ARISE High School

CA School Dashboard
Local Indicators
2020-2021

Brought to the Board of Directors for approval:
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Priority 1 – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Priority 2 – Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
1   2   3   4   **5**
English Language Development (Aligned to English Language Arts Standards)
1   2   3   4   **5**
Mathematics – Common Core State Standards for Mathematics
1   2   3   4   **5**
Next Generation Science Standards
1   2   3   4   **5**
History-Social Science
1   2   3   4   **5**

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
1   2   3   4   **5**
English Language Development (Aligned to English Language Arts Standards)
1   2   3   4   **5**
Mathematics – Common Core State Standards for Mathematics
1   2   3   **4**   5
Next Generation Science Standards
1   2   3   **4**   5
History-Social Science
1   2   3   **4**   5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
1   2   3   4   5
English Language Development (Aligned to English Language Arts Standards)
1   2   3   4   5
Mathematics – Common Core State Standards for Mathematics
1   2   3   4   5
Next Generation Science Standards
1   2   3   4   5
History-Social Science
1   2   3   4   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education
1   2   3   4   5
Health Education Content Standards
1   2   3   4   5
Physical Education Model Content Standards
1   2   3   4   5
Visual and Performing Arts
1   2   3   4   5
World Language
1   2   3   4   5

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole
1   2   3   4   5

Identifying the professional learning needs of individual teachers
1   2   3   4   5

Providing support for teachers on the standards they have not yet mastered
1   2   3   4   5

Priority 3 – Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
1   2   3   4   5

Creating welcoming environments for all families in the community.
1   2   3   4   5

Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
1   2   3   4   5

Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
1   2   3   4   5

Narrative
Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
We hold weekly classes and workshops on topics such as supporting your student, teenage mental health, political advocacy, and humanizing parenting skills. These workshops are held bilingually and their attendance continues to grow. All advisors hold student led conferences (SLCs) for each student to present to their family how they have performed that quarter and how they plan to improve. Students are also asked about how they are accessing resources at school and the community and what the school and family support can further increase their well being and achievement. We are working to improve the support systems for students and families that are struggling academically and socio emotionally. We have increased our support staff to include an academic counselor who is dedicated to supporting students and families through academic contracts and check ins. We have also added evening classes for families and increased engagement with administration. Families now receive further details in the newsletter and it is built to highlight ways that they can take part in community events. Our culture team (hooks) and 12th grade academic counselor, family coordinator, dean of culture along with our head of school all have goals related to increasing family and community engagement, specifically tied to academics and restorative justice implementation. We are increasing the amount of restorative justice circles that include multiple students and families. The head of school and dean of culture are leading and facilitating these circles and are training our student support team as well as our student leaders in restorative practices so that we can expand them throughout the community. We are also working to build up family leaders in RJ that will be able to support the work.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
1   2   3   4   **5**

Providing families with information and resources to support student learning and development in the home.
1   2   3   **4**   5

Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *
1   2   3   4   **5**

Supporting families to understand and exercise their legal rights and advocate for their own students and all students.
1   2   **3**   4   5

Narrative
Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
As a social justice school that was founded by the community we are inherently rooted in wrapping our services around families and students. We have a parent coordinator that has established classes and meetings for families. We have however noticed that the same groups of families attend events. Therefore we are working to engage families in a variety of ways to increase parent engagement, especially for those families that have not traditionally participated in schools. We have revamped our social media, website, and family newsletter; we also have increased outreach to families of students that are struggling in school. Our new attendance monitoring process team ensures that all families of students that are starting to disengage have a meeting with a team member. Our team is bilingual and diverse, and we intentionally have different team members build relationships with specific families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.
1   2   **3**   4   5

Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
1   2   **3**   4   5

Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
1   2   3   4   5

Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *
1   2   3   4   5

Narrative

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

As a school that was founded with deep roots in the community, we carry inherent strength in this area by design. We have a parent coordinator that has been here since the inception of the school and who is also a current parent. Her connection to the community continues to build practices that ensure that we continuously keep that lens in our policies. We involve families in decision making every step of the way at ARISE when decisions are big. For example, we had a large family panel during our last head of school search. They spent an hour with the candidates and gave their feedback and votes. Our area of growth is including families in decisions and planning processes that are more commonplace. We are working to redesign our organizational structure and teams so that we can build in more family input and leadership. In order to model and begin this work, our culture team includes a parent as well as a subcommittee dedicated to increasing family engagement. We are seeking and processing family feedback about events that would be informative and highly engaging for them. In that process we are ensuring that we reach out to families that do not traditionally attend events so we can hear about what would make them able to engage more.

Priority 6 – School Climate

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Narrative

We are increasing student leadership and involvement in the school. We are writing a weekly student newsletter to keep students informed of the happenings at the school and seek student input and leadership in a variety of new ways. Our leadership class has taken on increased responsibilities and decision making at the school. We have also started student surveys to seek input about teacher practice. We have also begun to deepen our restorative practices, which includes creating a more welcoming and equitable community and school environment. Our culture team and leadership teams meet to create new initiatives for safety, joy, and community building with students. Our restorative discipline is inclusive of students and seeks to have suspensions completely eliminated to solve issues and harm in house.

Priority 7 – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
We store all students' academic progress data in PowerSchool. We have an expanded team of academic counselors who track this data, one of whom tracks it specifically for 12th grade. All advisors meet each semester with families and students during student-led conferences where graduation plans, course requirements, and academic progress are reviewed. Our adelante and special education teams also review all this data with our data coordinator to monitor for disparities in academic outcomes.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.
Because of our small size we inherently have a small course of study. However, we are working to increase course variety and availability by doing a broad survey and organizational study to figure out how we could best serve students. All students currently have access to our course of study which includes the Public & Community Health pathway. All ELL and special education students have access to all our courses and are in inclusion settings. We have increased the number of classrooms and our enrollment this year, which also gives us more flexibility with course scheduling and equitable access.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
We do not currently offer enough year-long electives (G requirement) for our students and want to increase these offerings by possibly increasing post session opportunities, weekend and after-school activities, and dual-enrollment options.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?
We are keeping an extra close eye on all students' progress and academic standing by using our new and revised systems with our academic counselors. We are doing class audits and schedule audits and are in constant communication with students about their courses through check ins, advisory, and surveys. We are taking all this information into consideration when developing our design team decisions and thinking about the growth and future of ARISE as a school with broader options for all students.