Geometry	225
217	6	211-223	LoAvg	Vocabulary	225
208	6.6	201-215	Low	Geometry	221
200	5.8	194-206	Low	Vocabulary	207
219	6.7	212-226	LoAvg	Geometry	203
207	6.2	201-213	LoAvg	Vocabulary	193
222	6.6	215-229	LoAvg	Geometry	232
230	5.8	224-236	Avg	Vocabulary	240
210	6.8	203-217	Low	Geometry	216
241	5.8	235-247	HiAvg	Vocabulary	230
226	6.2	220-232	LoAvg	Geometry	235

205	6	199-211	LoAvg	Vocabulary	216
214	6.8	207-221	LoAvg	Geometry	222
217	6.4	211-223	LoAvg	Vocabulary	222
208	6.4	202-214	Low	Geometry	207
196	5.8	190-202	Low	Vocabulary	200
215	6.6	208-222	LoAvg	Geometry	229
192	6.1	186-198	Low	Vocabulary	196
260	8.1	252-268	High	Geometry	238
248	6.7	241-255	High	Vocabulary	230
196	6.5	190-202	Low	Geometry	204
196	6.2	190-202	Low	Vocabulary	196
223	6.5	217-229	LoAvg	Geometry	223
225	5.9	219-231	Avg	Vocabulary	214
222	6.6	215-229	LoAvg	Geometry	217
206	6.3	200-212	LoAvg	Vocabulary	217
236	6.3	230-242	Avg	Geometry	243
203	6.1	197-209	Low	Vocabulary	207
231	6.4	225-237	Avg	Geometry	239
235	5.8	229-241	HiAvg	Vocabulary	230
244	6.8	237-251	HiAvg	Geometry	240
226	6	220-232	Avg	Vocabulary	230
240	6.8	233-247	Avg	Geometry	245
237	5.7	231-243	HiAvg	Vocabulary	250
250	7.2	243-257	HiAvg	Geometry	263
238	6.1	232-244	HiAvg	Vocabulary	225
208	6.7	201-215	Low	Geometry	209
210	6.1	204-216	LoAvg	Vocabulary	220
232	7.1	225-239	Avg	Geometry	234
236	5.7	230-242	HiAvg	Vocabulary	236
226	6.6	219-233	LoAvg	Geometry	213
178	6	172-184	Low	Vocabulary	188
221	6.8	214-228	LoAvg	Geometry	211
214	6.4	208-220	Low	Geometry	217
211	5.8	205-217	LoAvg	Vocabulary	225
228	6.6	221-235	LoAvg	Geometry	228
185	5.9	179-191	Low	Vocabulary	183
222	6.5	216-228	LoAvg	Geometry	229
241	6.1	235-247	HiAvg	Vocabulary	249
223	7.1	216-230	LoAvg	Geometry	214
197	6.1	191-203	Low	Vocabulary	200
246	6.7	239-253	HiAvg	Geometry	244
239	5.7	233-245	HiAvg	Vocabulary	234
221	6.5	214-228	LoAvg	Geometry	233
225	5.9	219-231	Avg	Vocabulary	220
196	6.4	190-202	Low	Geometry	199
237	6.8	230-244	Avg	Geometry	240
244	6	238-250	High	Vocabulary	248

268	7.7	260-276	High	Geometry	259
227	5.8	221-233	Avg	Vocabulary	229
232	6.6	225-239	Avg	Geometry	243
224	6.3	218-230	Avg	Vocabulary	231
221	6.9	214-228	LoAvg	Geometry	217
200	5.8	194-206	Low	Vocabulary	204
237	6.8	230-244	Avg	Geometry	236
214	5.8	208-220	LoAvg	Vocabulary	214
217	6.3	211-223	LoAvg	Geometry	217
215	5.8	209-221	LoAvg	Vocabulary	218
268	6.9	261-275	High	Geometry	270
251	6.8	244-258	High	Vocabulary	241
251	6.9	244-258	HiAvg	Geometry	234
226	5.9	220-232	Avg	Vocabulary	220
198	6.7	191-205	Low	Geometry	187
191	5.8	185-197	Low	Vocabulary	181
212	6.6	205-219	Low	Geometry	214
206	6.1	200-212	Low	Vocabulary	220
222	6.8	215-229	LoAvg	Geometry	205
224	6.3	218-230	Avg	Vocabulary	224
239	6.5	233-245	Avg	Geometry	237
231	5.6	225-237	HiAvg	Vocabulary	229
224	6.4	218-230	LoAvg	Geometry	217
227	6.1	221-233	Avg	Vocabulary	219
240	6.8	233-247	Avg	Geometry	238
240	6	234-246	HiAvg	Vocabulary	225
228	7.2	221-235	LoAvg	Geometry	216
236	6.3	230-242	HiAvg	Vocabulary	224
221	6.8	214-228	LoAvg	Geometry	246
228	5.9	222-234	Avg	Vocabulary	228
210	7	203-217	Low	Geometry	218
221	6	215-227	Avg	Vocabulary	212
231	6.7	224-238	Avg	Geometry	246
233	5.8	227-239	HiAvg	Vocabulary	229
214	6.2	208-220	Low	Geometry	207
196	5.9	190-202	Low	Vocabulary	200
241	7	234-248	HiAvg	Geometry	234
232	5.7	226-238	HiAvg	Vocabulary	235
227	6.9	220-234	LoAvg	Geometry	236
223	5.7	217-229	Avg	Vocabulary	224
230	6.7	223-237	Avg	Geometry	240
218	6	212-224	LoAvg	Vocabulary	203
243	7.5	235-251	HiAvg	Geometry	232
209	6	203-215	LoAvg	Vocabulary	223
216	6.8	209-223	LoAvg	Geometry	228
213	5.8	207-219	LoAvg	Vocabulary	220
210	6.3	204-216	Low	Geometry	214

217	5.8	211-223	LoAvg	Vocabulary	211
203	6.5	197-209	Low	Geometry	201
208	5.8	202-214	Low	Vocabulary	209
210	6.5	204-216	Low	Geometry	212
205	6	199-211	Low	Vocabulary	213
217	7	210-224	LoAvg	Geometry	201
200	5.7	194-206	Low	Vocabulary	197
261	6.1	255-267	High	Geometry	253
232	5.7	226-238	HiAvg	Vocabulary	228
194	6	188-200	Low	Vocabulary	198
221	6.6	214-228	LoAvg	Geometry	222
168	7.2	161-175	Low	Vocabulary	192
237	6.9	230-244	Avg	Geometry	235
221	5.8	215-227	Avg	Vocabulary	228
218	6.8	211-225	LoAvg	Geometry	225
223	6	217-229	Avg	Vocabulary	223
252	8	244-260	HiAvg	Geometry	239
224	5.9	218-230	Avg	Vocabulary	237
260	6.7	253-267	High	Geometry	234
232	5.9	226-238	HiAvg	Vocabulary	230
234	6.7	227-241	Avg	Geometry	234
218	5.8	212-224	LoAvg	Vocabulary	228
212	6.4	206-218	Low	Geometry	202
200	5.8	194-206	Low	Vocabulary	204
279	6.8	272-286	High	Geometry	263
250	6.6	243-257	High	Vocabulary	256
233	7.4	226-240	Avg	Geometry	229
226	5.8	220-232	Avg	Vocabulary	233
232	7.3	225-239	Avg	Geometry	205
202	5.9	196-208	Low	Vocabulary	209
240	6.7	233-247	Avg	Geometry	238
218	5.8	212-224	LoAvg	Vocabulary	224
231	6.7	224-238	Avg	Geometry	235
229	5.7	223-235	Avg	Vocabulary	220
234	7.8	226-242	Avg	Geometry	221
195	5.7	189-201	Low	Vocabulary	179
279	6.6	272-286	High	Geometry	268
243	5.7	237-249	High	Vocabulary	240
250	6.4	244-256	HiAvg	Geometry	259
210	6	204-216	LoAvg	Vocabulary	225
217	6.7	210-224	LoAvg	Geometry	214
229	6.1	223-235	Avg	Vocabulary	235
206	6.6	199-213	Low	Geometry	212
216	5.8	210-222	LoAvg	Vocabulary	204
233	7.1	226-240	Avg	Geometry	231
220	5.9	214-226	LoAvg	Vocabulary	218
263	6.6	256-270	High	Geometry	269

234	6.3 228-240	HiAvg	Vocabulary	229
225	7.1 218-232	LoAvg	Geometry	221
195	7.8 187-203	Low	Vocabulary	225
225	7.5 218-232	LoAvg	Geometry	219
221	6.1 215-227	Avg	Vocabulary	216
208	6.8 201-215	Low	Geometry	221
210	5.8 204-216	LoAvg	Vocabulary	216
221	6.8 214-228	LoAvg	Geometry	228
219	5.8 213-225	LoAvg	Vocabulary	210
231	6.7 224-238	Avg	Geometry	249
235	5.8 229-241	HiAvg	Vocabulary	235
236	7 229-243	Avg	Geometry	264
251	6.7 244-258	High	Vocabulary	244
228	6.9 221-235	LoAvg	Geometry	211
204	6 198-210	Low	Vocabulary	212
225	6.4 219-231	LoAvg	Geometry	223
228	5.9 222-234	Avg	Vocabulary	215
210	6.2 204-216	Low	Geometry	206
215	5.9 209-221	LoAvg	Vocabulary	234
209	6.8 202-216	Low	Geometry	216
222	5.9 216-228	Avg	Vocabulary	213
265	7.1 258-272	High	Geometry	264
256	7.6 248-264	High	Vocabulary	256
199	7.4 192-206	Low	Geometry	221
219	5.8 213-225	LoAvg	Vocabulary	225
221	6.4 215-227	LoAvg	Geometry	214
227	5.9 221-233	Avg	Vocabulary	225
222	6.9 215-229	LoAvg	Geometry	204
175	5.9 169-181	Low	Vocabulary	188
215	7.5 207-223	Low	Geometry	222
219	5.9 213-225	LoAvg	Vocabulary	219
219	6.7 212-226	LoAvg	Geometry	215
226	5.8 220-232	Avg	Vocabulary	216
252	6.9 245-259	HiAvg	Geometry	251
213	6.2 207-219	LoAvg	Vocabulary	231
211	6.7 204-218	Low	Geometry	215
187	6.1 181-193	Low	Vocabulary	196
208	7 201-215	Low	Geometry	203
199	6.4 193-205	Low	Vocabulary	206
235	6.6 228-242	Avg	Geometry	225
238	6 232-244	HiAvg	Vocabulary	225
232	6.7 225-239	Avg	Geometry	227
212	5.9 206-218	LoAvg	Vocabulary	223
228	6.3 222-234	LoAvg	Geometry	226
220	5.9 214-226	Avg	Vocabulary	213
230	6.2 224-236	Avg	Geometry	241
182	5.8 176-188	Low	Vocabulary	184

260	6.3 254-266	High	Geometry	267
233	6.2 227-239	HiAvg	Vocabulary	237
200	6.5 194-206	Low	Geometry	200
180	6.5 174-186	Low	Vocabulary	193
237	6.5 231-243	Avg	Geometry	231
213	5.7 207-219	LoAvg	Vocabulary	209
250	6.6 243-257	HiAvg	Geometry	267
239	5.6 233-245	HiAvg	Vocabulary	244
218	6.8 211-225	LoAvg	Geometry	223
218	6.4 212-224	LoAvg	Geometry	207
218	6.3 212-224	LoAvg	Vocabulary	205
209	7.1 202-216	Low	Geometry	201
185	6.1 179-191	Low	Vocabulary	173
234	6.7 227-241	Avg	Geometry	233
219	5.9 213-225	Avg	Vocabulary	221
231	6.5 225-237	Avg	Geometry	220
182	6.3 176-188	Low	Vocabulary	170
205	6.7 198-212	Low	Geometry	206
184	6.1 178-190	Low	Vocabulary	190
230	6.8 223-237	Avg	Geometry	233
219	5.7 213-225	Avg	Vocabulary	221
205	6.4 199-211	Low	Geometry	213
209	6.2 203-215	LoAvg	Vocabulary	211
186	6 180-192	Low	Vocabulary	203
240	6.9 233-247	HiAvg	Geometry	240
221	5.8 215-227	Avg	Vocabulary	227
238	6.9 231-245	Avg	Geometry	228
224	5.8 218-230	Avg	Vocabulary	229
217	6.4 211-223	LoAvg	Geometry	217
212	5.9 206-218	LoAvg	Vocabulary	209
234	6.6 227-241	Avg	Geometry	233
222	5.9 216-228	Avg	Vocabulary	230
221	7.3 214-228	LoAvg	Geometry	249
223	6.1 217-229	Avg	Vocabulary	220
220	6.5 214-226	LoAvg	Geometry	225
207	5.7 201-213	Low	Vocabulary	203
211	7.5 204-218	Low	Geometry	190
219	5.9 213-225	Avg	Vocabulary	216
231	6.9 224-238	Avg	Geometry	239
218	5.7 212-224	LoAvg	Vocabulary	217
236	6.7 229-243	Avg	Geometry	242
209	6.1 203-215	LoAvg	Vocabulary	209
225	6.6 218-232	LoAvg	Geometry	245
235	5.9 229-241	HiAvg	Vocabulary	236
214	6.7 207-221	Low	Geometry	236
224	5.8 218-230	Avg	Vocabulary	210
217	6.4 211-223	LoAvg	Geometry	219



224	5.9 218-230	Avg	Vocabulary	222
221	7.6 213-229	LoAvg	Geometry	215
209	5.7 203-215	LoAvg	Vocabulary	205
215	6.4 209-221	LoAvg	Geometry	219
217	5.9 211-223	LoAvg	Vocabulary	212
244	6.4 238-250	HiAvg	Geometry	248
212	6.2 206-218	LoAvg	Vocabulary	231
218	6.5 211-225	LoAvg	Geometry	229
210	5.7 204-216	LoAvg	Vocabulary	208
286	6.3 280-292	High	Geometry	283
249	7 242-256	High	Vocabulary	257
226	6.5 220-232	LoAvg	Geometry	231
232	5.9 226-238	HiAvg	Vocabulary	223
212	6.7 205-219	Low	Geometry	231
217	5.8 211-223	LoAvg	Vocabulary	222
230	6.1 224-236	Avg	Geometry	222
212	6.2 206-218	LoAvg	Vocabulary	214
222	6.3 216-228	LoAvg	Geometry	226
193	5.7 187-199	Low	Vocabulary	189
241	7.9 233-249	HiAvg	Geometry	241
218	5.8 212-224	LoAvg	Vocabulary	220
269	7 262-276	High	Geometry	259
240	6 234-246	High	Vocabulary	245
192	7.1 185-199	Low	Geometry	197
208	5.7 202-214	Low	Vocabulary	213
224	6.5 217-231	LoAvg	Geometry	227
203	6.3 197-209	Low	Vocabulary	222
229	6.5 223-236	Avg	Geometry	240
207	5.8 201-213	Low	Vocabulary	206
234	6.8 227-241	Avg	Geometry	219
216	5.7 210-222	LoAvg	Vocabulary	216
239	6.6 232-246	HiAvg	Geometry	232
242	5.6 236-248	High	Vocabulary	237
223	7 216-230	LoAvg	Geometry	216
202	5.7 196-208	Low	Vocabulary	207
227	6.6 220-234	LoAvg	Geometry	229
222	6 216-228	Avg	Vocabulary	232
241	6.7 234-248	HiAvg	Geometry	235
218	5.7 212-224	LoAvg	Vocabulary	213
214	6.7 207-221	Low	Geometry	199
191	5.9 185-197	Low	Vocabulary	205
202	6.6 195-209	Low	Geometry	216
224	6 218-230	Avg	Vocabulary	214
221	6.6 214-228	LoAvg	Geometry	219
206	5.8 200-212	Low	Vocabulary	200
213	6.9 206-220	Low	Geometry	215
209	6.1 203-215	LoAvg	Vocabulary	230

226	6.7 219-233	LoAvg	Geometry	215
199	6 193-205	Low	Vocabulary	209
213	6.8 206-220	Low	Geometry	221
217	5.7 211-223	LoAvg	Vocabulary	225
206	7.2 199-213	Low	Geometry	233
224	5.9 218-230	Avg	Vocabulary	220
206	6.5 199-213	Low	Geometry	215
215	6.1 209-221	LoAvg	Vocabulary	210
198	6.8 191-205	Low	Geometry	205
208	6.2 202-214	LoAvg	Vocabulary	217
231	10.6 220-242	Avg	Geometry	200
180	5.8 174-186	Low	Vocabulary	182
238	6.3 232-244	Avg	Geometry	238
230	5.8 224-236	HiAvg	Vocabulary	234
220	6.4 214-226	LoAvg	Geometry	230
218	6 212-224	LoAvg	Vocabulary	206
220	7 213-227	LoAvg	Geometry	240
231	5.9 225-237	HiAvg	Vocabulary	226
228	6.3 222-234	Avg	Geometry	224
206	6.1 200-212	Low	Vocabulary	221
203	6.2 197-209	Low	Geometry	204
212	5.7 206-218	LoAvg	Vocabulary	207
267	7.1 260-274	High	Geometry	257
216	5.9 210-222	LoAvg	Vocabulary	224
268	6.9 261-275	High	Geometry	254
236	6 230-242	HiAvg	Vocabulary	248
199	6.5 192-206	Low	Geometry	208
198	6.2 192-204	Low	Vocabulary	212
223	7 216-230	LoAvg	Geometry	234
223	6 217-229	Avg	Vocabulary	225
215	6.7 208-222	LoAvg	Geometry	220
194	6.2 188-200	Low	Vocabulary	192
214	7 207-221	Low	Geometry	216
233	6.2 227-239	HiAvg	Vocabulary	241
245	7 238-252	HiAvg	Geometry	257
231	6 225-237	HiAvg	Vocabulary	237
222	6.8 215-229	LoAvg	Geometry	221
207	5.6 201-213	Low	Vocabulary	201
207	6.1 201-213	Low	Geometry	229
204	5.9 198-210	Low	Vocabulary	190
220	6.5 213-227	LoAvg	Geometry	221
217	5.6 211-223	LoAvg	Vocabulary	222
212	6.5 206-218	Low	Geometry	225
213	6 207-219	LoAvg	Vocabulary	212
243	7 236-250	HiAvg	Geometry	238
212	5.9 206-218	LoAvg	Vocabulary	218
200	6.9 193-207	Low	Geometry	215

194	5.9 188-200	Low	Vocabulary	203
231	6.7 224-238	Avg	Geometry	239
225	5.7 219-231	Avg	Vocabulary	226
226	6.3 220-232	LoAvg	Geometry	236
214	5.8 208-220	LoAvg	Vocabulary	219
188	6.8 181-195	Low	Geometry	190
175	6.4 169-181	Low	Vocabulary	149
219	6.9 212-226	LoAvg	Geometry	209
212	6 206-218	LoAvg	Vocabulary	205
222	6.7 215-229	LoAvg	Geometry	230
238	6 232-244	HiAvg	Vocabulary	230
213	7.2 206-220	Low	Geometry	238
206	5.8 200-212	Low	Vocabulary	207
228	6.5 222-234	Avg	Geometry	231
225	5.8 219-231	Avg	Vocabulary	216
237	7.5 230-244	Avg	Geometry	234
229	5.7 223-235	HiAvg	Vocabulary	222
216	6.6 209-223	LoAvg	Geometry	221
222	5.9 216-228	Avg	Vocabulary	224
219	6.4 213-225	LoAvg	Geometry	226
217	6 211-223	LoAvg	Vocabulary	205
234	6.4 228-240	Avg	Geometry	239
218	6 212-224	LoAvg	Vocabulary	234
238	6.3 232-244	Avg	Geometry	238
228	5.8 222-234	Avg	Vocabulary	227
226	7.6 218-234	LoAvg	Geometry	238
190	5.9 184-196	Low	Vocabulary	188
199	6.5 192-206	Low	Geometry	203
203	5.7 197-209	Low	Vocabulary	200
217	6.9 210-224	LoAvg	Geometry	196
204	6.1 198-210	Low	Vocabulary	208
202	6.8 195-209	Low	Geometry	214
176	6.8 169-183	Low	Vocabulary	177
226	7.1 219-233	LoAvg	Geometry	230
219	5.8 213-225		Vocabulario	218
241	6.8 234-248	HiAvg	Geometry	245
183	6.1 177-189	Low	Vocabulary	174
268	7.7 260-276	High	Geometry	267
239	5.9 233-245	HiAvg	Vocabulary	241
225	6.4 219-231	LoAvg	Geometry	237
199	5.8 193-205	Low	Vocabulary	202
215	6.6 208-222	LoAvg	Geometry	215
227	5.5 222-232		Vocabulario	225
233	6.6 226-240	Avg	Geometry	253
231	5.4 226-236		Vocabulario	223
197	6.8 190-204	Low	Geometry	177
195	5.9 189-201	Low	Vocabulary	197

228	6.6 221-235	Avg	Geometry	229
214	6.2 208-220	LoAvg	Vocabulary	226
224	6.8 217-231	LoAvg	Geometry	226
217	5.8 211-223	Avg	Vocabulary	220
212	6.9 205-219	Low	Geometry	222
216	6.2 210-222	LoAvg	Vocabulary	213
230	7 223-237	Avg	Geometry	241
239	5.6 233-245	High	Vocabulary	228
269	6.7 262-276	High	Geometry	275
232	6 226-238	HiAvg	Vocabulary	240
232	6.5 226-239	Avg	Geometry	232
231	5.7 225-237	HiAvg	Vocabulary	233
265	6.8 258-272	High	Geometry	278
248	6.8 241-255	High	Vocabulary	245
209	6.3 203-215	Low	Geometry	215
175	6.1 169-181	Low	Vocabulary	181
237	6.4 231-243	Avg	Geometry	248
217	5.8 211-223	LoAvg	Vocabulary	224
226	7 219-233	LoAvg	Geometry	221
238	6.3 232-244	HiAvg	Vocabulary	222
251	6.4 245-257	HiAvg	Geometry	256
229	5.8 223-235	Avg	Vocabulary	239
253	6.3 247-259	HiAvg	Geometry	251
198	7.8 190-206	Low	Vocabulary	224
236	7.4 229-243	Avg	Geometry	233
221	5.7 215-227	Avg	Vocabulary	241
228	8 220-236	Avg	Geometry	211
202	5.7 196-208	Low	Vocabulary	201
214	6.5 207-221	LoAvg	Geometry	204
188	6.5 182-194	Low	Vocabulary	192
194	6.8 187-201	Low	Geometry	194
204	6.1 198-210	Low	Vocabulary	208
220	7 213-227	LoAvg	Geometry	219
215	5.8 209-221	LoAvg	Vocabulary	221
240	6.8 233-247	HiAvg	Geometry	230
211	6.4 205-217	LoAvg	Vocabulary	220
237	6.3 231-243	HiAvg	Geometry	243
225	6.2 219-231	Avg	Vocabulary	228
220	6.5 213-227	LoAvg	Geometry	215
210	6.2 204-216	LoAvg	Vocabulary	177
221	6.3 215-227	LoAvg	Geometry	225
231	5.7 225-237	HiAvg	Vocabulary	228
213	6.6 206-220	LoAvg	Geometry	202
223	5.6 217-229	Avg	Vocabulary	222
244	7.2 237-251	HiAvg	Geometry	243
222	5.8 216-228	Avg	Vocabulary	215
218	7 211-225	LoAvg	Geometry	199

210	5.8 204-216	LoAvg	Vocabulary	202
206	6.3 200-212	Low	Geometry	208
204	6.1 198-210	Low	Vocabulary	223
218	6.5 212-224	LoAvg	Geometry	211
202	5.4 197-207		Vocabulario	197
220	7.4 213-227	LoAvg	Geometry	226
222	6 216-228	Avg	Vocabulary	225
234	6.7 227-241	Avg	Geometry	216
214	6.1 208-220	LoAvg	Vocabulary	206
222	6.5 216-228	LoAvg	Geometry	211
218	5.8 212-224	Avg	Vocabulary	225
227	6.8 220-234	Avg	Geometry	227
214	5.7 208-220	LoAvg	Vocabulary	213
223	7.2 216-230	LoAvg	Geometry	218
239	6.8 232-246	High	Vocabulary	210
246	6.7 239-253	HiAvg	Geometry	249
232	5.9 226-238	HiAvg	Vocabulary	231
244	6.9 237-251	HiAvg	Geometry	265
229	6 223-235	HiAvg	Vocabulary	222
234	6.3 228-240	Avg	Geometry	223
207	5.9 201-213	LoAvg	Vocabulary	194
212	6.2 206-218	Low	Geometry	204
185	6.2 179-191	Low	Vocabulary	181
230	6.7 223-237	Avg	Geometry	240
226	6.6 219-233	Avg	Vocabulary	220
241	6.5 235-247	HiAvg	Geometry	238
226	5.7 220-232	Avg	Vocabulary	231
205	6.3 199-211	Low	Geometry	210
218	5.8 212-224	Avg	Vocabulary	229
200	6.8 193-207	Low	Geometry	197
188	5.7 182-194	Low	Vocabulary	184
239	6.6 232-246	HiAvg	Geometry	235
222	5.9 216-228	Avg	Vocabulary	224
218	7.6 210-226	LoAvg	Geometry	190
191	5.7 185-197		Vocabulario	189
182	6.8 175-189	Low	Geometry	180
177	7.9 169-185	Low	Vocabulary	168
243	6.7 236-250	HiAvg	Geometry	244
223	6.1 217-229	Avg	Vocabulary	234
212	6.4 206-218	Low	Geometry	225
215	6.1 209-221	LoAvg	Vocabulary	220
192	7.1 185-199	Low	Geometry	205
204	6.7 197-211	Low	Vocabulary	231
222	6.7 215-229	LoAvg	Geometry	231
199	6 193-205	Low	Vocabulary	212
232	6.8 225-239	Avg	Geometry	234
239	6.2 233-245	High	Vocabulary	232

230	7.2 223-237	Avg	Geometry	221
217	5.9 211-223	Avg	Vocabulary	212
238	6.9 231-245	HiAvg	Geometry	229
225	6.1 219-231		Vocabulario	222
229	7.1 222-236	Avg	Geometry	210
226	5.9 220-232	Avg	Vocabulary	213
222	6.8 215-229	LoAvg	Geometry	219
216	5.8 210-222	LoAvg	Vocabulary	209
222	7.4 215-229	LoAvg	Geometry	213
238	5.7 232-244	HiAvg	Vocabulary	227
221	6.2 215-227	LoAvg	Geometry	218
227	5.6 221-233	HiAvg	Vocabulary	219
254	7.1 247-261	High	Geometry	283
237	5.8 231-243	HiAvg	Vocabulary	227
217	6.6 210-224	LoAvg	Geometry	211
226	5.9 220-232	Avg	Vocabulary	219
230	6.4 224-236	Avg	Geometry	219
211	5.8 205-217	LoAvg	Vocabulary	214
244	6.8 237-251	HiAvg	Geometry	258
229	5.9 223-235	HiAvg	Vocabulary	243
243	6.6 236-250	HiAvg	Geometry	232
229	6 223-235	HiAvg	Vocabulary	228
248	6.8 241-255	HiAvg	Geometry	259
233	5.9 227-239	HiAvg	Vocabulary	241
240	6.6 233-247	HiAvg	Geometry	243
235	5.8 229-241	HiAvg	Vocabulary	237
230	7 223-237	Avg	Geometry	225
229	5.9 223-235	HiAvg	Vocabulary	212
231	6.6 224-238	Avg	Geometry	236
216	5.9 210-222	LoAvg	Vocabulary	211
217	7.1 210-224	LoAvg	Geometry	229
249	6.7 242-256	High	Vocabulary	222
229	6.7 222-236	Avg	Geometry	241
232	6.7 225-239	HiAvg	Vocabulary	219
260	7.6 252-268	High	Geometry	257
245	6.8 238-252	High	Vocabulary	235
226	7.2 219-233	Avg	Geometry	211
200	7.8 192-208	Low	Vocabulary	225
214	7.6 206-222	LoAvg	Geometry	222
211	6.6 204-218	Low	Geometry	211
198	5.7 192-204	Low	Vocabulary	198
226	6.8 219-233	Avg	Geometry	234
227	6 221-233	HiAvg	Vocabulary	222
237	7 230-244	HiAvg	Geometry	220
201	5.7 195-207	Low	Vocabulary	202
248	6.8 241-255	HiAvg	Geometry	246
223	5.8 217-229	Avg	Vocabulary	225

225	6.4 219-231	Avg	Geometry	229
227	5.9 221-233	HiAvg	Vocabulary	228
220	6.6 213-227	LoAvg	Geometry	214
230	5.8 224-236	HiAvg	Vocabulary	232
217	7.4 210-224	LoAvg	Geometry	248
232	5.9 226-238	HiAvg	Vocabulary	229
199	6.6 192-206	Low	Geometry	199
210	6.1 204-216	LoAvg	Vocabulary	220
236	6.8 229-243	HiAvg	Geometry	225
223	5.7 217-229	Avg	Vocabulary	218
230	7.1 223-237	Avg	Geometry	238
224	5.9 218-230	Avg	Vocabulary	223
234	6.5 228-240	Avg	Geometry	219
224	6.1 218-230	Avg	Vocabulary	224
246	6.8 239-253	HiAvg	Geometry	257
216	5.9 210-222	LoAvg	Vocabulary	216
239	6.4 233-245	HiAvg	Geometry	232
226	5.6 220-232	Avg	Vocabulary	220
220	6.8 213-227	LoAvg	Geometry	182
184	6.1 178-190	Low	Vocabulary	202
216	6.5 210-222	LoAvg	Geometry	212
205	6 199-211	Low	Vocabulary	196
253	6.5 247-259	High	Geometry	246
233	6.2 227-239	HiAvg	Vocabulary	223
229	6.3 223-235	Avg	Geometry	238
238	5.9 232-244	HiAvg	Vocabulary	229
238	7.1 231-245	HiAvg	Geometry	259
240	5.9 234-246	High	Vocabulary	236
222	6.4 216-228	LoAvg	Geometry	208
224	5.8 218-230	Avg	Vocabulary	218
220	7.3 213-227	LoAvg	Geometry	226
213	5.8 207-219	LoAvg	Vocabulary	220
166	6.8 159-173	Low	Vocabulary	165
249	6.3 243-255	High	Geometry	248
218	5.8 212-224	Avg	Vocabulary	225
207	6.2 201-213	Low	Geometry	209
208	5.9 202-214	LoAvg	Vocabulary	215
237	7.2 230-244	HiAvg	Geometry	239
215	5.7 209-221	LoAvg	Vocabulary	217
243	6.8 236-250	HiAvg	Geometry	258
228	5.7 222-234	HiAvg	Vocabulary	229
222	6.8 215-229	LoAvg	Geometry	219
225	6 219-231	Avg	Vocabulary	226
233	7.1 226-240	Avg	Geometry	219
232	5.7 226-238	HiAvg	Vocabulary	225
201	6.8 194-208	Low	Geometry	195
196	6.1 190-202	Low	Vocabulary	201

223	6.8 216-230	LoAvg	Geometry	207
216	6.3 210-222	LoAvg	Vocabulary	230
186	6.6 179-193	Low	Geometry	176
193	5.8 187-199	Low	Vocabulary	196
213	7 206-220	LoAvg	Geometry	209
204	5.9 198-210	Low	Vocabulary	207
200	6.6 193-207	Low	Geometry	209
224	6.2 218-230	Avg	Vocabulary	229
206	6.4 200-212	Low	Geometry	213
196	5.8 190-202	Low	Vocabulary	203
227	7.1 220-234	Avg	Geometry	199
219	6 213-225	Avg	Vocabulary	218
227	6.4 221-233	Avg	Geometry	231
232	6 226-238	HiAvg	Vocabulary	227
227	6.9 220-234	Avg	Geometry	239
240	6.2 234-246	High	Vocabulary	230
210	6.8 203-217	Low	Geometry	202
189	6.1 183-195	Low	Vocabulary	195
207	6.8 200-214	Low	Geometry	208
211	5.7 205-217	LoAvg	Vocabulary	212
203	6.6 196-210	Low	Geometry	207
200	5.8 194-206	Low	Vocabulary	207
232	6.5 225-239	Avg	Geometry	236
204	6.2 198-210	Low	Vocabulary	218
237	7.1 230-244	Avg	Geometry	224
220	5.8 214-226	LoAvg	Vocabulary	225
236	7 229-243	Avg	Geometry	213
208	5.8 202-214	Low	Vocabulary	208
222	6.8 215-229	LoAvg	Geometry	219
210	5.6 204-216	LoAvg	Vocabulary	206
216	6.5 209-223	LoAvg	Geometry	217
212	5.5 207-217	LoAvg	Vocabulary	210
237	7.3 230-244	HiAvg	Geometry	241
221	5.9 215-227	Avg	Vocabulary	227
237	6.6 230-244	HiAvg	Geometry	240
232	6 226-238	HiAvg	Vocabulary	240
245	8.4 237-253	HiAvg	Geometry	237
244	7.6 236-252	HiAvg	Geometry	280
218	6.8 211-225	LoAvg	Vocabulary	242
205	6.6 198-212	Low	Geometry	217
221	5.9 215-227	Avg	Vocabulary	233
227	8 219-235	Avg	Geometry	196
211	5.6 205-217		Vocabulario	211
208	6.7 201-215	Low	Geometry	205
194	5.5 189-200		Vocabulario	204
231	5.7 225-237	HiAvg	Vocabulary	240
193	6.3 187-199	Low	Vocabulary	175



208	6.5 201-215	Low	Geometry	207
228	5.7 222-234	Avg	Vocabulary	225
230	6.9 223-237	Avg	Geometry	218
203	5.9 197-209	Low	Vocabulary	217
213	5.7 207-219	LoAvg	Vocabulary	213

Goal3StdErr	Goal3Range	Goal3Adjective	Goal4Name	Goal4RitScore	Goal4StdErr
6.3	215-227	LoAvg	Statistics and Pr	223	6.6
7.9	166-182	Low			
7	222-236	Avg	Statistics and Pr	226	6.8
5.9	234-246	HiAvg			
6.5	218-231	LoAvg	Statistics and Pr	228	6.4
5.6	216-228	Avg			
7	236-250	HiAvg	Statistics and Pr	250	6.8
5.7	236-248	HiAvg			
6.4	223-235	Avg	Statistics and Pr	232	6.2
5.7	227-239	HiAvg			
8.7	192-210	Low	Statistics and Pr	201	8.7
5.7	224-236	Avg			
6.2	232-244	Avg	Statistics and Pr	250	6.4
5.9	231-243	HiAvg			
6.5	191-203	Low	Statistics and Pr	200	6.2
6	185-197	Low			
7	216-230	LoAvg	Statistics and Pr	224	6.9
5.7	214-226	Avg			
6.6	226-240	Avg	Statistics and Pr	231	6.5
6.1	213-225	Avg			
6.5	204-218	Low	Statistics and Pr	217	7
6.7	181-195	Low			
6.6	224-238	Avg	Statistics and Pr	230	6.5
5.8	226-238	HiAvg			
6.6	240-254	HiAvg	Statistics and Pr	252	6.9
6.4	234-246	Avg	Statistics and Pr	247	6.4
6.2	216-228	Avg			
6.8	224-238	Avg	Statistics and Pr	236	6.5
6	208-220	LoAvg			
6.3	239-251	HiAvg	Statistics and Pr	244	6.7
5.9	223-235	Avg			
6.4	199-211	Low	Statistics and Pr	195	6.3
6	202-214	LoAvg			
7	217-231	LoAvg	Statistics and Pr	228	6.7
5.8	225-237	HiAvg			
6.3	216-228	LoAvg	Statistics and Pr	230	6.6
6.1	223-235	Avg			
6.6	203-217	Low	Statistics and Pr	216	6.5
5.6	210-222	LoAvg			
6.6	223-237	Avg	Statistics and Pr	233	6.5
6	212-224	LoAvg			
7.2	190-204	Low	Statistics and Pr	181	7.1
6	197-209	Low			
6.7	205-219	Low	Statistics and Pr	219	6.9
6.3	209-221	LoAvg			
6.8	235-249	HiAvg	Statistics and Pr	240	6.7

5.7 226-238	HiAvg				
6.5 203-215	Low	Statistics and Pr	210		6.9
6.1 209-221	LoAvg				
6.6 186-200	Low	Statistics and Pr	199		6.7
5.9 188-200	Low				
7.1 210-224	LoAvg	Statistics and Pr	229		7.5
6 216-228	Avg				
6.3 217-229	LoAvg	Statistics and Pr	228		6.5
6.2 204-216	LoAvg				
6.5 225-237	Avg	Statistics and Pr	219		6.8
5.9 211-223	LoAvg				
6.4 205-217	Low	Statistics and Pr	222		6.7
6.2 188-200	Low				
8.2 218-234	LoAvg	Statistics and Pr	213		10.5
5.8 219-231	Avg				
6.5 202-214	Low	Statistics and Pr	211		6.4
6 202-214	LoAvg				
6.9 239-253	HiAvg	Statistics and Pr	233		6.5
6.1 234-246	HiAvg				
6.9 236-250	HiAvg	Statistics and Pr	235		6.7
5.7 234-246	HiAvg				
6.3 243-255	HiAvg	Statistics and Pr	250		6.5
5.8 221-233	Avg				
6.2 236-248	HiAvg	Statistics and Pr	234		6.4
6.1 230-242	HiAvg				
6.4 204-216	Low	Statistics and Pr	215		6.6
5.9 209-221	LoAvg				
6.9 223-237	Avg	Statistics and Pr	222		7.2
6.1 222-234	Avg				
6.7 208-222	LoAvg	Statistics and Pr	180		10.6
5.9 209-221	LoAvg				
6.8 212-226	LoAvg	Statistics and Pr	235		6.7
5.7 214-226	Avg				
6.4 231-243	Avg	Statistics and Pr	235		6.3
6 209-221	LoAvg				
6.9 210-224	LoAvg	Statistics and Pr	207		7.3
5.9 213-225	Avg				
6.9 251-265	High	Statistics and Pr	236		7.3
6.6 224-238	HiAvg				
6.8 232-246	Avg	Statistics and Pr	240		6.8
6.1 170-182	Low				
5.8 194-206	Low				
7.1 241-255	HiAvg	Statistics and Pr	245		7.2
5.9 239-251	High				
7.4 208-222	LoAvg	Statistics and Pr	202		7.4
6.2 211-223	LoAvg				
6.5 233-247	Avg	Statistics and Pr	248		6.6

5.7 212-224	LoAvg			
7.3 225-239	Avg	Statistics and Pr	226	6.8
6 228-240	HiAvg			
6.7 216-230	Avg			
6.7 201-215	Low	Statistics and Pr	211	6.6
6 219-231	Avg			
6.5 198-212	Low	Statistics and Pr	204	6.4
5.9 212-224	LoAvg			
6.5 164-178	Low			
6.4 226-238	Avg	Statistics and Pr	228	6.6
5.7 221-233	Avg			
6.3 214-226	LoAvg	Statistics and Pr	228	6.6
5.8 223-235	Avg			
6.6 211-225	LoAvg	Statistics and Pr	224	6.6
6.1 220-232	Avg			
6.3 226-238	Avg	Statistics and Pr	215	6.8
6.1 207-219	LoAvg			
7 236-250	HiAvg	Statistics and Pr	232	6.9
5.7 225-237	HiAvg			
6.6 222-236	Avg	Statistics and Pr	236	7
6 216-228	Avg			
6.5 207-221	LoAvg	Statistics and Pr	213	6.1
6.1 206-218	LoAvg			
6.6 239-253	HiAvg	Statistics and Pr	249	6.5
5.7 236-248	HiAvg			
6.5 211-225	LoAvg	Statistics and Pr	227	6.5
5.5 210-222	LoAvg			
6.8 215-229	LoAvg	Statistics and Pr	240	6.5
5.9 213-225	Avg			
6.7 230-244	Avg	Statistics and Pr	244	6.6
6.4 239-251	High			
6.3 233-245	HiAvg			
6.6 246-260	HiAvg	Statistics and Pr	254	6.5
5.8 221-233	Avg			
7.2 203-217	Low	Statistics and Pr	231	6.8
6.1 232-244	HiAvg			
6.5 219-231	LoAvg	Statistics and Pr	236	6.7
6.3 219-231	Avg			
7.3 214-228	LoAvg	Statistics and Pr	192	7.7
6 201-213	LoAvg			
7 196-210	Low	Statistics and Pr	213	7.2
6.3 187-199	Low			
6.9 225-239	Avg	Statistics and Pr	219	6.6
6.1 234-246	HiAvg			
6.6 209-223	LoAvg	Statistics and Pr	221	6.9
5.9 224-236	Avg			
6.4 229-241	Avg	Statistics and Pr	227	6.2

6 210-222	LoAvg			
6.9 215-229	LoAvg	Statistics and Pr	204	6.9
6.2 216-228	Avg			
6.5 200-214	Low	Statistics and Pr	192	6.8
5.8 194-206	Low			
6.9 222-236	Avg	Statistics and Pr	211	7.1
5.9 190-202	Low			
7.3 231-245	Avg	Statistics and Pr	246	7.5
6.2 224-236	Avg			
6.4 198-210	Low	Statistics and Pr	193	6.3
6.5 189-203	Low			
6.3 217-229	LoAvg	Statistics and Pr	223	6.4
6.3 208-220	LoAvg			
6.6 210-224	LoAvg	Statistics and Pr	214	6.5
6 211-223	LoAvg			
6.4 237-249	HiAvg	Statistics and Pr	238	6.4
6.2 201-213	LoAvg			
6.6 232-246	Avg	Statistics and Pr	228	6.7
5.7 224-236	Avg			
6.6 233-247	Avg	Statistics and Pr	231	6.8
5.9 224-236	Avg			
6.9 238-252	HiAvg	Statistics and Pr	243	6.5
5.8 244-256	High			
7.3 256-270	High	Statistics and Pr	231	8.8
6.1 219-231	Avg			
6.4 203-215	Low	Statistics and Pr	218	6.8
6.1 214-226	Avg			
6.7 227-241	Avg	Statistics and Pr	215	6.7
5.8 230-242	HiAvg			
7 206-220	Low	Statistics and Pr	207	6.9
6.2 182-194	Low			
6.9 204-218	Low	Statistics and Pr	213	7
6.5 211-224	LoAvg	Statistics and Pr	217	6.6
5.9 219-231	Avg			
6.5 221-235	LoAvg	Statistics and Pr	227	6.3
5.7 177-189	Low			
6.5 222-236	Avg	Statistics and Pr	224	6.9
6 243-255	High			
6.9 207-221	Low	Statistics and Pr	204	7.1
6 194-206	Low			
6.5 237-251	HiAvg	Statistics and Pr	232	6.8
5.8 228-240	HiAvg			
6.6 226-240	Avg	Statistics and Pr	223	6.6
5.5 214-226	LoAvg			
6.3 193-205	Low	Statistics and Pr	210	6.4
6.8 233-247	Avg	Statistics and Pr	239	7.1
6 242-254	High			

7 252-266	High	Statistics and Pr	228	10.6
5.8 223-235	Avg			
6.6 236-250	HiAvg	Statistics and Pr	242	6.7
5.8 225-237	HiAvg			
6.8 210-224	LoAvg	Statistics and Pr	232	7.1
5.9 198-210	Low			
6.9 229-243	Avg	Statistics and Pr	228	6.4
5.6 208-220	LoAvg			
6.7 210-224	LoAvg	Statistics and Pr	208	6.6
5.9 212-224	LoAvg			
6.9 263-277	High	Statistics and Pr	247	7.9
6 235-247	High			
6.9 227-241	Avg	Statistics and Pr	243	6.9
6 214-226	LoAvg			
6.8 180-194	Low	Statistics and Pr	215	6.8
6 175-187	Low			
6.5 208-221	Low	Statistics and Pr	208	6.7
6.2 214-226	Avg			
6.8 198-212	Low	Statistics and Pr	212	6.6
6.1 218-230	Avg			
6.7 230-244	Avg	Statistics and Pr	236	6.6
5.8 223-235	Avg			
6.8 210-224	LoAvg	Statistics and Pr	226	6.6
5.7 213-225	LoAvg			
6.7 231-245	Avg	Statistics and Pr	226	6.5
6.1 219-231	Avg			
6.8 209-223	LoAvg	Statistics and Pr	214	6.8
6.2 218-230	Avg			
6.9 239-253	HiAvg	Statistics and Pr	225	6.9
6.1 222-234	Avg			
6.8 211-225	LoAvg	Statistics and Pr	225	7
5.9 206-218	LoAvg			
6.5 240-252	HiAvg	Statistics and Pr	231	6.4
5.7 223-235	Avg			
6.6 200-214	Low	Statistics and Pr	209	6.2
5.8 194-206	Low			
6.6 227-241	Avg	Statistics and Pr	219	7.1
5.8 229-241	HiAvg			
7 229-243	Avg	Statistics and Pr	214	7
5.9 218-230	Avg			
7.2 233-247	Avg	Statistics and Pr	219	6.6
6.1 197-209	Low			
7.2 225-239	Avg	Statistics and Pr	239	7
6.1 217-229	Avg			
6.7 221-235	LoAvg	Statistics and Pr	216	6.6
5.7 214-226	LoAvg			
6.6 207-221	Low	Statistics and Pr	200	6.4

5.7 205-217	LoAvg			
6.3 195-207	Low	Statistics and Pr	202	6.4
5.9 203-215	LoAvg			
6.5 206-218	Low	Statistics and Pr	211	6.9
5.7 207-219	LoAvg			
6.7 194-208	Low	Statistics and Pr	198	7.1
5.8 191-203	Low			
6.4 247-259	HiAvg	Statistics and Pr	248	6.6
5.9 222-234	Avg			
5.8 192-204	Low			
6.4 216-228	LoAvg	Statistics and Pr	208	6.5
7.2 185-199	Low			
6.4 229-241	Avg	Statistics and Pr	248	6.9
5.8 222-234	Avg			
6.4 219-231	LoAvg	Statistics and Pr	224	6.4
6 217-229	Avg			
7.3 232-246	Avg	Statistics and Pr	219	7.9
7.1 230-244	HiAvg			
7.9 226-242	Avg	Statistics and Pr	252	7.4
5.9 224-236	HiAvg			
6.9 227-241	Avg	Statistics and Pr	223	6.8
6.1 222-234	Avg			
6.4 196-208	Low	Statistics and Pr	206	6.5
5.7 198-210	Low			
6.8 256-270	High	Statistics and Pr	253	8
6.7 249-263	High			
6.6 222-236	Avg	Statistics and Pr	220	6.9
5.7 227-239	HiAvg			
6.8 198-212	Low	Statistics and Pr	223	7
6.1 203-215	LoAvg			
6.4 232-244	Avg	Statistics and Pr	227	6.3
5.6 218-230	Avg			
6.7 228-242	Avg	Statistics and Pr	221	6.9
5.9 214-226	LoAvg			
8 213-229	LoAvg	Statistics and Pr	232	6.6
5.7 173-185	Low			
6.6 261-275	High	Statistics and Pr	269	6.7
5.8 234-246	HiAvg			
6.5 253-265	High	Statistics and Pr	256	6.5
5.9 219-231	Avg			
6.4 208-220	Low	Statistics and Pr	210	6.8
6.3 229-241	HiAvg			
6.5 206-218	Low	Statistics and Pr	205	6.5
6 198-210	Low			
7.2 224-238	Avg	Statistics and Pr	213	7.6
5.8 212-224	LoAvg			
6.8 262-276	High	Statistics and Pr	254	6.4

6.2 223-235	Avg			
6.9 214-228	LoAvg	Statistics and Pr	211	6.9
6.6 218-232	Avg			
7.6 211-227	LoAvg	Statistics and Pr	209	7.7
5.9 210-222	LoAvg			
6.8 214-228	LoAvg	Statistics and Pr	226	6.7
6 210-222	LoAvg			
6.7 221-235	LoAvg	Statistics and Pr	212	6.7
5.9 204-216	LoAvg			
7.2 242-256	HiAvg	Statistics and Pr	241	6.7
5.8 229-241	HiAvg			
7.3 257-271	High	Statistics and Pr	242	6.6
5.8 238-250	High			
7 204-218	Low	Statistics and Pr	231	7.1
6.1 206-218	LoAvg			
6.3 217-229	LoAvg	Statistics and Pr	219	6.4
5.8 209-221	LoAvg			
6.5 199-213	Low	Statistics and Pr	203	6.4
6.3 228-240	HiAvg			
6.8 209-223	LoAvg	Statistics and Pr	221	6.4
6 207-219	LoAvg			
7.1 257-271	High	Statistics and Pr	255	6.9
7 249-263	High			
7 214-228	LoAvg	Statistics and Pr	223	7.2
5.6 219-231	Avg			
6.5 207-221	Low	Statistics and Pr	212	6.6
5.8 219-231	Avg			
6.9 197-211	Low	Statistics and Pr	203	6.7
6 182-194	Low			
7.1 215-229	LoAvg	Statistics and Pr	220	6.7
6.3 213-225	LoAvg			
6.4 209-221	Low	Statistics and Pr	209	6.4
5.8 210-222	LoAvg			
6.9 244-258	HiAvg	Statistics and Pr	234	7.1
6.1 225-237	HiAvg			
6.7 208-222	Low	Statistics and Pr	211	6.8
6 190-202	Low			
6.9 196-210	Low	Statistics and Pr	244	10.8
6.3 200-212	Low			
6.7 218-232	LoAvg	Statistics and Pr	231	6.5
5.9 219-231	Avg			
6.6 220-234	LoAvg	Statistics and Pr	228	6.5
5.9 217-229	Avg			
6.6 219-233	LoAvg	Statistics and Pr	229	6.6
5.9 207-219	LoAvg			
6.5 235-247	HiAvg	Statistics and Pr	233	6.4
5.7 178-190	Low			



6.6 260-274	High	Statistics and Pr	258	6.5
6.3 231-243	HiAvg			
6.3 194-206	Low	Statistics and Pr	202	6.6
6.6 186-200	Low			
6.8 224-238	Avg	Statistics and Pr	222	7
5.6 203-215	LoAvg			
6.8 260-274	High	Statistics and Pr	256	6.6
5.7 238-250	High			
6.9 216-230	LoAvg	Statistics and Pr	215	6.6
6.6 200-214	Low	Statistics and Pr	199	6.6
6 199-211	Low			
7.2 194-208	Low	Statistics and Pr	205	6.8
5.8 167-179	Low			
6.6 226-240	Avg	Statistics and Pr	225	6.6
5.9 215-227	Avg			
6.6 213-227	LoAvg	Statistics and Pr	217	6.4
5 165-175	Low			
6.5 200-212	Low	Statistics and Pr	199	6.6
6.2 184-196	Low			
6.5 227-240	Avg	Statistics and Pr	220	6.9
5.7 215-227	Avg			
6.4 207-219	Low	Statistics and Pr	210	6.1
6 205-217	LoAvg			
6 197-209	Low			
6.6 233-247	HiAvg	Statistics and Pr	226	6.6
6.2 221-233	Avg			
6.7 221-235	Avg	Statistics and Pr	233	6.5
5.5 224-235	HiAvg			
6.5 211-223	LoAvg	Statistics and Pr	210	6.5
5.8 203-215	LoAvg			
6.5 226-240	Avg	Statistics and Pr	230	6.7
5.6 224-236	HiAvg			
7.1 242-256	HiAvg	Statistics and Pr	237	7.6
6.5 213-227	Avg			
6.6 218-232	LoAvg	Statistics and Pr	226	6.6
6.1 197-209	Low			
7.2 183-197	Low	Statistics and Pr	192	7.2
5.9 210-222	LoAvg			
6.9 232-246	HiAvg	Statistics and Pr	216	6.6
5.8 211-223	LoAvg			
6.2 236-248	HiAvg	Statistics and Pr	230	6.5
6.2 203-215	LoAvg			
6.6 238-252	HiAvg	Statistics and Pr	238	6.9
5.7 230-242	HiAvg			
6.8 229-243	Avg	Statistics and Pr	221	6.7
6 204-216	LoAvg			
6.8 212-226	LoAvg	Statistics and Pr	233	6.9

6 216-228	Avg			
6.6 208-222	LoAvg	Statistics and Pr	181	10.4
5.7 199-211	Low			
6.5 212-226	LoAvg	Statistics and Pr	209	6.7
5.8 206-218	LoAvg			
6.6 241-255	HiAvg	Statistics and Pr	240	6.6
6.2 225-237	HiAvg			
6.7 222-236	Avg	Statistics and Pr	230	6.4
5.8 202-214	Low			
6.9 276-290	High	Statistics and Pr	267	6.8
6.4 251-263	High			
6.8 224-238	Avg	Statistics and Pr	234	6.5
5.9 217-229	Avg			
6.8 224-238	Avg	Statistics and Pr	220	6.7
5.9 216-228	Avg			
6.5 216-228	LoAvg	Statistics and Pr	217	6.3
5.8 208-220	LoAvg			
6.4 220-232	LoAvg	Statistics and Pr	226	6.5
5.9 183-195	Low			
7.9 233-249	HiAvg	Statistics and Pr	205	10.8
5.9 214-226	Avg			
7.4 252-266	High	Statistics and Pr	244	7.3
6.2 239-251	High			
6.8 190-204	Low	Statistics and Pr	195	6.6
6.2 207-219	LoAvg			
6.6 220-234	LoAvg	Statistics and Pr	228	6.3
6.5 216-228	Avg			
6.5 234-247	HiAvg	Statistics and Pr	238	6.3
5.8 200-212	Low			
6.8 212-226	LoAvg	Statistics and Pr	229	6.5
5.8 210-222	LoAvg			
6.5 225-239	Avg	Statistics and Pr	232	6.4
5.7 231-243	HiAvg			
6.6 209-223	LoAvg	Statistics and Pr	206	6.5
5.8 201-213	Low			
6.8 222-236	Avg	Statistics and Pr	228	6.7
5.7 226-238	HiAvg			
6.8 228-242	Avg	Statistics and Pr	233	6.5
5.7 207-219	LoAvg			
6.2 193-205	Low	Statistics and Pr	211	6.6
6.3 199-211	Low			
6.6 209-223	LoAvg	Statistics and Pr	222	6.6
6.1 208-220	LoAvg			
6.6 212-226	LoAvg	Statistics and Pr	204	7.9
5.9 194-206	Low			
6.7 208-222	LoAvg	Statistics and Pr	233	6.7
6.9 223-237	HiAvg			

6.6 208-222	LoAvg	Statistics and Pr	211	7
6.1 203-215	LoAvg			
6.6 214-228	LoAvg	Statistics and Pr	217	6.7
6 219-231	Avg			
7.1 226-240	Avg	Statistics and Pr	215	7.2
5.9 214-226	Avg			
6.5 208-222	LoAvg	Statistics and Pr	206	6.6
6.2 204-216	LoAvg			
6.6 198-212	Low	Statistics and Pr	211	6.8
5.9 211-223	LoAvg			
7.2 193-207	Low	Statistics and Pr	186	8.1
5.8 176-188	Low			
6.7 231-245	Avg	Statistics and Pr	234	6.5
5.6 228-240	HiAvg			
6.5 224-236	Avg	Statistics and Pr	217	6.5
5.9 200-212	Low			
7 233-247	HiAvg	Statistics and Pr	229	7
5.9 220-232	Avg			
6.6 217-231	LoAvg	Statistics and Pr	223	6.4
6 215-227	Avg			
6.3 198-210	Low	Statistics and Pr	207	6.3
5.7 201-213	Low			
6.7 250-264	High	Statistics and Pr	251	6.7
5.9 218-230	Avg			
6.8 247-261	High	Statistics and Pr	245	7.1
6.2 242-254	High			
6.3 202-214	Low	Statistics and Pr	209	6.4
6 206-218	LoAvg			
6.7 227-241	Avg	Statistics and Pr	230	6.5
6 219-231	Avg			
6.5 214-226	LoAvg	Statistics and Pr	217	6.3
6 186-198	Low			
6.8 209-223	LoAvg	Statistics and Pr	209	6.4
6.2 235-247	High			
7.1 250-264	High	Statistics and Pr	238	6.7
5.9 231-243	HiAvg			
6.7 214-228	LoAvg	Statistics and Pr	206	6.3
5.7 195-207	Low			
7.4 222-236	Avg	Statistics and Pr	215	7.3
5.7 184-196	Low			
6.6 214-228	LoAvg	Statistics and Pr	215	6.6
5.8 216-228	Avg			
6.3 219-231	LoAvg	Statistics and Pr	224	6.4
5.9 206-218	LoAvg			
6.6 231-245	Avg	Statistics and Pr	224	7
5.9 212-224	LoAvg			
6.6 208-222	LoAvg	Statistics and Pr	216	6.2

5.8	197-209	Low			
6.5	232-246	HiAvg	Statistics and Pr	231	6.5
5.6	220-232	Avg			
6.5	230-243	Avg	Statistics and Pr	228	6.3
5.7	213-225	Avg			
7.2	183-197	Low	Statistics and Pr	177	7.7
7.7	141-157	Low			
7.1	202-216	Low	Statistics and Pr	224	6.6
6.4	199-211	Low			
6.8	223-237	Avg	Statistics and Pr	229	6.9
6.3	224-236	HiAvg			
6.9	231-245	Avg	Statistics and Pr	215	7.3
5.7	201-213	Low			
6.5	224-238	Avg	Statistics and Pr	230	6.2
5.9	210-222	LoAvg			
7.1	227-241	Avg	Statistics and Pr	210	7.9
5.8	216-228	Avg			
6.5	214-228	LoAvg	Statistics and Pr	209	6.6
5.8	218-230	Avg			
6.5	220-232	LoAvg	Statistics and Pr	224	6.6
6	199-211	Low			
6.5	232-246	HiAvg	Statistics and Pr	232	6.3
6.3	228-240	HiAvg			
6.3	232-244	Avg	Statistics and Pr	240	6.3
6	221-233	Avg			
6.5	231-245	Avg	Statistics and Pr	243	6.8
5.7	182-194	Low			
6.6	196-210	Low	Statistics and Pr	212	6.5
6.1	194-206	Low			
7	189-203	Low	Statistics and Pr	203	7
6	202-214	LoAvg			
6.6	207-221	Low	Statistics and Pr	209	6.9
5.2	172-182	Low			
6.8	223-237	Avg	Statistics and Pr	225	7.3
6	212-224				
6.4	239-251	HiAvg	Statistics and Pr	233	6.6
5.8	168-180	Low			
7.5	260-274	High	Statistics and Pr	235	10.6
5.8	235-247	HiAvg			
6.5	231-244	Avg	Statistics and Pr	231	6.6
6	196-208	Low			
6.6	208-222	LoAvg	Statistics and Pr	208	6.4
5.7	219-231				
6.8	246-260	HiAvg	Statistics and Pr	245	7
5.6	217-229				
7.3	170-184	Low	Statistics and Pr	173	6.8
6	191-203	Low			

6.3 223-235	Avg	Statistics and Pr	230	6.4
6 220-232	Avg			
6.6 219-233	Avg	Statistics and Pr	220	6.7
5.7 214-226	Avg			
6.8 215-229	LoAvg	Statistics and Pr	210	6.8
6 207-219	LoAvg			
7.1 234-248	HiAvg	Statistics and Pr	243	6.6
5.9 222-234	HiAvg			
6.3 269-281	High	Statistics and Pr	268	6.7
5.8 234-246	High			
6.5 226-238	Avg	Statistics and Pr	228	6.5
6 227-239	HiAvg			
7.2 271-285	High	Statistics and Pr	249	7.9
6 239-251	High			
6.5 209-221	LoAvg	Statistics and Pr	213	6.4
6.1 175-187	Low			
6.4 242-254	HiAvg	Statistics and Pr	244	6.6
5.8 218-230	Avg			
6.9 214-228	LoAvg	Statistics and Pr	211	6.6
6.5 216-228	Avg			
6.6 249-263	High	Statistics and Pr	247	6.5
5.9 233-245	HiAvg			
6.5 245-257	HiAvg	Statistics and Pr	257	6.5
6 218-230	Avg			
6.6 226-240	Avg	Statistics and Pr	216	7.9
6.9 234-248	HiAvg			
6.9 204-218	Low	Statistics and Pr	206	7.2
5.8 195-207	Low			
6.6 197-211	Low	Statistics and Pr	209	6.3
6.3 186-198	Low			
7.5 186-202	Low	Statistics and Pr	177	7.6
6.2 202-214	LoAvg			
6.7 212-226	LoAvg	Statistics and Pr	210	6.4
5.9 215-227	Avg			
7.1 223-237	Avg	Statistics and Pr	219	7.1
5.8 214-226	Avg			
6.5 236-250	HiAvg	Statistics and Pr	233	6.5
5.9 222-234	HiAvg			
6.8 208-222	LoAvg	Statistics and Pr	216	6.4
5.4 172-182	Low			
6.3 219-231	Avg	Statistics and Pr	226	6.3
5.8 222-234	HiAvg			
6.5 196-209	Low	Statistics and Pr	205	6.6
5.8 216-228	Avg			
7 236-250	HiAvg	Statistics and Pr	233	6.6
6.2 209-221	LoAvg			
6.9 192-206	Low	Statistics and Pr	207	6.8

5.9 196-208	Low			
6.4 202-214	Low	Statistics and Pr	209	6.1
6.3 217-229	Avg			
6.4 205-217	Low	Statistics and Pr	216	6.3
5.6 191-203				
7.2 219-233	Avg	Statistics and Pr	241	6.8
5.9 219-231	Avg			
7.5 208-224	LoAvg	Statistics and Pr	219	7.1
5.9 200-212	LoAvg			
6.8 204-218	Low	Statistics and Pr	204	6.1
6.3 219-231	Avg			
6.8 220-234	Avg	Statistics and Pr	219	6.7
5.7 207-219	LoAvg			
6.9 211-225	LoAvg	Statistics and Pr	218	7.2
6.9 203-217	LoAvg			
6.3 243-255	High	Statistics and Pr	235	6.8
5.9 225-237	HiAvg			
8.4 257-273	High	Statistics and Pr	218	10.7
6 216-228	Avg			
6.4 217-229	LoAvg	Statistics and Pr	227	6.6
6 188-200	Low			
6.5 198-210	Low	Statistics and Pr	206	6.4
4.9 176-186	Low			
6.7 233-247	HiAvg	Statistics and Pr	237	6.7
6 214-226	Avg			
6.2 232-244	HiAvg	Statistics and Pr	231	6.4
5.7 225-237	HiAvg			
6.6 203-217	Low	Statistics and Pr	216	6.4
5.9 223-235	HiAvg			
6.3 191-203	Low	Statistics and Pr	202	6.6
5.6 178-190	Low			
6.2 229-241	Avg	Statistics and Pr	246	6.6
6 218-230	Avg			
7.8 182-198	Low	Statistics and Pr	216	6.8
5.7 183-195				
6.9 173-187	Low	Statistics and Pr	176	7.7
5 163-173	Low			
6.9 237-251	HiAvg	Statistics and Pr	252	6.7
5.8 228-240	HiAvg			
6.7 218-232	Avg	Statistics and Pr	225	6.4
6 214-226	Avg			
7.4 198-212	Low	Statistics and Pr	220	7.1
6.7 224-238	HiAvg			
6.5 224-238	Avg	Statistics and Pr	227	6.5
6 206-218	LoAvg			
7 227-241	Avg	Statistics and Pr	222	7.3
6.1 226-238	HiAvg			

7.1 214-228	LoAvg	Statistics and Pr	230	6.6
5.9 206-218	LoAvg			
6.7 222-236	Avg	Statistics and Pr	228	6.8
5.9 216-228				
6.6 203-217	Low	Statistics and Pr	226	6.4
6.3 207-219	LoAvg			
7.4 212-226	LoAvg	Statistics and Pr	216	7.1
5.8 203-215	LoAvg			
6.8 206-220	LoAvg	Statistics and Pr	208	6.8
5.8 221-233	HiAvg			
6.2 212-224	LoAvg	Statistics and Pr	220	6.4
5.8 213-225	Avg			
10.5 273-293	High	Statistics and Pr	243	8.5
5.7 221-233	HiAvg			
6.4 205-217	Low	Statistics and Pr	212	6.4
5.8 213-225	Avg			
6.9 212-226	LoAvg	Statistics and Pr	220	6.6
5.8 208-220	LoAvg			
7 251-265	High	Statistics and Pr	240	6.7
5.9 237-249	High			
6.3 226-238	Avg	Statistics and Pr	240	6.9
6.1 222-234	HiAvg			
6.8 252-266	High	Statistics and Pr	257	6.7
6.1 235-247	High			
6.4 237-249	HiAvg	Statistics and Pr	233	6.6
6.3 231-243	HiAvg			
6.6 218-232	Avg	Statistics and Pr	238	6.7
6.8 205-219	LoAvg			
6.6 229-243	HiAvg	Statistics and Pr	236	6.6
5.6 205-217	LoAvg			
7 222-236	Avg	Statistics and Pr	240	6.9
7.8 214-230	Avg			
7.4 234-248	HiAvg	Statistics and Pr	227	6.9
5.7 213-225	Avg			
7.4 250-264	High	Statistics and Pr	209	10.7
6 229-241	HiAvg			
7 204-218	Low	Statistics and Pr	210	6.8
5.8 219-231	Avg			
7.6 214-230	LoAvg	Statistics and Pr	241	7
6.3 205-217	Low	Statistics and Pr	208	6.5
5.9 192-204	Low			
6.6 227-241	Avg	Statistics and Pr	225	6.5
5.9 216-228	Avg			
7.1 213-227	LoAvg	Statistics and Pr	224	7
5.7 196-208	Low			
6.9 239-253	HiAvg	Statistics and Pr	231	6.8
6.3 219-231	Avg			

6.6	222-236	Avg	Statistics and Pr	232	6.4
5.8	222-234	HiAvg			
6.6	207-221	LoAvg	Statistics and Pr	222	6.8
5.9	226-238	HiAvg			
6.7	241-255	HiAvg	Statistics and Pr	236	6.8
5.8	223-235	HiAvg			
7.2	192-206	Low	Statistics and Pr	206	6.8
6	214-226	Avg			
6.8	218-232	Avg	Statistics and Pr	213	7.1
5.9	212-224	Avg			
6.7	231-245	HiAvg	Statistics and Pr	223	6.5
6	217-229	Avg			
7	212-226	LoAvg	Statistics and Pr	233	6.9
6.1	218-230	Avg			
6.7	250-264	High	Statistics and Pr	236	7.2
5.7	210-222	LoAvg			
6.2	226-238	Avg	Statistics and Pr	234	6.5
5.7	214-226	Avg			
10.9	171-193	Low	Statistics and Pr	211	6.7
6.7	195-209	Low			
6.5	206-218	Low	Statistics and Pr	205	6.4
5.7	190-202	Low			
6.6	239-253	HiAvg	Statistics and Pr	239	6.3
6.1	217-229	Avg			
6.6	231-245	HiAvg	Statistics and Pr	230	6.5
5.7	223-235	HiAvg			
7.3	252-266	High	Statistics and Pr	244	7
5.7	230-242	HiAvg			
6.8	201-215	Low	Statistics and Pr	225	6.7
5.7	212-224	Avg			
7.3	219-233	Avg	Statistics and Pr	220	7
5.9	214-226	Avg			
6.2	159-171	Low			
6.3	242-254	HiAvg	Statistics and Pr	248	6.5
5.9	219-231	Avg			
6.6	202-216	Low	Statistics and Pr	211	6.4
5.9	209-221	LoAvg			
7	232-246	HiAvg	Statistics and Pr	219	6.6
5.9	211-223	Avg			
6.6	251-265	High	Statistics and Pr	248	6.5
5.8	223-235	HiAvg			
6.6	212-226	LoAvg	Statistics and Pr	211	6.3
6.1	220-232	Avg			
7.1	212-226	LoAvg	Statistics and Pr	214	6.5
5.8	219-231	Avg			
6.8	188-202	Low	Statistics and Pr	194	6.4
5.8	195-207	Low			



7.9	199-215	Low	Statistics and Pr	227	6.5
6.2	224-236	HiAvg			
7	169-183	Low	Statistics and Pr	183	6.6
6.3	190-202	Low			
6.5	203-215	Low	Statistics and Pr	193	6.9
5.7	201-213	LoAvg			
6.4	203-215	Low	Statistics and Pr	209	6.4
6	223-235	HiAvg			
6.4	207-219	LoAvg	Statistics and Pr	200	6.5
6.1	197-209	Low			
7.8	191-207	Low	Statistics and Pr	221	7
6	212-224	Avg			
6.4	225-237	Avg	Statistics and Pr	220	6.6
5.8	221-233	HiAvg			
6.8	232-246	HiAvg	Statistics and Pr	228	6.9
5.9	224-236	HiAvg			
6.9	195-209	Low	Statistics and Pr	204	6.6
5.9	189-201	Low			
6.7	201-215	Low	Statistics and Pr	214	6.5
5.6	206-218	LoAvg			
6.6	200-214	Low	Statistics and Pr	213	6.7
5.9	201-213	LoAvg			
6.6	229-243	HiAvg	Statistics and Pr	244	6.5
6	212-224	Avg			
7.1	217-231	LoAvg	Statistics and Pr	217	7.2
5.5	219-231	Avg			
7.1	206-220	Low	Statistics and Pr	224	6.9
5.9	202-214	Low			
6.6	212-226	LoAvg	Statistics and Pr	209	6.6
5.7	200-212	LoAvg			
6.6	210-224	LoAvg	Statistics and Pr	224	6.4
5.7	204-216	LoAvg			
7	234-248	HiAvg	Statistics and Pr	229	6.5
6.1	221-233	HiAvg			
6.5	233-247	HiAvg	Statistics and Pr	237	6.3
5.6	234-246	High			
8.4	229-245	HiAvg	Statistics and Pr	216	8.2
10.5	269-291	High	Statistics and Pr	249	6.7
6.8	235-249	High			
6.4	211-223	LoAvg	Statistics and Pr	203	6.5
6.3	227-239	HiAvg			
8.1	188-204	Low	Statistics and Pr	212	7
5.7	205-217				
6.4	199-211	Low	Statistics and Pr	195	6.2
5.6	198-210				
5.9	234-246	HiAvg			
7.3	168-182	Low			

6.7 200-214	Low	Statistics and Pr	213	6.5
5.7 219-231	Avg			
6.8 211-225	LoAvg	Statistics and Pr	209	6.9
6.4 211-223	LoAvg			
5.9 207-219	LoAvg			

Goal4Range	Goal4Adjective	Goal5Name	Goal5RitScore	Goal5StdErr	Goal5Range
216-230	LoAvg				
219-233	LoAvg				
222-234	LoAvg				
243-257	HiAvg				
226-238	Avg				
192-210	Low				
244-256	HiAvg				
194-206	Low				
217-231	LoAvg				
225-237	Avg				
210-224	LoAvg				
223-237	Avg				
245-259	HiAvg				
241-253	HiAvg				
230-243	Avg				
237-251	HiAvg				
189-201	Low				
221-235	LoAvg				
223-237	Avg				
210-223	LoAvg				
226-240	Avg				
174-188	Low				
212-226	LoAvg				
233-247	Avg				

203-217	Low
192-206	Low
222-236	Avg
221-235	LoAvg
212-226	LoAvg
215-229	LoAvg
203-223	LoAvg
205-217	Low
226-240	Avg
228-242	Avg
244-256	HiAvg
228-240	Avg
208-222	LoAvg
215-229	LoAvg
169-191	Low
228-242	Avg
229-241	Avg
200-214	Low
229-243	Avg
233-247	Avg
238-252	HiAvg
195-209	Low
241-255	HiAvg

219-233 LoAvg

204-218 Low

198-210 Low

221-235 LoAvg

221-235 LoAvg

217-231 LoAvg

208-222 LoAvg

225-239 Avg

229-243 Avg

207-219 Low

243-256 HiAvg

221-234 LoAvg

234-246 Avg

237-251 HiAvg

247-261 HiAvg

224-238 Avg

229-243 Avg

184-200 Low

206-220 Low

212-226 LoAvg

214-228 LoAvg

221-233 LoAvg

197-211	Low
185-199	Low
204-218	Low
238-254	HiAvg
187-199	Low
217-229	LoAvg
208-220	LoAvg
232-244	Avg
221-235	LoAvg
224-238	Avg
237-249	HiAvg
222-240	Avg
211-225	LoAvg
208-222	Low
200-214	Low
206-220	Low
210-224	LoAvg
221-233	LoAvg
217-231	LoAvg
197-211	Low
225-239	Avg
216-230	LoAvg
204-216	Low
232-246	Avg

217-239	LoAvg
235-249	HiAvg
225-239	Avg
222-234	LoAvg
201-215	Low
239-255	HiAvg
236-250	HiAvg
208-222	LoAvg
201-215	Low
205-219	Low
229-243	Avg
219-233	LoAvg
219-233	LoAvg
207-221	Low
218-232	LoAvg
218-232	LoAvg
225-237	Avg
203-215	Low
212-226	LoAvg
207-221	Low
212-226	LoAvg
232-246	Avg
209-223	LoAvg
194-206	Low

196-208	Low
204-218	Low
191-205	Low
241-255	HiAvg
202-214	Low
241-255	HiAvg
218-230	LoAvg
211-227	LoAvg
245-259	HiAvg
216-230	LoAvg
200-212	Low
245-261	HiAvg
213-227	LoAvg
216-230	LoAvg
221-233	LoAvg
214-228	LoAvg
225-239	Avg
262-276	High
249-263	High
203-217	Low
198-212	Low
205-221	Low
248-260	High



204-218	Low
201-217	Low
219-233	LoAvg
205-219	Low
234-248	HiAvg
235-249	HiAvg
224-238	Avg
213-225	LoAvg
197-209	Low
215-227	LoAvg
248-262	High
216-230	LoAvg
205-219	Low
196-210	Low
213-227	LoAvg
203-215	Low
227-241	Avg
204-218	Low
233-255	HiAvg
224-238	Avg
221-235	LoAvg
222-236	Avg
227-239	Avg

251-265	High
195-209	Low
215-229	LoAvg
249-263	High
208-222	LoAvg
192-206	Low
198-212	Low
218-232	LoAvg
211-223	LoAvg
192-206	Low
213-227	LoAvg
204-216	Low
219-233	LoAvg
226-240	Avg
204-217	Low
223-237	Avg
229-245	Avg
219-233	LoAvg
185-199	Low
209-223	LoAvg
224-236	Avg
231-245	Avg
214-228	LoAvg
226-240	Avg

171-191	Low
202-216	Low
233-247	HiAvg
224-236	Avg
260-274	High
228-240	Avg
213-227	LoAvg
211-223	LoAvg
220-233	LoAvg
194-216	Low
237-251	HiAvg
188-202	Low
222-234	Avg
232-244	Avg
223-235	Avg
226-238	Avg
200-212	Low
221-235	Avg
226-240	Avg
204-218	Low
215-229	LoAvg
196-212	Low
226-240	Avg

204-218	Low
210-224	LoAvg
208-222	LoAvg
199-213	Low
204-218	Low
178-194	Low
227-241	Avg
211-223	LoAvg
222-236	Avg
217-229	LoAvg
201-213	Low
244-258	HiAvg
238-252	HiAvg
203-215	Low
224-236	Avg
211-223	LoAvg
203-215	Low
231-245	Avg
200-212	Low
208-222	LoAvg
208-222	LoAvg
218-230	LoAvg
217-231	LoAvg
210-222	LoAvg

224-238	Avg
222-234	Avg
169-185	Low
217-231	LoAvg
222-236	Avg
208-222	LoAvg
224-236	Avg
202-218	Low
202-216	Low
217-231	LoAvg
226-238	Avg
234-246	HiAvg
236-250	HiAvg
206-218	Low
196-210	Low
202-216	Low
218-232	LoAvg
226-240	Avg
224-246	Avg
224-238	Avg
202-214	Low
238-252	HiAvg
166-180	Low

224-236	Avg
213-227	LoAvg
203-217	Low
236-250	HiAvg
261-275	High
222-234	LoAvg
241-257	HiAvg
207-219	Low
237-251	HiAvg
204-218	Low
241-254	HiAvg
251-263	High
208-224	LoAvg
199-213	Low
203-215	Low
169-185	Low
204-216	Low
212-226	LoAvg
227-240	Avg
210-222	LoAvg
220-232	Avg
198-212	Low
226-240	Avg
200-214	Low

203-215	Low
210-222	LoAvg
234-248	HiAvg
212-226	LoAvg
198-210	Low
212-226	LoAvg
211-225	LoAvg
228-242	Avg
207-229	LoAvg
220-234	Avg
200-212	Low
230-244	HiAvg
225-237	Avg
210-222	LoAvg
195-209	Low
239-253	HiAvg
209-223	LoAvg
168-184	Low
245-259	High
219-231	Avg
213-227	LoAvg
220-234	Avg
215-229	LoAvg

223-237	Avg
221-235	Avg
220-232	Avg
209-223	LoAvg
201-215	Low
214-226	LoAvg
235-251	HiAvg
206-218	Low
213-227	LoAvg
233-247	HiAvg
233-247	HiAvg
250-264	High
226-240	Avg
231-245	HiAvg
229-243	HiAvg
233-247	HiAvg
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198-220	Low
203-217	Low
234-248	HiAvg
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219-231	Avg
217-231	LoAvg
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226-238	Avg
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229-243	HiAvg
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223-237	Avg
237-251	HiAvg
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242-254	HiAvg
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212-226	LoAvg
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207-221	LoAvg
188-200	Low

220-234	Avg
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206-220	LoAvg
238-250	HiAvg
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217-231	LoAvg
202-216	Low
218-230	LoAvg
223-235	Avg
231-243	HiAvg
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205-219	Low
189-201	Low

207-219 Low

202-216 Low

Goal5Adjective Goal6Name Goal6RitScore Goal6StdErr Goal6Range Goal6Adjective





































Goal7Name    Goal7RitScore    Goal7StdErr    Goal7Range    Goal7Adjective    Goal8Name





































Goal8RitScore Goal8StdErr Goal8Range Goal8Adjective Accommodation Accommodation

Universal Feature Breaks; English







Universal Feature Breaks; English





























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dictionary; Text-to-speech: Question directions; Text-to-speech: Assets such as reading passages; 1





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Text-to-speech: Questions/prompts; Text-to-speech: Answer choices





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Text-to-speech: Questions/prompts; Text-to-speech: Answer choices

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# Charter Renewal Performance

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## ***Background***

...Any charter granted by the Board shall contain adequate processes and measures for renewal. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluation.

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charters provide a report that includes reporting of key data points and information that may not be available through other sources.

## ***Goals***

- Highlight unique areas of success from the charter school's perspective beyond traditional metrics
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available through traditional metrics

## ***Guidelines***

The performance report includes requests for descriptive responses as well as data to support them. Responses should be comprehensive yet concise. If there are sections where you feel you are not the best party to respond (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff via Epicenter in Word format no later than the charter renewal request, whichever is earlier. **The final draft of this Performance Report is due by the deadline for the Charter Renewal Petition.**

- **Measurable Pupil Outcomes (MPOs):** For the 2024-25 Renewal Cycle (first time), schools are required to report MPOs directly in the District Required Language (available on the Charter Petition website). Schools are transitioning away from the Collective MPOs that many charter schools have used in the past.
- **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data source. Schools will include a narrative to this data as part of the Performance Report. The Verified Data should be submitted separately via Epicenter and should be incorporated into the Performance Report.

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1011 Union Street, #947, Oakland, CA 94607 510.879.167

# Report



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

or holding the school accountable for fulfilling the terms of its charter. These  
ating the educational program...

arter schools requesting renewal prepare and submit a performance report

ditional academic measures

le elsewhere in the petition

ables. Where descriptive responses are requested, please provide  
ot in a position to respond, please elicit responses from more appropriate

**t at least 2 weeks before** either the renewal site visit or the submission of  
**e Report needs to be submitted as an Appendix in the Renewal Charter**

for schools with charters ending in June of 2025), MPOs will be incorporated  
on Information page of the OCS website). Please note, the District is  
dopted previously.

ied Data will need to submit specific data reports depending on the Verified  
rformance Report (See Question 12 on sheet 1). The specific data reports  
l as an Appendix in the Renewal Charter Petition, directly after the

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[www.ousd.org/officeofcharterschools](http://www.ousd.org/officeofcharterschools)

<b>SCHNAME</b>	<b>SCHID</b>
Achieve Academy	591
AIMS College Prep High	593
AIMS College Prep Middle	562
AIMS College Prep Elementary (K-8)	534
ARISE	533
ASCEND	185
Aspire Berkeley Maynard	505
Aspire College Academy	510
Aspire Golden State	549
Aspire Lionel Wilson	587
Aspire Monarch	572
Aspire Triumph Tech	522
Bay Area Technology	504
Donwtown Charter Academy	523
East Bay Innovation Academy	524
Francophone Charter	544
KIPP Bridge	537
Learning Without Limits	113
Lighthouse Community Charter High Sch	508
Lighthouse Community Charter School	574
Lodestar	526
LPS Oakland R&D	551
North Oakland Community Charter Schoc	567
Oakland Charter Academy	560
Oakland Charter HS	559
Oakland Military Institute	589
Oakland School for the Arts	581
Oakland Unity HS	585



<b>1. Instruction</b>	Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.	<p><b>Literacy Model:</b> For the past three years ARISE has fo that focuses on four main areas of literacy: (1) literacy school writing assessments, and (4) academic discour</p> <p><b>PBL Priority Plan:</b> The mission for ARISE is to empowe Defenses. In order to improve the rigor and build eng excellent projects that continue to integrate the skills past two years, ARISE teachers are prepared to integ project-based learning experiences. The strategies fo</p>
<b>2. Areas of Success</b>	Describe any unique areas of success beyond traditional academic measures.	<p><b>Defenses</b></p> <p>Bridge Defense completions - portfolio presentations</p> <p>Warrior Intellectual Defense - portfolio presentations</p>

<p><b>3. Diversity of student enrollment</b></p>	<p>processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (I.E. family affinity</p>	<p><b>Newcomers</b>  <i>Successes</i> : Starting a newcomer program which has g connections to get students referred, and wrap aroun  <i>Areas of Growth</i> : Further implementation of best pra</p> <p><b>African American Students</b>  <i>Successes</i> : Intentional case management and suppor  <i>Areas of Growth</i> : Need to increase AA staff and stude relationships with middle schools with large AA popu</p> <p><b>Students with IEPs</b>  <i>Successes</i> : Intentionally increased support for studen our program, small caseloads, whole school culture o  <i>Areas of Growth</i> : Overidentification of SLD IEPs comi collaboration between Ed Specialists and classroom t</p>
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<p><b>4. Student Engagement</b></p>	<p>Are there opportunities for all students to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on student feedback?</p>	<p><b>Leadership Group:</b> We have a group of students who operates.</p> <p><b>Student Justice Panel:</b> We currently have a group of 10 students supporting the Restorative Justice Team in responding to incidents.</p> <p><b>Wolfpack:</b> During distance learning we recognized the need for student leadership then implemented. This group is now a far more active part of our initiatives.</p> <p><b>Student Activities:</b> We have a designated class for the coordination of student activities led by our Dean of School Culture.</p>
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<p><b>5. Family engagement</b></p>	<p>How do families voice concerns?</p> <p>Are there opportunities for all families to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on family feedback?</p>	<p><b>Personal relationships:</b> Every family is connected to us and we are able to text or talk with the principal as needed and through communications families voice concern and give feedback.</p> <p><b>Family survey:</b> identified family needs and engagement opportunities.</p> <p><b>Family leadership group:</b> Recruited families to learn and lead.</p> <p><b>Grade-Level Family Meetings:</b> Expanded to 1 meeting per month and tabling by community organizations.</p> <p><b>Wolfpack Group:</b> Group of families that started to meet and share ideas.</p>
<p><b>6. Teacher engagement</b></p>	<p>Are there opportunities for teachers to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on teacher feedback?</p>	<p><b>Team Freire:</b> teacher leadership team that meets bi-weekly and brings their grade level team members into school wide discussions.</p> <p><b>Teacher Sustainability project:</b> since 2019 we have been working on this project to gain experience and create changes to make this a sustainable practice.</p> <p><b>Surveys and exit tickets:</b> weekly exit tickets that teachers use to get feedback from students. Students also fill out a survey on their teacher.</p>

<p><b>7. Performance of key student groups</b></p>	<p>How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?</p> <p>(a) English learners  (b) students with disabilities  (c) students in need of remediation  (d) advanced students performing above grade level, and  (e) any other student groups you are paying particular attention to</p>	<p>(a) <b>English learners</b> working well: designated ELD class</p>
<p><b>8. Governance</b></p>	<p>Beyond board meetings, how does</p>	<p>The ARISE Governing board interacts with the commu</p>
<p><b>9. Innovation</b></p>	<p>What are 2-3 innovative practices</p>	<p><b>Academic Mentors:</b> Our Academic Mentor Program v</p>

<b>10. Special Education Programming</b>	What is your school's plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?	ARISE has expanded our SPED department and staff. A student with an IEP has an Ed Specialist as an advisor and the needed supports through push in and pull out exclusively held by Ed Specialists. The 4 by 4 semester without missing credit earning classes. Our therapists that have higher needs and would be referred to district students are safe and supported. We also have a great individual and consult with Ed specialists as needed for students with IEPs who get scaffolded and differentiated.
<b>11. English</b>	What is your school's plan to	The Dean of Literacy has developed newcomer support
<b>12. Verified</b>	For data that meets the Ed Code	ARISE administers the NWEA MAP Growth assessment

MATH CGI			
(Growth Measure)		Fall '22 - Spring '23	Fall '23 to Spring '24
<b>9</b>		2.43	2.97
<b>10</b>		2.46	1.88
<b>11</b>		2.94	2.33
<b>12</b>		0.51	2.53
<b>ALL STUDENTS TESTED</b>		<b>0.5</b>	
Socioeconomically Disadvantaged		0.5	
English Learners		0.7	
Students w/ Disabilities		0.4	
Grade level CGI provided by Student Growth Summary Report			

Schoolwide & student group averages calculated with Student CGI scores

PRE- TO POST-TEST PARTICIPATION RATE	MATH	
	Fall '22 - Spring '23	Fall '23 to Spring '24
All Students Tested	96%	99%

## Responses

cused on an all-school literacy model guided by our Literacy-integrated unit design, (2) cross-content reading strategies. All non-math ARISE teachers have received ongoing

work with students with knowledge, skills, and agency, as demonstrated across all classrooms, teachers must be given support reinforced by the literacy order of operations. Building on these foundational skills into project design that aligns with this priority plan are as follows:

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of their work from 9th-10th.  
of major projects and summative assessments from 1

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grown into the current cohort of 31 students, dedicated  
and services to ensure strong transitions.  
practices for ELs, differentiation, and therapeutic support

of African American students, creating a BSU and ha  
ents, need to expand community partnerships, need to  
lations

its with IEPs - we have increased that population, stro  
f inclusion, increased clinical support services, and tal  
ng from middle school, need further interventions for  
eachers

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meet to develop their leadership skills, attend trainin

15 students who have been and are continuing to be t  
g to community harm that occurs.

e need to get regular feedback from students and fam  
ed, stipended, and met bi-weekly to review systems, p  
nily leadership group that gives input and feedback ar

e planning and implementation of all student activitie

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As at ARISE, and these relationships are the first and second and also get ample communication from advisors, teachers, and students.

Student interests, guides recent implementation of communication

about school systems and supports, and expand communication

meeting per grade level each semester, includes presentation

Meeting during distance learning to identify needs and receive  
weekly to give input and leadership in school wide priority  
discussions and decision making

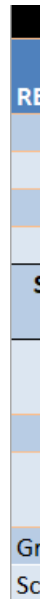
Have been giving surveys, interviews, and focus groups to create a safe  
place to teach long term.

Feedback will get followed up as feedback for PD and school wide  
discussions every semester that gets debriefed in coaching.

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ses, Sheltered English classes for newcomers, and diffe



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unity by coming to instructional rounds, bridge and wa  
was a short-term strategic approach to improve stude

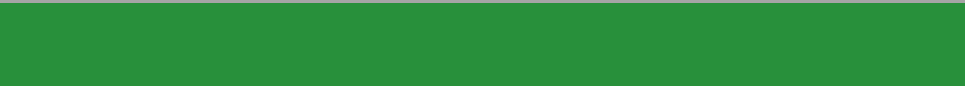
ing significantly to meet the increase in students with di  
 who sees them daily in the morning. Small caseloads  
 t services. Academic Mentors already in classrooms a  
 r schedule also allows more space within a student's s  
 ic clinicians also serve our students who have therapy  
 ipline without prevention and treatment. We have a r  
 at partnership with our psych and speech service deliv  
 . Our school follows a wrap around model for student  
 rted support not just in class but also through their col

altered English 1 and 2 classes for 9th and 10th gr;  
it to all students in grades 9-12 in Fall, Winter, and Sp

READING CGI (Growth Measure)	Fall '22 - Spring '23	Fall '23 to Sp
9	1.05	1.64
10	1.81	2.00
11	0.50	1.72
12	0.47	0.69
<b>ALL STUDENTS TESTED</b>	<b>0.2</b>	
Socioeconomically Disadvantaged	0.2	
English Learners	0.2	
Students w/ Disabilities	0.1	
Grade level CGI provided by Student Growth Summary Report		

of Schoolwide & student group averages calculated with Student CGI

READING	
Fall '22 - Spring '23	Fall '23 to Spring '24
<b>95%</b>	<b>97%</b>



teracy Priority Plan. We have implemented a model  
ategies (ARISE Literacy Order of Operations), (3) whole-  
ig PD on these literacy elements.

onstrated by our Bridge and Warrior Intellectual  
n the skills, support, and time to design and implement  
ig on the literacy professional development from the  
engages students in meaningful, relevant, and rigorous

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11th-12th.

ed academic mentor for newcomers, strong community

ts

ving BSU lunches

o increase retention of AA students, develop further

ng community connections and word-of-mouth about  
rgeted intervention.

students with low reading levels, need to expand



gs and conferences, and give input into how the school

trained in Restorative Justice Practices and who are

families about the impact of our distance learning process.  
process, and policies and provide feedback which  
and also takes on leadership of other families and

s, school wide cultural events, and celebrations that is

strongest way that we connect with families. All families  
hers, and our family coordinator. During these

inity services

unication between families and staff

ns by academic counselors, meetings with advisors,

ommend support for students and families, this group  
rities, lessons, advisory, and to represent the voices of

asure that ARISE is constantly centering the teacher

initiatives as well as climate surveys and head of school

ifferentiated PD for all staff focused on English Language Le

NWEA MAP READING CONDITIONAL GROWTH INDEX		
READING	Fall '22 - Spring '23	Fall '23 to Spring '24
9	1.05	1.64
10	1.81	2.00
11	0.50	1.72
12	0.47	0.69
<b>Schoolwide Average of Student CGI</b>	<b>0.2</b>	<b>0.3</b>
Socioeconomically Disadvantaged	0.2	0.3
English Learners	0.2	0.3
Students w/ Disabilities	0.1	0.4
Grade level CGI provided by Student Growth Summary Report		
Schoolwide & student group averages calculated with Student CGI scores		

rior defenses, and attending school events. The ARISE  
 nt engagement in Zoom classrooms in the spring of

isabilities that have been enrolling. This means every also allow Ed Specialsits to serve academic minutes and do not count as service minutes, those are schedule to receive needed targeted intervention in their IEPs, but also serve many students with IEPs robust Restorative Justice praxis that ensures our every partners, and they work with our students s and has additional touchpoints and resources for college application process and pathway work.

aders Students build their foundational English ring to track the longitudinal progress of students in

Spring '24
<b>0.3</b>
0.3
0.3
0.4

scores

## Pupil Mobility

Student Group	Number of Students							Percent of Total Enrollment						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Students who joined</b>	11	15	24	12	28	22	35	3.69%	4.49%	6.37%	3.02%	6.67%	5.08%	8.12%
<b>Students who left</b>	16	21	30	14	22	45	41	5.37%	6.29%	7.96%	3.53%	5.24%	#####	9.51%
	17-28	18-29	19-20	20-21	21-22	22-23	23-24							

## Enrollment (for Fall 2024 of current charter term)

Student Group	Number	Percent of
<b>Total Enrollment</b>	400	-
<b>Asian</b>	2	0.50%
<b>Black or African American</b>	7	1.75%
<b>Filipino</b>	3	0.75%
<b>Hispanic or Latino</b>	377	94.25%
<b>Native American or Alaskan Native</b>	0	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0	0.00%
<b>White</b>	1	0.25%
<b>Two or More Races</b>	1	0.25%
<b>Race Not Reported</b>	9	2.25%
<b>Male</b>	219	54.75%
<b>Female</b>	181	45.25%
<b>Homeless Students</b>	0	0.00%
<b>Foster Youth</b>	1	0.25%
<b>FRPM-Eligible/Economically Disadvantaged</b>	346	86.50%
<b>English Learners</b>	133	33.25%
<b>Special Education/Students with IEPs</b>	69	17.25%

Gaby - Fall 1 certification 2023 Data

## Expulsions

Student Group	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Total Enrollment	0	2	1	0	0	3	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0
Hispanic or Latino	0	2	1	0	0	3	0
Native American or Alaskan Native	0	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
Race Not Reported	0	0	0	0	0	0	0
Male	0	2	1	0	0	3	0
Female	0	0	0	0	0	0	0
Homeless Students	0	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-Eligible/Economically Disadvantaged	0	1	1	0	0	2	0
English Learners	0	0	0	0	0	0	0
Special Education/Students with IEPs	0	0	0	0	0	0	0
	17-18	18-19	19-20	20-21	21-22	22-23	23-24



**Graduation Information (High Schools only) -  
For Spring 2024 of current charter term**

*If official data is not yet available for Spring 2024, please provide preliminary/unofficial numbers.*

<b>5 Year Cohort Graduation Rate</b>	90.10%
<b>Cohort Dropout Rate</b>	9.90%

## Post-Graduation Plans (High Schools only, if available)

*Data should be from 3-6 months after graduation for each year.*

Student Group	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% attending 4-year college		44%	22%	43%	48%	52%	50.00%
% attending 2-year college		44%	43%	36%	31%	27%	30.00%
% attending vocational/		0.00%	0.00%	0.00%	0.00%	0.00%	5.00%
% joined military		0.00%	0.00%	0.00%	1.00%	0.00%	0.00%
% working exclusively		12.00%	35.00%	21.00%	20.00%	21.00%	15.00%

## Teacher Recruitment/Retention (for each year of current charter term)

	Number of Teachers					
	Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-	Year 4 (20-	Year 5 (21-	Year 6 (22-
<b>Total # of classroom teachers</b>	18	18	19	20	20	25
<b># of new classroom teacher hires</b>	5	5	8	7	2	8
<b># of classroom teachers retained from</b>	14	14	11	13	18	17
<b># of classroom teachers that left their</b>	0	0	1	0	0	0
<b># of currently vacant classroom teaching</b>	0	0	1	0	0	0

Year 7 (23-	Year 8 (24-
27	27
4	3
23	24
0	0
0	0

**Teacher Ethnicity (for Fall 2024 of  
current charter term)**

<b>Group</b>	<b>Number of Teachers</b>
Asian	3
Black or African American	3
Hispanic or Latino	8
White	13
Other Ethnicity or Missing	0
<b>Total Classroom Teachers</b>	<b>27</b>

## Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current	Date of lottery	Grade Level	# of Applicants	# of	# of
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1		TK	0	0	0
		K	0	0	0
		6	0	0	0
		<b>9</b>	<b>536</b>	<b>108</b>	<b>37</b>
Year 2	<i>3/7/2018</i>	TK	0	0	0
		K	0	0	0
		6	0	0	0
		<b>9</b>	<b>619</b>	<b>108</b>	<b>41</b>
Year 3		TK	0	0	0
		K	0	0	0
		6	0	0	0
		<b>9</b>	<b>437</b>	<b>110</b>	<b>4</b>
Year 4	<i>3/11/2020</i>	TK	0	0	0
		K	0	0	0
		6	0	0	0
		<b>9</b>	<b>424</b>	<b>108</b>	<b>13</b>
Year 5		TK	0	0	0
		K	0	0	0
		6	0	0	0
		<b>9</b>	<b>528</b>	<b>108</b>	<b>14</b>
Year 6	<i>3/8/2022</i>	TK	0	0	0
		K	0	0	0
		6	0	0	0
		<b>9</b>	<b>427</b>	<b>105</b>	<b>1</b>
Year 7	<i>3/8/2023</i>	TK	0	0	0
		K	0	0	0

total

5/31/2024

6

0

0

0

total application: seats available: waitlisted

Oakland enrolls archive waitlists when applications close at the end of each SY, so this data is waitlisted students as of May/June each year

## Special Education

Instructions: For the table below, please align data with the 2023-24 EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2022-23	2023-24
# of students with IEPs receiving <	56	66
# of students with IEPs receiving >	2	3
# of students with IEPs in NPS	0	0
Total SWD enrolled	58	69

Please upload the below CALPADS uploaded to



## Facilities and Proposed Material

<p><b>Facilities</b></p>	<p>Please respond to the following:</p>	<p>Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?</p>	<p>Our lease ex</p>
<p><b>Proposed Material</b></p>	<p>Note: Material revision</p>	<p><i>If applicable</i> : Describe any material</p>	<p>None</p>

## Revisions/Substantial Changes

extends to 2029 and we have no plans of moving or applying for district facilities.

