ARISE High

2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	3301 East 12th St., Ste. 205 Oakland, CA , 94601-2940	**Principal:**	Karla Gandiaga, Head of School
Phone:	(510) 436-5487	**Grade Span:**	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and

student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Karla Gandiaga, Head of School

📍 Principal, ARISE High

About Our School ─────────────────

Estimada Comunidad de ARISE,

En este último año en ARISE hemos construido nuevos salones, adaptado la escuela a una pandemia, añadido a fantásticos nuevos miembros de nuestro personal, conectado como comunidad en varios eventos, celebrado una nueva clase de graduados, y mucho más.

Pero tengo que admitir que lo que más me enorgullece es el liderazgo y amor que traen nuestros estudiantes cada dia. Ellos se han organizado y comenzado el panel de justicia restaurativa, rediseñado el logotipo, ayudado a diseñar nuestro modelo de aprendizaje durante la pandemia, organizado marchas para justicia social, y poco ha poco han empezado a amplificar sus voces y entender que en ARISE necesitamos que ellos sean los líderes que cambien este mundo para ser justo para todos.

El año pasado elegí unirme a ARISE porque quería ser parte de una comunidad que realmente esté dispuesta a cambiar y mejorar el mundo. Se que nuestra misión es algo que podemos conseguir y que es crucial en este momento político y social en el que vivimos. Una educación que apoya y enseña a derrumbar muros de odio y desigualdad es lo que exigimos. Para continuar apuntando hacia este objetivo elevado y necesario, debemos unir fuerzas y reimaginar y fortalecer radicalmente lo que significa estar con y para los demás como una comunidad.

Como siempre, les invito a que me llamen, envíen un mensaje de texto o envíen un correo electrónico en cualquier momento para conectar (617-816-4721, karla@arisehighschool.org).

Con todo mi cariño y aprecio,

Karla Gandiaga (ella/her)

Directora - Head of School

ARISE High School

Dear ARISE Community,

In this past year at ARISE we have built new classrooms, adapted to a pandemic, added fantastic new members to our staff, connected as a community at various events, celebrated a new class of graduates, and more.

But I have to admit that what makes me most proud is the leadership and love that our students bring every day. They have organized and started the restorative student justice panel, redesigned the logo, helped design our learning model during the pandemic, organized marches for social justice, and have recently begun to amplify their voices and understand that at ARISE we need to they are the leaders that change this world to be fair to all.

Last year I chose to join ARISE because I wanted to be part of a community that is truly willing to change and improve the world. I know that our mission is something we can achieve and that it is crucial in this political and social moment in which we live. An education that supports and teaches to tear down walls of hatred and inequality is what we demand. To continue to pursue

this high and necessary goal, we must join forces and radically reimagine and strengthen what it means to be with and for others as a community.

As always, I invite you to call me, text me, or send me an email at any time to connect (617-816-4721, karla@arisehighschool.org).

With all my love and appreciation,

Karla Gandiaga (ella/she)

Directora - Head of School

ARISE High School

Contact

ARISE High
3301 East 12th St., Ste. 205
Oakland, CA 94601-2940

Phone: (510) 436-5487
Email: karla@arisehighschool.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Oakland Unified
Phone Number	(510) 879-2551
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2021—2022)

School Name	ARISE High
Street	3301 East 12th St., Ste. 205
City, State, Zip	Oakland, CA , 94601-2940
Phone Number	(510) 436-5487
Principal	Karla Gandiaga, Head of School
Email Address	karla@arisehighschool.org
Website	http://www.arisehighschool.org
County-District-School (CDS) Code	01612590115238

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

ENGAGING & SUPPORTIVE LEARNING ENVIRONMENTS

ARISE High School has been honored to serve the Oakland community since 2007 and looks forward to continuing this service during our next charter term. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for all of our students.

We provide a small school environment where we pride ourselves in every student having 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. We are a small school that emphasizes knowledge of self, society, and history within a highly personalized and supportive learning environment.

RIGOROUS COLLEGE & CAREER-READY EDUCATION

ARISE High School currently serves approximately 330 students in grades 9-12, and prepares students from a diversity of backgrounds to attend college. Currently 90% of our students qualify for free and reduced lunch, 89% speak English as a Second Language, and 86% are first-generation college-bound. We are incredibly proud of our students' successes. Each year, we have had at least 85% of our graduates matriculate into 2 and 4-year colleges and universities.

Through rigorous college & career preparatory coursework, project-based learning, and the presentation and defense of a portfolio of work before a panel of peers, teachers, and community members, every ARISE graduate equips themselves with the knowledge, skills, agency, and critical consciousness to lead a successful life and serve as an Agent of Change in their community.

COMMUNITY-CENTERED LINKED LEARNING OPPORTUNITIES

Learning at ARISE is not limited to the confines of our classroom walls. Students at ARISE are highly engaged in their community, through volunteer work, jobs & internships, and other work-based learning opportunities through our Public & Community Health Linked Learning Pathway. As early as 9th grade, students are meeting with and learning from industry professionals, job shadowing, doing community service, and asking important questions about pressing social issues through Community Action Research Projects.

ARISE is committed to building and maintaining healthy communities by providing our students and families, many of which are first-generation college-bound, access to college and careers in Education, Community Social Services, Public Health, and Public Policy. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	106
Grade 10	109
Grade 11	92
Grade 12	80
Total Enrollment	387

Number of Students

Last updated: 2/1/22
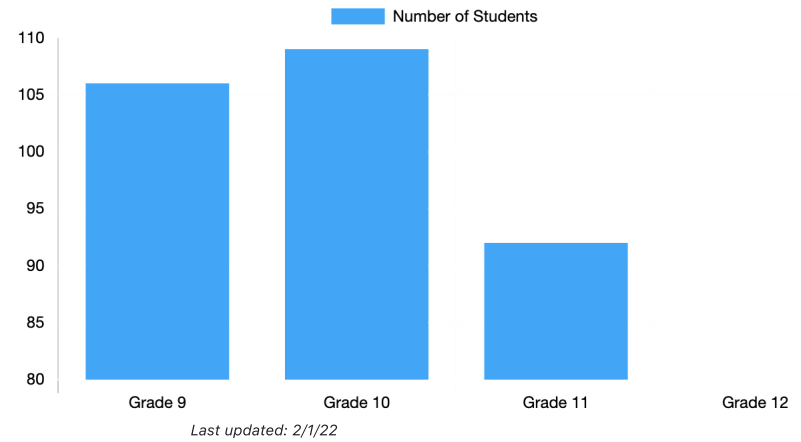
Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	1.30%
Black or African American	2.10%
Filipino	1.60%
Hispanic or Latino	92.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.60%
White	0.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	20.40%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	92.80%
Students with Disabilities	11.40%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	

Authorization/Assignment	Number
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 - 4: Engage NY Curriculum	Yes	0%
Mathematics	BIG IDEAS MATH Algebra 1: Common Core Student Edition 2015 1st Edition BIG IDEAS MATH Geometry: Common Core Student Edition 2015 1st Edition BIG IDEAS MATH Algebra 2: Common Core Student Edition 2015 1st Edition Precalculus: Real Mathematics, Real People, 7th Edition, by Ron Larson	Yes	0%
Science	National Institute of Science: Evolution and Medicine, Cell Biology and Cancer HASPI Medical Biology Miller Levine BIOLOGY textbook - 2010 Living by Chemistry 2018, Angelica M. Stacy Haspi Medical Chemistry	Yes	0%
History-Social Science	Stanford History Education Group Curriculum	Yes	0%
Foreign Language		Yes	0%
Health	Milestones in Public Health, author Barbara A. DeBuono, MD, MPH		0%
Visual and Performing Arts			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

CharterSafe conducted an audit at ARISE on 12/18/2019.

ARISE is located in a commercial building in the Fruitvale Plaza near BART. As such, the building is inspected annually and maintained up to code by the landlord, Fruitvale Development Corporation. All records are available in the FDC property manager's office on site.

The most recent inspection shows that our school facility is safe, clean and adequate for students and staff needs.

Last updated: 2/1/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to

the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 2/1/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	79	87.78	12.22	35.44
Female	39	36	92.31	7.69	41.67
Male	51	43	84.31	15.69	30.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	73	86.90	13.10	36.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	70	89.74	10.26	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten

or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	79	87.78	12.22	6.33
Female	39	36	92.31	7.69	0.00
Male	51	43	84.31	15.69	11.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	73	86.90	13.10	6.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	70	89.74	10.26	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
Note: Double dashes (--) appear in the table when the number of students is ten

or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/1/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Male	47	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	75	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/1/22

+ WHAT IS THE PUBLIC AND COMMUNITY HEALTH FOR THE PEOPLE PATHWAY??ARISE is committed to building and maintaining healthy communities by providing our students and families, many of which are first generation college-bound, access to college and career pathways in Public & Community Health. We do this by aligning our academic courses to our pathway's theme and offering work-based learning opportunities beyond the classroom to reinforce students' understanding of the Pathway and equip them with the knowledge, skills, and agency needed to be successful leaders and advocates in Public & Community Health.
The standards for the Public and Community Health pathway apply to occupations or functions involved primarily in environmental health, community health and health education, epidemiology, disaster management, and geriatrics. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway.

+ WHAT ARE THE AGENT OF CHANGE AMBASSADORS? ?Agent of Change Student Ambassadors are the face of the Public and Community Health Pathway while also embodying ARISE's core values of Lead, Build, Persevere, and Respect to act as agents of change in their communities. Agent of Change Ambassadors are leaders and advocates. As an Agent of Change Student Ambassador, students work with the school and its administrators to raise awareness to the Public and Community Health for the People pathway, and to support Linked Learning, both in the classroom and in the community. Learn more about Student Leadership at ARISE.

+ WHAT IS CCARP AND HOW DOES IT CONNECT TO THE PATHWAY??CCARP stands for Collaborative Community Action Research Projects. Each year at ARISE, students engage in cross-curricular Collaborative Projects within their grade level, exploring themes that are connected to the Public & Community Health Pathway. Starting in the 2020-21 school year, these projects will be expanded to incorporate a component of Community Action Research. Thus, CCARP is an integrated grade-level collaborative project that involves research methods and analysis to produce an action plan that addresses a community need. Or more simply:
Collaborative Project + Research Methods + Final Product (Action Plan) for Community Need = CCARP
CCARP provides students with a more rigorous and relevant learning experience during online learning that is both community-centered and culturally responsive. Students will explore topics connected to Public & Community Health in collaboration with their peers, industry professionals, and our community partner organizations. They will then craft their own research question, collect & analyze data, and create & implement an action plan that addresses their chosen issue or subtopic.

+ WHAT IS THE CCARP CONFERENCE??As a part of our ARISE Public & Community Health Pathway, the CCARP conference on January 19, 2021 is a school-wide event where students will have the opportunity to engage with industry professionals & community leaders in various workshops & speaker events to learn more about their CCARP themes and topics!

Sample Course Sequence:
9th Grade: Introduction to Health & Wellness & Freshman Seminar (Success 101)

10th Grade: Biological Science: Biology and Public & Community Health (Intro Course)
11th Grade: Chemistry in the Community & Intermediate Public & Community Health
12th Grade: Senior Capstone (Advanced Public Health)

Pathway-Aligned College Courses: Spanish 1A/1B (or other foreign language), Medical Terminology I & II, Nutrition, Career Exploration, Intro to Community Violence Prevention, Communication Skills for Technicians, Anatomy/Physiology
Work-Based Learning Opportunities: Job Shadowing, Industry Professional Expert Panels, Service Learning Programs and Days, Grade-Level CCARPs, Public & Community Health Internships, Senior Capstone Course & Presentation

Last updated: 2/1/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	275
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

Last updated: 2/1/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 2/1/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/1/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority:
Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Velia Navarro serves as our Family Liason and can be reached at parents@arisehighschool.org. Additional information can be found on our website www.arisehighschool.org.

Families can get involved in a variety of ways, outlined below:

- New to ARISE families are required to attend a 9th grade orientation night prior the start of the school year.

- Families are invited to Back to School Night in the fall to acquaint them with their student's teachers.

- Families are invited to weekly informational meetings to learn about current school events.

- Families are invited to monthly meetings to discuss and plan outreach and ways to get involved in the school.

- Families are required to attend Student Led Conferences either once or twice a year to stay updated on their student's academic progress.

- Families are invited to attend Exhibition Nights two times a year where students present and share their work.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	1.50%	4.40%	11.00%	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	92.40%	94.10%	89.00%	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%
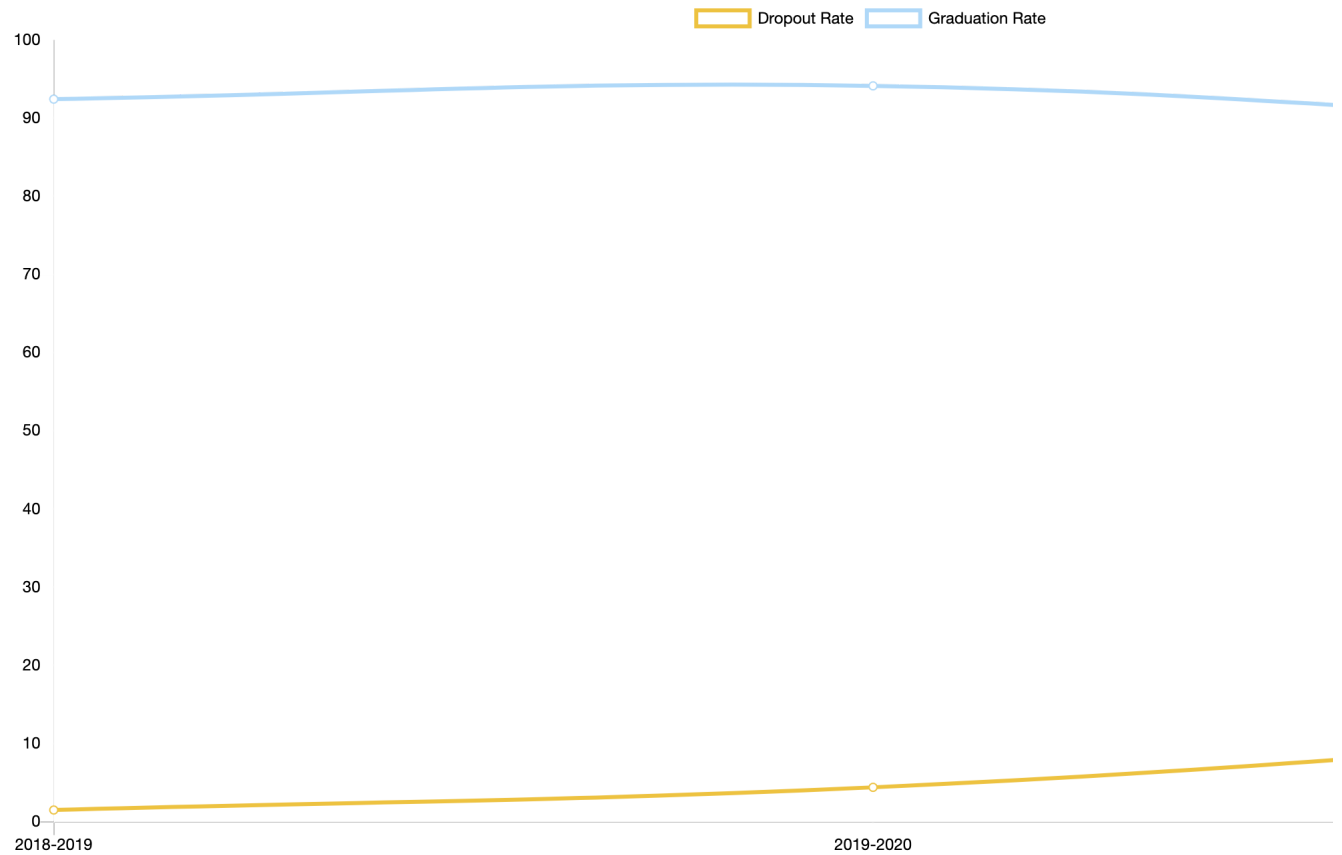
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	82	73	89.0
Female	29	29	100.0
Male	53	44	83.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	83.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	78	70	89.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	20	17	85.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	82	73	89.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	9	81.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	392	18	4.6
Female	187	184	8	4.3
Male	210	208	10	4.8
American Indian or Alaska Native	6	6	1	4.8
Asian	1	1	0	0.0
Black or African American	8	8	3	37.5
Filipino	6	6	0	0.0
Hispanic or Latino	369	364	14	3.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	1	1	0	0.0
English Learners	84	83	7	8.4
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	367	363	17	4.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	43	2	4.7

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	4.79%	0.00%	4.40%	0.03%	3.47%	0.20%
Expulsions	0.60%	0.00%	0.09%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	2.92%	3.64%	2.45%
Expulsions	0.27%	0.07%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 2/1/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The ARISE safety plan was last reviewed, updated and discussed with faculty and students in August 2021.

Key elements of the plan include:
Covid-19 exposure and contact tracing protocol
Fire/explosion protocol
Earthquake protocol
Fight/assault protocol
Threat assessment protocol
Intruder/potentially dangerous person protocol
Active shooter protocol

Clear the halls protocol

Contact information for both internal and external agencies who can support in the event of different crises are available in the Student/Family Handbook.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	11	4	
Math	20.00	12	7	
Science	22.00	5	5	
Social Science	22.00	11	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	5	12	
Math	23.00	4	14	
Science	18.00	6	3	

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Social Science	23.00	8	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	5	12	
Math	24.00	8	8	
Science	22.00	2	2	
Social Science	25.00	5	11	

Last updated: 2/1/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	150

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	1.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	2.00
Other	0.00

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15569.00	$6831.00	$8738.00	$65484.00
District	N/A	N/A	--	$68321.00
Percent Difference – School Site and District	N/A	N/A	--	-4.24%
State	N/A	N/A	$8443.83	$84665.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	3.42%	-25.55%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

Our instructional model is designed with our community of students in mind. We believe learning occurs when students are fully engaged participants. They are immersed in a challenging college-prep curriculum that emphasizes knowledge of self, critical consciousness and performance assessment.

The curriculum is enacted in with a wide-range of support services including integrated parent support and involvement, an advisory curriculum, socio-emotional counseling, college advising and opportunities for community involvement in service projects, political action and outside research.
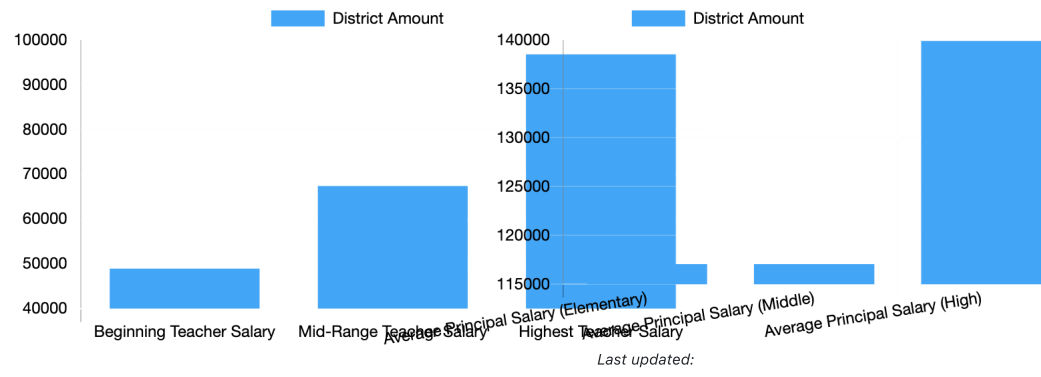
ARISE also provides opportunities for interscholastic sports teams including Boy's and Girl's soccer, volleyball, and basketball.

Last updated: 2/1/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48926.00	$50897.00
Mid-Range Teacher Salary	$67368.00	$78461.00
Highest Teacher Salary	$96755.00	$104322.00
Average Principal Salary (Elementary)	$111968.00	$131863.00
Average Principal Salary (Middle)	$117064.00	$137086.00
Average Principal Salary (High)	$139888.00	--
Superintendent Salary	$336169.00	$297037.00
Percent of Budget for Teacher Salaries	29.00%	32.00%
Percent of Budget for Administrative Salaries	8.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

District Amount District Amount

100000
90000
80000
70000
60000
50000
40000

140000
135000
130000
125000
120000
115000

Beginning Teacher Salary   Mid-Range Teacher Salary   Principal Salary (Elementary)   Average Principal Salary (Middle)   Average Principal Salary (High)
Average Salary   Highest Teacher Salary

Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 2/1/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	45	45	45