



# ARISE High School

## Board Meeting

Amended on October 6, 2020 at 9:27 AM PDT

### Date and Time

Tuesday September 15, 2020 at 6:00 PM PDT

### Location

Join Zoom Meeting  
<https://zoom.us/j/98440054147>  
 Meeting ID: 984 4005 4147  
 One tap mobile  
 +16699006833,,98440054147# US (San Jose)  
 +13462487799,,98440054147# US (Houston)  
 Meeting ID: 984 4005 4147

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
A. Record Attendance			1 m
B. Call the Meeting to Order			1 m
<b>II. Consent Calendar</b>			<b>6:02 PM</b>
A. Approve August Minutes	Approve Minutes		1 m
Approve minutes for Board Meeting on August 18, 2020			
B. Learning Continuity and Attendance Plan	Vote	Karla Gandiaga	1 m
C. Approve August Check Register	Vote		
D. Unaudited Actuals	Vote	Gihani Fernando	1 m
<b>III. Board Business/Discussion</b>			<b>6:05 PM</b>
A. Virtual Learning Update	Discuss	Karla Gandiaga	35 m
<a href="#">Virtual Learning Update</a>			
B. Committee Updates	Discuss	Dave Bryson	15 m
C. Budget Update	FYI	Gihani Fernando	15 m
<b>IV. Closing Items</b>			<b>7:10 PM</b>

**A. Upcoming Events**

FYI

10 m

**B. Adjourn Meeting**

Vote

This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

**MEETING AGENDA & RELATED MATERIALS**

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**SPECIAL PRESENTATIONS MAY BE MADE**

Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting ARISE High School, 3301 E. 12th Suite 205, Oakland, CA; telephone: (510) 436-5487.

**FOR MORE INFORMATION**

For more information concerning this agenda or for materials relating to this meeting, please contact ARISE High School, 3301 E. 12th Suite 205, Oakland, CA; telephone: (510) 436-5487.

# Cover Sheet

## Approve August Minutes

**Section:** II. Consent Calendar  
**Item:** A. Approve August Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on August 18, 2020



# ***ARISE High School***

## **Minutes**

### ***Board Meeting***

---

#### **Date and Time**

***Tuesday August 18, 2020 at 6:00 PM***

#### **Location**

***Join Zoom Meeting***

***<https://zoom.us/j/98440054147>***

***Meeting ID: 984 4005 4147***

#### ***One tap mobile***

***+16699006833,,98440054147# US (San Jose)***

***+13462487799,,98440054147# US (Houston)***

---

#### **Directors Present**

***D. Bryson (remote), G. Fernando (remote), G. Netter (remote), J. Martinez (remote), J. Obbard (remote), M. Arechiga (remote), R. Tadeo (remote)***

#### **Directors Absent**

***None***

---

### **I. Opening Items**

#### **A. Record Attendance**

#### **B. Call the Meeting to Order**

***D. Bryson called a meeting of the board of directors of ARISE High School to order on Tuesday Aug 18, 2020 @ 6:05 PM.***

### **II. Consent Calendar**

#### **A. Approve June Minutes**

**G. Fernando made a motion to approve.  
M. Arechiga seconded the motion.  
The board VOTED to approve the motion.**

**Roll Call**

**G. Netter Aye  
G. Fernando Aye  
M. Arechiga Aye  
D. Bryson Aye  
J. Martinez Aye  
R. Tadeo Aye  
J. Obbard Aye**

**B. July Check and Credit Card Register**

**G. Fernando made a motion to approve the minutes from.  
M. Arechiga seconded the motion.  
The board VOTED to approve the motion.**

**Roll Call**

**J. Martinez Aye  
M. Arechiga Aye  
J. Obbard Aye  
G. Netter Aye  
G. Fernando Aye  
D. Bryson Aye  
R. Tadeo Aye**

**C. Fall Learning Plan**

**G. Fernando made a motion to approve.  
M. Arechiga seconded the motion.  
The board VOTED to approve the motion.**

**Roll Call**

**D. Bryson Aye  
J. Martinez Aye  
G. Netter Aye  
R. Tadeo Aye  
M. Arechiga Aye  
J. Obbard Aye  
G. Fernando Aye**

**D. CARS Report**

**G. Fernando made a motion to approve.  
M. Arechiga seconded the motion.  
The board VOTED to approve the motion.**

**Roll Call**

**J. Martinez Aye  
G. Fernando Aye  
G. Netter Aye  
J. Obbard Aye  
D. Bryson Aye  
M. Arechiga Aye  
R. Tadeo Aye**

**III. Board Business/Discussion**

**A. Board Member Recognition**

**Board and community members had an opportunity to share appreciations for Board member Javier Martinez who is stepping down from the ARISE board after many years of service.**

**B. Student Culture**

**Dean of Students Arianna Caplan presented on community and student culture during distance learning specifically around codes of respect and the new advisory structure. Presented in the student support tracker that is being used to track support during virtual learning.**

**C. Head of School Update**

**Head of School Karla Gandiaga provided an update including: Orientation which had high attendance and went well, August PD and the preparation that went into the beginning of the school year and virtual learning, staffing update, 9th grade supplies delivery and meal delivery.**

**D. Public Hearing for Learning Continuity and Attendance Plan**

**Head of School Karla Gandiaga provided an overview of the LCP and provided an opportunity for input from the board and the public.**

**E. Committee Updates**

**Committee chairs provided updates on the work of each committee. Dave Bryson presented on the governance committee goals, the current board structure, board on track survey and reviewed next steps for all board members. Gihani Fernando presented on finance committee goals including board education, planning, and dashboards. Julie Obbard presented on the Academic and Talent committee goals including measurable and achievable outcomes, board education and a dashboard.**

**F. Budget Update**

**Gihani Fernando will lead a budget update. Bryce Fleming provided an update on the state budget including ADA funding and delay in funding. Jeff Thompson provided ARISE specific budget updates including: CARES funding, payroll, books and supplies and services and operating expenses and risks and opportunities. Razilee Tadeo provided an overview of an ARISE financial dashboard.**

**IV. Closing Items**

**A. Upcoming Events**

**No Discussion.**

**B. Adjourn Meeting**

**There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:19 PM.**

**Respectfully Submitted,  
D. Bryson**

---

**This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.**

**MEETING AGENDA & RELATED MATERIALS**

**Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 72 hours prior to**

***the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.***

**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

***Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.***

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

***The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.***

**SPECIAL PRESENTATIONS MAY BE MADE**

***Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.***

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

***Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting ARISE High School, 3301 E. 12th Suite 205, Oakland, CA; telephone: (510) 436-5487.***

**FOR MORE INFORMATION**

***For more information concerning this agenda or for materials relating to this meeting, please contact ARISE High School, 3301 E. 12th Suite 205, Oakland, CA; telephone: (510) 436-5487.***

# Cover Sheet

## Learning Continuity and Attendance Plan

**Section:** II. Consent Calendar  
**Item:** B. Learning Continuity and Attendance Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ARISE High School LCP (English and Spanish) (1).pdf



California Department of Education, July 2020

# Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ARISE High School	Karla Gandiaga, Head of School	<a href="mailto:karla@arisehighschool.org">karla@arisehighschool.org</a> , 617-816-4721

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Our community is composed of 100% families of color and resides in Oakland's hardest hit neighborhoods by COVID. We have had several families infected, family members have died from COVID, and a large number of families have lost jobs due to the pandemic. When we sent out surveys asking for impact and needs we were inundated with requests for diapers, funds, food, jobs, and essentials. Our families are struggling emotionally and financially.

Our staff has been impacted socio emotionally by the quarantine and several staff members have been impacted by having their partners lose their jobs or additional income from non-essential jobs. The need for mental health support for our staff has been increasing and has been shared by staff members personally and also in surveys.

In the spring we noticed many families asking for support filling out applications and navigating the bureaucracies of unemployment, food insecurity, and technological divides. Our families of English Language Learners and students with disabilities were most affected by these difficulties and required our staff to shift policies, practices, and job descriptions of several staff members in order to meet this increased need.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Opportunities for engagement:

Families: Individual phone calls, bilingual surveys, focus groups, and a working group that met the whole summer. In all opportunities for engagement we ensured that we included diverse families including families with students with IEPs, English language learners, and varying racial and ethnic backgrounds.

Staff: Throughout the spring we included weekly meetings to gather input from staff about how to improve online learning and how to design hybrid/online learning for the fall. Staff was able to provide anonymous feedback as well as 1 on 1 and focus group discussions. Staff was a part of our working groups who developed and refined our Fall plans with special focus on supporting ELLs and students with disabilities.

Students: We sent surveys to students throughout the spring via google form, Instagram, and as part of their exit tickets in classes. We also held student focus groups as well as working groups. A working group of students met for four weeks in June to help us develop our Fall plans. We also asked students for input and feedback individually via text and phone calls.

We also asked for input from families and students individually through text/calls/social media and would request feedback as we delivered diplomas, supplies, and food.

[A description of the options provided for remote participation in public meetings and public hearings.]

We contact families bilingually and make it available for them to join meetings by phone or zoom. All meetings are bilingual when needed. Links and agendas are posted ahead of time on our website and also texted to families, we also send all calls and email reminders. Our newsletter also includes all the information.

[A summary of the feedback provided by specific stakeholder groups.]

Students have shared that online learning has created Mental/emotional struggles, that Math is toughest online, that giving teachers more time to communicate with them would be helpful, that they like the Friday work days and having 3 classes and advisory each day so they can organize their schedule and workloads better. They also shared they miss seeing each other and that more clubs or forms of socializing and building community still are a struggle.

Families shared that they like the increase of face to face time with staff, the higher level of structure and accountability, the small groups, the Friday work days, and the block schedule (3 classes a day), they appreciate the advisory groupings and giving teachers more time to communicate with families.

Staff like the higher level of structure, the increased time in advisories, the block schedule, the opportunities for small group differentiation, the PD in the morning and meeting times, and the setting of boundaries with time.

Staff, families, and students participated in creating our plans and schedule throughout June and July. We did several rounds of feedback through different outreach. The current plans are driven by that data.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Staff, Students, and Families asked for the daily advisory, our new student support case management model, our increased communication systems, our new block schedule, the small group instruction, the Friday study hall workday, the new online platform (Schoology), the streamlining of communication and assignments, the synchronous model, and also helped design our food and supply delivery plans.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

If we get off the high case and risk numbers from the state's website we would like to offer in person, outdoor, social distant, instruction for our students with IEPs, 504s and ESL needs. All while following the state and county PPE guidelines etc.

Our director of Operations has been spending significant time developing and implementing protocols for COVID safety and has been restructuring and managing her team to fulfill the roles needed for online and hybrid learning to take place safely and effectively.

### If on campus:

- Only special education and ESL staff (2-3 people) will be on campus at one time interacting with a maximum of 5 students each with PPE and social distancing and outdoors the majority of the time in both our courtyards.
- Masks will be provided where needed.
- No indoor classroom instruction planned for the fall.
- We have ordered hand sanitizer dispensers for every classroom (but we are not reopening classrooms as of now)
- Meals will continue to be delivered to homes and will also be available for pick up if needed (we are currently averaging 100 students a week of meals and pantry deliveries).
- **Description of your internal process for responding to changes in guidance and/or situation, including**
  - If cases spike in your general area
    - Shut down on campus special education supports
  - If there is a confirmed case of exposure at your site
    - Follow Alameda county guidelines and inform the community
  - If a child or staff member is showing symptoms at your site
    - Follow Alameda county guidelines and get them and their family support

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Director of Operations salary so she can attend public health trainings, meetings, and then design, implement, and manage safety protocols for in person instruction.	\$15392.4	Y

2 custodians salary so they can attend public health trainings, meetings, and then design, implement, and manage safety protocols for in person instruction.	\$62,781.55	Y
PPE	\$5000	Y
Disinfecting stations and supplies	\$5000	Y

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students will have synchronous advisory, classes and additional small guided group time. They will also have access to study halls, check ins, and services per their educational plans where appropriate.

Students will be scheduled for their regular classes and will meet with those teachers in a block schedule model. Large emphasis will be placed on developing relationships and structures that support learning and socioemotional health for all. Advisories will be a time for students to get guidance and support from their advisor in a case manager model.

### Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students have received chromebooks from school and a hotspot if needed. The majority of students 10-12th grade already picked one up in the spring that they kept over the summer, any that did not have appointments or home delivery of a chromebook. All 9th graders are receiving a chromebook, hotspot if needed, packets, binders, art packets, along with instructional materials before school begins.

We surveyed all families in the spring, summer and fall to ask if they needed chromebooks and internet. Families and students also got phone calls home to check their connectivity and access to devices.

### Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will have 185 minutes of daily instruction plus an additional 120 minutes of outside work to complete with supports as needed based on data. We will take attendance during all synchronous classes and will keep track of additional outside work.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

We extended our summer PD to last 2 weeks. We offered PD on technology, Zoom, Schoology, Anti-Racist work, community building, advisory, online pedagogy, mental health, online working conditions and boundaries, operations, restorative justice, school culture online, grading, differentiation, and 1 on 1 coaching and support sessions.

Each day we reviewed exit tickets to assess staff needs. We then modified our offerings based on staff need. We developed differentiated tech sessions and also Zoom work sessions for staff to work on their tech skills.

We will have grade level and department meetings every week as well as PD every Friday morning for all educators. Our PD will be driven by staff needs and will be focused on distance learning professional development and distance learning pedagogies that support all learners but especially our ELL students and students with disabilities.

All staff members will receive upgraded computers and teachers will get a stipend for setting up their home office. Teachers will also receive document cameras and drawing pads as needed.

We have increased our data coordinator FTE to support with technology. Our Head of School, Dean of STEM, Director of Operations, Data Coordinator, and Technology Services Contractor are all on call for technology support for staff and students. All of their jobs now include tech professional development and support as a huge priority.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

We have found that communication is significantly affected by distance, especially for our families and students. Our Sr Admin Assistant has been focusing on communication and outreach, especially for new families.

Since we now deliver food that has been added to several people's roles and responsibilities to organize, manage, and delegate food delivery as a whole and also on the ground as deliveries get packed and distributed.

We have increased our data coordinator FTE to support with technology. Our Head of School, Dean of STEM, Director of Operations, Data Coordinator, and Technology Services Contractor are all on call for technology support for staff and students. All of their jobs now include tech professional development and support as a huge priority.

We have had an increased need for interpreters and have increased roles and responsibilities.

Due to the increased need for case management and advisory services we have shifted roles and responsibilities to include those priorities.

We hired a mental health professional for our staff, we also added a clinical intern to serve students.

Our Head of School and Director of Operations have had to take on a large part of the logistics planning for COVID response. Our Director of Teaching and Learning has spearheaded our COVID response for supporting ELLs. Our director of special education has spearheaded our COVID response for supporting students with disabilities. Our Dean of School Culture has led our efforts to develop, manage, and implement school engagement, attendance, and culture building plans as a response to COVID. Our Dean of STEM leads our data analysis and collection efforts for student achievement in math (a growth area before COVID) in order to best design math programs in distance learning, he also developed our summer school synchronous model for math as a pilot based on stakeholder feedback.

We have hired 4 teaching assistants to support ELLs.

### Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with any special needs are given a case manager that meets with them daily to help them manage their workload and to support them with assignments, executive functioning, and mental health.

Our director of special education developed plans for our special education team with input from all families and students with IEPs ensuring that all minutes are met from IEPs and all services in 504s are being provided. We have also added an additional special education case manager in order to meet the increased need that COVID presents. Special educators will meet with students individually, in small groups, in guided groups, in advisories, and will also do inclusion work in their synchronous classes.

We have opened a dedicated class to support English Language learners. Students will also get small group support and we have added teaching assistants to classes in order to differentiate and scaffold for pupils with unique needs. We have also designated time for English Language learner support in a synchronous class and study groups.

ADELANTE is our student support committee that also includes special education, social work support, student mental health and achievement data. ADELANTE is a multidisciplinary team that uses a student data dashboard to monitor student progress and needs and create individualized plans based on dashboard data and meetings with families and students. Additionally, we have an online referral system to our Adelante (COST) team that is open to any community members. Our Adelante team meets weekly to review referrals and ensure that any student referred is connected to the appropriate intervention and partners.

Students that are unable to join synchronous learning will be put on a special plan with asynchronous work as needed. They will go through the Adelante referral process and will get an online individualized education plan to meet their needs. This will only be offered to pupils with unique needs.

### Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Schoology subscription	\$12000	Y
Zoom subscriptions	\$5000	Y

New Computers for staff	\$40,000	Y
Dean of STEM Salary (20%)	\$20,777	Y
Chromebooks for students	\$30,000	Y
Hotspots for students	\$20,000	Y
Interpreters	\$40,000	Y
Materials for students to take home for distance learning	\$20,000	Y
PE Materials for students	\$2000	Y
Work From Home Stipends	\$10,000	Y
Parent Coordinator (100%)	\$57,912.00	Y
Director of Special Education(20%)	\$15,921	Y
Director of Teaching and Learning Salary (20%)	\$20,961	Y
Head of School Salary (20%)	\$30,750	Y
Dean of School Culture (20%)	\$16,739	Y
Data Coordinator Salary	\$38,163	Y
ELL support TAs	\$50,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We have been using formative and summative data for all students in all disciplines in order to assess learning loss. Our instructional deans analyze data in order to better coach and support teachers in their practice. We pay special attention to data for students with disabilities and English Language learners. We implement Data Cycles and assessment schedules for all Math and ELA teachers. We administer NWEA for all students in ELA and Math and use that data to inform interventions.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

We plan on continuing to support students with learning loss during guided group time and small group instruction tailored to their needs and scores. We will also offer summer school and enrichment programs aimed at decreasing student learning loss due to distance learning.



Our math team will have dedicated time to meet and analyze data to determine interventions. Our Dean of STEM will also be teaching a class to demonstrate best practices and to target high needs students. We have added teaching assistants to our courses in order to support teachers as they differentiate instruction for ELL students.

We will offer summer programming for students whose achievement data shows learning loss and will pay special attention to ELLs and students with disabilities.

### Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Student work completion and engagement as well as formative and summative data and surveys.

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Salaries of those doing intervention	\$70,000	Y
IXL	\$5000	Y
NewsELA	\$5000	Y
Summer School	\$40,000	Y

### Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

ARISE has a multifaceted approach to monitor and support the wellbeing of students and staff. Every student is assigned an advisor who is responsible for generally overseeing the wellbeing of their advisees. Advisors have weekly circles in their advisories, individual check-ins with students, weekly wellness surveys, and provide lessons grounded in SEL. Additionally, we have an online referral system to our Adelante (COST) team that is open to any community members. Our Adelante team meets weekly to review referrals and ensure that any student referred is connected to the appropriate intervention. We have a clinician who provides individual therapy to students as well as crisis support on an as needed basis. This year we’ve also brought on a MFT trainee who will provide additional mental health support to students who our clinician is unable to see due to capacity. We will also be partnering with outside agencies such as La Clinica to provide online group therapy sessions.



ARISE has developed a system to provide food to families in need as well as a small amount of financial assistance for families who have been impacted by COVID. We are also consistently looking for opportunities to contract with alumni, families, and students when possible to provide additional financial support. Additionally, our parent coordinator, in collaboration with Cultura y Bienestar clinicians, will be hosting weekly support meetings for families.

We have also hired an outside clinician to provide group therapy for staff on a weekly basis. Additionally staff have been and will continue to receive professional development on SEL, mental health, trauma informed teaching, restorative justice, and accessing resources for themselves and families.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

All our communication about absences and engagement is held by our Student Engagement Committee (SEC). All communications are bilingual and happen through multiple means of communication in order to ensure all stakeholders are aware of the communication. SEC meets weekly and uses a dashboard to assess pupil progress and case management needs. SEC manages student engagement through attendance data.

ADELANTE is our student support committee that also includes student mental health and achievement data. ADELANTE is a multidisciplinary team that uses a student data dashboard to monitor student progress and needs and create individualized plans based on dashboard data and meetings with families and students. Additionally, we have an online referral system to our Adelante (COST) team that is open to any community members. Our Adelante team meets weekly to review referrals and ensure that any student referred is connected to the appropriate intervention.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

We established food delivery to families which include 5 breakfasts, 5 lunches, 10 milks, and 3-4 grocery bags. We currently have 160 students signed up for meal and grocery delivery and this is open to all students.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.2%	\$868,750

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Receiving chromebooks, hotspots, food, and materials as well as opportunities for check ins were all developed with these students in mind. We offer them for the entire community, but the impact is most effective for the students described above.

We have a high number of unduplicated students with high needs, so our actions always take into consideration their needs. Actions that are school wide always support them first and foremost. However, that support is felt throughout the community.

Ensuring that our school is operationally functional in the time of COVID-19 is helpful to staff in order to best support students, it is also critical for families that already struggle navigating school and bureaucracy. Ensuring that all students have connectivity and devices supports high needs especially. Mental health and case management support is offered for all students but it is especially helpful and accessed most for high needs students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The provision of chromebooks and hotspots, instructional 1-1 and small group support, synchronous and asynchronous learning, improved technology access and literacy, improved pedagogical strategies and coaching for teachers supports are all above the percentage required.

# Modelo del Plan de Continuidad de Aprendizaje y Asistencia (2020–2021)

Las instrucciones para completar el Plan de Continuidad de Aprendizaje y Asistencia están disponibles en:

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Nombre de la agencia educativa local (LEA, por sus siglas en inglés)	Nombre y título de contacto	Correo electrónico y número de teléfono
ARISE High School	Karla Gandiaga, Directora	<a href="mailto:karla@arisehighschool.org">karla@arisehighschool.org</a> , 617-816-4721

## Información general

[Describa el impacto que la pandemia COVID-19 ha tenido en la LEA y su comunidad.]

Nuestra comunidad está compuesta en un 100% por familias de color y reside en los vecindarios de Oakland más afectados por COVID. Hemos tenido varias familias infectadas, miembros de sus familias han muerto de COVID y una gran cantidad de familias han perdido sus trabajos debido a la pandemia. Cuando enviamos encuestas preguntando por el impacto y las necesidades, nos inundaron las solicitudes de pañales, fondos, alimentos, trabajos y elementos esenciales. Nuestras familias están luchando emocional y económicamente.

Nuestro personal se ha visto afectado socioemocionalmente por la cuarentena y varios miembros del personal se han visto afectados personalmente ya que sus parejas o familiares han perdido sus trabajos o ingresos adicionales de trabajos no esenciales. La necesidad de apoyo de salud mental para nuestro personal ha aumentado y ha sido compartida por los miembros del personal en encuestas y conversaciones.

En la primavera, notamos que muchas familias pedían apoyo para completar solicitudes y sortear las burocracias del desempleo, la inseguridad alimentaria y las brechas tecnológicas. Nuestras familias de estudiantes del idioma inglés y estudiantes con discapacidades fueron las más afectadas por estas dificultades y requirieron que nuestro personal cambiará las políticas, prácticas y descripciones de trabajo de varios miembros del personal para satisfacer esta mayor necesidad.

# Involucramiento de las partes interesadas

[Describa los esfuerzos realizados para solicitar la opinión de los interesados.]

Oportunidades de participación:

Familias: Llamadas telefónicas individuales, encuestas bilingües, grupos focales y un grupo de trabajo que se reunió todo el verano. En todas las oportunidades de participación, nos aseguramos de incluir familias diversas, incluidas familias con estudiantes con IEP, estudiantes que están aprendiendo inglés y diferentes grupos raciales y étnicos.

Personal: Durante la primavera incluimos reuniones semanales para recopilar opiniones del personal sobre cómo mejorar el aprendizaje en línea y cómo diseñar el aprendizaje híbrido / en línea para el otoño. El personal pudo proporcionar comentarios anónimos, así como discusiones individuales y de grupos focales. El personal fue parte de nuestros grupos de trabajo que desarrollaron y perfeccionaron nuestros planes de otoño con un enfoque especial en apoyar a los estudiantes ELL y con discapacidades.

Estudiantes: Enviamos encuestas a los estudiantes durante la primavera a través del formulario de Google, Instagram y como parte de sus boletos de salida en las clases. También realizamos grupos de enfoque de estudiantes y grupos de trabajo. Un grupo de trabajo de estudiantes se reunió durante cuatro semanas en junio para ayudarnos a desarrollar nuestros planes de otoño. También les pedimos a los estudiantes su opinión y comentarios individualmente a través de mensajes de texto y llamadas telefónicas.

También solicitamos la opinión de las familias y los estudiantes individualmente a través de mensajes de texto / llamadas / redes sociales y solicitamos comentarios a medida que entregamos diplomas, suministros y alimentos.

[Describa las opciones previstas para la participación a distancia en reuniones y audiencias públicas.]

Contactamos a las familias de forma bilingüe y lo ponemos a disposición para que puedan unirse a las reuniones por teléfono o zoom. Todas las reuniones son bilingües cuando es necesario.

Los enlaces y agendas se publican con anticipación en nuestro sitio web y también se envían mensajes de texto a las familias, también enviamos todas las llamadas y recordatorios por correo electrónico. Nuestro boletín también incluye toda la información.

[Resuma la información proporcionada por los grupos específicos de interesados.]

Los estudiantes han compartido que el aprendizaje en línea ha creado luchas mentales / emocionales, que las matemáticas son más difíciles en línea, que sería útil darles a los maestros más tiempo para comunicarse con ellos, que les gustan los días laborales de los viernes y tener 3 clases y asesoría cada día para que puedan organizar mejor su horario y cargas de trabajo. También compartieron que extrañan verse y que más clubes o formas de socializar y construir una comunidad todavía son una lucha.

Las familias compartieron que les gusta el aumento del tiempo cara a cara con el personal, el mayor nivel de estructura y rendición de cuentas, los grupos pequeños, las jornadas laborales de los viernes y el horario en bloque (3 clases por día), aprecian las agrupaciones de asesoría y los maestros tienen más tiempo para comunicarse con las familias.

Al personal le gusta el nivel más alto de estructura, el mayor tiempo en las advertencias, el horario de bloque, las oportunidades para la diferenciación de grupos pequeños, el DP en la mañana y los horarios de reunión, y el establecimiento de límites con el tiempo.

El personal, las familias y los estudiantes participaron en la creación de nuestros planes y horarios durante junio y julio. Hicimos varias rondas de comentarios a través de diferentes actividades de divulgación. Los planes actuales se basan en esos datos.

[Describa los aspectos del Plan de Continuidad de Aprendizaje y Asistencia en los que influyeron las aportaciones específicas de los interesados.]

El personal, los estudiantes y las familias solicitaron la asesoría diaria, nuestro nuevo modelo de gestión de casos de apoyo a los estudiantes, nuestros sistemas de comunicación mejorados, nuestro nuevo horario de bloque, la instrucción en grupos pequeños, la jornada de trabajo de la sala de estudio del viernes, la nueva plataforma en línea (Schoology), el racionalizar la comunicación y las asignaciones, el modelo sincrónico, y también ayudó a diseñar nuestros planes de entrega de alimentos y suministros.

## Continuidad del aprendizaje

### Ofertas de educación presencial

[Describa las medidas que adoptará la agencia de educación local (LEA, por sus siglas en inglés) para ofrecer instrucción en el aula siempre que sea posible, en particular para los estudiantes que hayan experimentado una pérdida significativa de aprendizaje debido al cierre de escuelas en el año escolar 2019–2020 o que corran un mayor riesgo de experimentar una pérdida de aprendizaje debido al futuro cierre de escuelas.]

Si nos salimos de los números altos de casos y riesgos del sitio web del estado, nos gustaría ofrecer instrucción en persona, al aire libre, a distancia social, para nuestros estudiantes con necesidades de IEP, 504 y ESL. Todo ello siguiendo las pautas de PPE del estado y del condado, etc.

Nuestra directora de Operaciones ha dedicado mucho tiempo a desarrollar e implementar protocolos para la seguridad de COVID y ha estado reestructurando y administrando su equipo para cumplir con los roles necesarios para que el aprendizaje en línea e híbrido se lleve a cabo de manera segura y efectiva.

Si estamos en el campus:

Solo el personal de educación especial y ESL (2-3 personas) estará en el campus al mismo tiempo interactuando con un máximo de 5 estudiantes cada uno con PPE y distanciamiento social y al aire libre la mayor parte del tiempo en nuestros dos patios.

Se proporcionarán máscaras cuando sea necesario.

No hay instrucción en un salón de clases en persona planificada para el otoño.

Hemos ordenado dispensadores de desinfectante de manos para cada salón de clases (pero no estamos reabriendo aulas a partir de ahora)

Las comidas se seguirán enviando a los hogares y también estarán disponibles para recogerlas si es necesario (actualmente tenemos un promedio de 100 estudiantes por semana de entregas de comidas y despensa).

Descripción de su proceso interno para responder a cambios en la orientación y / o situación, incluyendo

Si los casos aumentan en su área general

Cerrar los apoyos de educación especial del campus

Si hay un caso confirmado de exposición en su sitio

Siga las pautas del condado de Alameda e informe a la comunidad

Si un niño o un miembro del personal muestra síntomas en su sitio

Siga las pautas del condado de Alameda y obtenga apoyo para ellos y su familia

**Acciones relacionadas con las ofertas educativas de educación presencial [Puede añadir filas y acciones adicionales según sea necesario]**

Descripción	Fondos totales	Contribuciones
Salario de Directora de Operaciones para que pueda asistir a capacitaciones y reuniones de salud pública y luego diseñar, implementar y administrar protocolos de seguridad para la instrucción en persona.	\$15392.4	S
2 conserjes para que puedan asistir a capacitaciones y reuniones de salud pública, y luego diseñar, implementar y administrar protocolos de seguridad para la instrucción en persona.	\$62,781.55	S
PPE	\$5000	S
Desinfección de estaciones y suministros	\$5000	S

**Programa de aprendizaje a distancia**

**Continuidad de la instrucción**

[Describa la forma en que la agencia de educación local (LEA, por sus siglas en inglés) proporcionará continuidad de instrucción durante el año escolar para asegurar que los alumnos tengan acceso a un plan de estudios completo de calidad sustancialmente similar, independientemente del método de impartición, incluyendo el plan de la LEA para el plan de estudios y recursos de instrucción que asegurarán la continuidad de la instrucción para alumnos si es necesario hacer una transición entre la instrucción presencial y la enseñanza a distancia.]

Los estudiantes tendrán asesoría sincrónica, clases y tiempo adicional en grupos pequeños guiados. También tendrán acceso a salas de estudio, registros y servicios según sus planes educativos cuando corresponda.

Los estudiantes serán programados para sus clases regulares y se reunirán con esos maestros en un modelo de horario en bloque. Se pondrá gran énfasis en el desarrollo de relaciones y estructuras que apoyen el aprendizaje y la salud socioemocional para todos. Los avisos serán un momento para que los estudiantes obtengan orientación y apoyo de su asesor en un modelo de administrador de casos.

## **Acceso a los dispositivos y a la conectividad**

[Describe cómo la agencia de educación local (LEA, por sus siglas en inglés) asegurará el acceso a los dispositivos y la conectividad para todos los alumnos para apoyar el aprendizaje a distancia]

Todos los estudiantes han recibido Chromebooks de la escuela y un hotspot si es necesario. La mayoría de los estudiantes de 10º a 12º grado ya recogieron uno en la primavera que guardaron durante el verano, cualquiera que no tuviera citas o entrega a domicilio de un Chromebook. Todos los estudiantes de noveno grado están recibiendo un chromebook, hotspot si es necesario, paquetes, carpetas, paquetes de arte, junto con materiales instructivos antes de que comience la escuela.

Encuestamos a todas las familias en la primavera, el verano y el otoño para preguntarles si necesitaban Chromebooks e Internet. Las familias y los estudiantes también recibieron llamadas telefónicas a sus hogares para verificar su conectividad y acceso a los dispositivos.

## **Participación y progreso de los alumnos**

[Describe cómo la agencia de educación local (LEA, por sus siglas en inglés) evaluará el progreso del alumno a través de contactos en vivo y minutos de enseñanza sincrónica, y cómo la LEA medirá la participación y el valor del tiempo de trabajo del alumno.]

Los estudiantes tendrán 185 minutos de instrucción diaria más 120 minutos adicionales de trabajo externo para completar con apoyos según sea necesario según los datos. Tomaremos asistencia durante todas las clases sincrónicas y realizaremos un seguimiento del trabajo externo adicional.

## **Capacitación docente a distancia**

[Describe sobre la capacitación docente y los recursos que se proporcionarán al personal para apoyar el programa de enseñanza a distancia, incluyendo el apoyo tecnológico]

Extendimos nuestro PD de verano para que dure 2 semanas. Ofrecimos desarrollo profesional en tecnología, Zoom, Schoology, trabajo antirracista, desarrollo comunitario, asesoría, pedagogía en línea, salud mental, condiciones y límites de trabajo en línea, operaciones, justicia restaurativa, cultura escolar en línea, calificación, diferenciación y coaching individualizado. y sesiones de apoyo.

Cada día revisamos las multas de salida para evaluar las necesidades del personal. Luego modificamos nuestras ofertas en función de las necesidades del personal. Desarrollamos sesiones tecnológicas diferenciadas y también sesiones de trabajo Zoom para que el personal trabaje en sus habilidades tecnológicas.



Tendremos reuniones de nivel de grado y de departamento todas las semanas, así como PD todos los viernes por la mañana para todos los educadores. Nuestro desarrollo profesional estará impulsado por las necesidades del personal y se centrará en el desarrollo profesional de aprendizaje a distancia y las pedagogías de aprendizaje a distancia que apoyan a todos los estudiantes, pero especialmente a nuestros estudiantes ELL y estudiantes con discapacidades.

Todos los miembros del personal recibirán computadoras mejoradas y los maestros recibirán un estipendio por instalar su oficina en casa. Los maestros también recibirán cámaras de documentos y blocs de dibujo según sea necesario.

Hemos aumentado nuestro coordinador de datos FTE para apoyar con tecnología. Nuestro director de la escuela, el decano de STEM, el director de operaciones, el coordinador de datos y el contratista de servicios tecnológicos están disponibles para brindar apoyo tecnológico para el personal y los estudiantes. Todos sus trabajos ahora incluyen el desarrollo y soporte técnico profesional como una gran prioridad.

## Funciones y responsabilidades del personal

[Describe las nuevas funciones y responsabilidades del personal afectado como resultado de COVID-19]

Hemos descubierto que la distancia afecta significativamente la comunicación, especialmente para nuestras familias y estudiantes. Nuestro asistente administrativo senior se ha centrado en la comunicación y el alcance, especialmente para las nuevas familias.

Dado que ahora entregamos alimentos, esto se ha agregado a las funciones y responsabilidades de varias personas para organizar, administrar y delegar la entrega de alimentos en su conjunto y también en el terreno a medida que las entregas se empaquetan y distribuyen.

Hemos aumentado nuestro coordinador de datos FTE para apoyar con tecnología. Nuestro director de la escuela, el decano de STEM, el director de operaciones, el coordinador de datos y el contratista de servicios tecnológicos están disponibles para brindar apoyo tecnológico para el personal y los estudiantes. Todos sus trabajos ahora incluyen el desarrollo y soporte técnico profesional como una gran prioridad.

Hemos tenido una mayor necesidad de intérpretes y hemos aumentado las funciones y responsabilidades.

Debido a la mayor necesidad de servicios de asesoría y administración de casos, hemos cambiado las funciones y responsabilidades para incluir esas prioridades.

Contratamos a un profesional de salud mental para nuestro personal, también agregamos un interno clínico para atender a los estudiantes.

Nuestro Jefe de Escuela y Director de Operaciones han tenido que asumir gran parte de la planificación logística para la respuesta de COVID. Nuestro Director de Enseñanza y Aprendizaje ha encabezado nuestra respuesta COVID para apoyar a los estudiantes ELL.

Nuestro director de educación especial ha encabezado nuestra respuesta COVID para apoyar a los estudiantes con discapacidades.

Nuestro Decano de Cultura Escolar ha liderado nuestros esfuerzos para desarrollar, administrar e implementar planes de participación, asistencia y desarrollo de la cultura escolar como respuesta a COVID. Nuestro Decano de STEM lidera nuestros esfuerzos de análisis y recopilación de datos para el rendimiento de los estudiantes en matemáticas (un área de crecimiento antes de COVID) con el fin de diseñar



mejor los programas de matemáticas en el aprendizaje a distancia, también desarrolló nuestro modelo sincrónico de matemáticas de la escuela de verano como un piloto basado en las partes interesadas realimentación.

## Apoyo a los alumnos con necesidades únicas

[Describe los apoyos adicionales que la agencia de educación local (LEA, por sus siglas en inglés) proporcionará durante el aprendizaje a distancia para ayudar a los alumnos con necesidades únicas, incluyendo a los aprendices de inglés, los alumnos con necesidades excepcionales atendidos a través de toda la gama de colocaciones, los jóvenes en hogar temporal, y los alumnos que están experimentando la falta de vivienda]

Los estudiantes con necesidades especiales reciben un administrador de casos que se reúne con ellos diariamente para ayudarlos a administrar su carga de trabajo y apoyarlos con las asignaciones, el funcionamiento ejecutivo y la salud mental.

Nuestro director de educación especial desarrolló planes para nuestro equipo de educación especial con el aporte de todas las familias y estudiantes con IEP, asegurando que se cumplan todas las actas de los IEP y que se brinden todos los servicios en 504. También hemos agregado un administrador de casos de educación especial adicional para satisfacer la creciente necesidad que presenta COVID. Los educadores especiales se reunirán con los estudiantes de manera individual, en grupos pequeños, en grupos guiados, en asesorías y también harán trabajo de inclusión en sus clases sincrónicas.

Hemos abierto una clase dedicada a apoyar a los estudiantes del idioma inglés. Los estudiantes también recibirán apoyo en grupos pequeños y hemos agregado asistentes de enseñanza a las clases para diferenciar y ayudar a los alumnos con necesidades únicas. También hemos designado tiempo para el apoyo de los estudiantes del idioma inglés en una clase sincrónica y grupos de estudio.

ADELANTE es nuestro comité de apoyo estudiantil que también incluye educación especial, apoyo de trabajo social, salud mental estudiantil y datos de rendimiento. ADELANTE es un equipo multidisciplinario que utiliza un tablero de datos de los estudiantes para monitorear el progreso y las necesidades de los estudiantes y crear planes individualizados basados en los datos del tablero y las reuniones con las familias y los estudiantes. Además, tenemos un sistema de referencia en línea a nuestro equipo de Adelante (COST) que está abierto a cualquier miembro de la comunidad. Nuestro equipo de Adelante se reúne semanalmente para revisar las referencias y asegurarse de que cualquier estudiante referido esté conectado con la intervención y los socios apropiados.

Los estudiantes que no puedan unirse al aprendizaje sincrónico serán asignados a un plan especial con trabajo asincrónico según sea necesario. Pasarán por el proceso de referencia de Adelante y obtendrán un plan de educación individualizado en línea para satisfacer sus necesidades. Esto solo se ofrecerá a alumnos con necesidades específicas.

## Acciones relacionadas con el programa de aprendizaje a distancia [Puede añadir filas y acciones adicionales según sea necesario]

Descripción	Fondos totales	Contribuciones
Schoology plataforma de aprendizaje suscripción	\$12000	S
Zoom suscripción	\$5000	S

Computadoras	\$40,000	S
Decano de STEM Sueldo (20%)	\$20,777	S
Chromebooks para estudiantes	\$30,000	S
Hotspots para estudiantes	\$20,000	S
Intérpretes	\$40,000	S
Materiales para que los estudiantes se lleven a casa para el aprendizaje a distancia	\$20,000	S
PE Materiales para que los estudiantes se lleven a casa para el aprendizaje a distancia	\$2000	S
Estipendios de trabajo desde casa	\$10,000	S
Sueldo de la Coordinadora de Familias y Comunidad (100%)	\$57,912.00	S
Directora de Educación Especial Sueldo(20%)	\$15,921	S
Director de Aprendizaje Sueldo (20%)	\$20,961	S
Directora Sueldo (20%)	\$30,750	S
Decana de Cultura Escolar Sueldo (20%)	\$16,739	S
Coordinadora de datos Sueldo	\$38,163	S

## Pérdida de aprendizaje del alumno

[Describa la forma en que la agencia de educación local (LEA, por sus siglas en inglés) abordará la pérdida de aprendizaje de los alumnos que resulte de COVID-19 durante los años escolares 2019–2020 y 2020–21, incluyendo la forma en que la LEA evaluará a los alumnos para medir el estado de aprendizaje, en particular en las áreas de lectoescritura en inglés, desarrollo del idioma inglés, y matemáticas.]

Hemos estado utilizando datos formativos y sumativos para todos los estudiantes en todas las disciplinas con el fin de evaluar la pérdida de aprendizaje. Nuestros decanos de instrucción analizan datos para poder entrenar y apoyar mejor a los maestros en su práctica. Prestamos especial atención a los datos de estudiantes con discapacidades y estudiantes del idioma inglés. Implementamos ciclos de datos y horarios de evaluación para todos los maestros de matemáticas y ELA. Administramos NWEA para todos los estudiantes en ELA y Matemáticas y usamos esa información para informar las intervenciones.

## Estrategias para la pérdida de aprendizaje de los alumnos

[Describa las acciones y estrategias que la agencia de educación local (LEA, por sus siglas en inglés) utilizará para abordar la pérdida de aprendizaje y aceleramiento del progreso del aprendizaje de los alumnos, según sea necesario, incluyendo la forma en que estas estrategias difieren para los alumnos que son aprendices de inglés, de bajos ingresos, jóvenes en hogar temporal, alumnos con necesidades excepcionales, y alumnos que están experimentando la falta de vivienda.]

Planeamos continuar apoyando a los estudiantes con pérdida de aprendizaje durante el tiempo de grupo guiado y la instrucción en grupos pequeños adaptada a sus necesidades y puntajes. También ofreceremos escuela de verano y programas de enriquecimiento destinados a disminuir la pérdida de aprendizaje de los estudiantes debido al aprendizaje a distancia.

Nuestro equipo de matemáticas tendrá tiempo dedicado a reunirse y analizar datos para determinar intervenciones. Nuestro Decano de STEM también impartirá una clase para demostrar las mejores prácticas y apuntar a estudiantes con grandes necesidades. Hemos agregado asistentes de enseñanza a nuestros cursos para ayudar a los maestros a diferenciar la instrucción de los estudiantes ELL.

Ofreceremos programación de verano para los estudiantes cuyos datos de rendimiento muestren una pérdida de aprendizaje y prestaremos especial atención a los estudiantes ELL y estudiantes con discapacidades.

### Efectividad de las estrategias de pérdida de aprendizaje por los alumnos

[Describe cómo se medirá la eficacia de los servicios o apoyos proporcionados para abordar la pérdida de aprendizaje].

Conclusión y participación del trabajo de los estudiantes, así como encuestas y datos formativos y acumulativos.

### Acciones para hacer frente a la pérdida de aprendizaje de los alumnos [Puede añadir filas y acciones adicionales según sea necesario]

Descripción	Fondos totales	Contribuciones
Salarios de quienes realizan la intervención	\$70,000	S
IXL	\$5000	S
NewsELA	\$5000	S
Escuela de verano	\$40,000	S

### Salud mental y bienestar social y emocional

[Describe cómo la agencia de educación local (LEA, por sus siglas en inglés) supervisará y apoyará la salud mental y el bienestar social y emocional de los alumnos y el personal durante el año escolar, incluyendo la capacitación docente y los recursos que se proporcionarán a los alumnos y el personal para hacer frente a los traumas y otros impactos de COVID-19 en la comunidad escolar.]

ARISE tiene un enfoque multifacético para monitorear y apoyar el bienestar de los estudiantes y el personal. A cada estudiante se le asigna un asesor que es responsable de supervisar en general el bienestar de sus asesores. Los asesores tienen círculos semanales en sus avisos, controles individuales con los estudiantes, encuestas de bienestar semanales y brindan lecciones basadas en SEL. Además, tenemos un sistema de referencia en línea a nuestro equipo de Adelante (COST) que está abierto a cualquier miembro de la comunidad. Nuestro equipo de Adelante se reúne semanalmente para revisar las referencias y asegurarse de que cualquier estudiante referido esté

conectado a la intervención adecuada. Tenemos un médico que brinda terapia individual a los estudiantes, así como apoyo en caso de crisis según sea necesario. Este año también hemos traído a un aprendiz de MFT que brindará apoyo adicional de salud mental a los estudiantes que nuestro médico no puede ver debido a su capacidad. También nos asociaremos con agencias externas como La Clínica para brindar sesiones de terapia grupal en línea.

ARISE ha desarrollado un sistema para proporcionar alimentos a las familias necesitadas, así como una pequeña cantidad de asistencia financiera para las familias que se han visto afectadas por COVID. También buscamos constantemente oportunidades para contratar a ex alumnos, familias y estudiantes cuando sea posible para brindar apoyo financiero adicional. Además, nuestro coordinador de padres, en colaboración con los médicos de Cultura y Bienestar, organizará reuniones semanales de apoyo para las familias.

También hemos contratado a un médico externo para brindar terapia de grupo al personal semanalmente. Además, el personal ha recibido y seguirá recibiendo desarrollo profesional en SEL, salud mental, enseñanza informada sobre traumas, justicia restaurativa y acceso a recursos para ellos y sus familias.

## Compromiso y alcance estudiantil y familiar

[Describe las medidas tomadas para el aumento de participación de los alumnos, incluyendo los procedimientos para las estrategias de reincorporación por niveles para los alumnos ausentes de la enseñanza a distancia y la forma en que la agencia de educación local (LEA, por sus siglas en inglés) se comunicará con los alumnos y sus padres o tutores, incluso en idiomas distintos al inglés, cuando los alumnos no cumplan los requisitos de la enseñanza obligatoria, o si la LEA determina que el alumno no está participando en la instrucción y corre el riesgo de perder el aprendizaje.]

Toda nuestra comunicación sobre las ausencias y la participación la lleva a cabo nuestro Comité de Participación Estudiantil (SEC). Todas las comunicaciones son bilingües y se realizan a través de múltiples medios de comunicación para garantizar que todas las partes interesadas estén al tanto de la comunicación. La SEC se reúne semanalmente y utiliza un tablero para evaluar el progreso de los alumnos y las necesidades de administración de casos. SEC gestiona la participación de los estudiantes a través de datos de asistencia.

ADELANTE es nuestro comité de apoyo estudiantil que también incluye datos de logros y salud mental de los estudiantes. ADELANTE es un equipo multidisciplinario que utiliza un tablero de datos de los estudiantes para monitorear el progreso y las necesidades de los estudiantes y crear planes individualizados basados en los datos del tablero y las reuniones con las familias y los estudiantes. Además, tenemos un sistema de referencia en línea a nuestro equipo de Adelante (COST) que está abierto a cualquier miembro de la comunidad. Nuestro equipo de Adelante se reúne semanalmente para revisar las referencias y asegurarse de que cualquier estudiante referido esté conectado a la intervención adecuada.

## Nutrición escolar

[Describa la forma en que la agencia de educación local (LEA, por sus siglas en inglés) proporcionará comidas nutricionalmente adecuadas a todos los alumnos, incluyendo a los alumnos que reúnan los requisitos para recibir comidas gratuitas o a precio reducido, cuando los alumnos participen tanto en la enseñanza presencial como en la enseñanza a distancia, según corresponda.]

Establecimos la entrega de alimentos a las familias que incluye 5 desayunos, 5 almuerzos, 10 leches y 3-4 bolsas de supermercado. Actualmente tenemos 160 estudiantes inscritos para la entrega de alimentos y comestibles y esto está abierto a todos los estudiantes.

## Aumento o mejora de los servicios para los jóvenes en hogar temporal, los aprendices de inglés, y los alumnos de bajos ingresos

Porcentaje para aumentar o mejorar los servicios	Incremento del reparto basado en la matriculación de jóvenes en hogar temporal, aprendices de inglés, y alumnos de bajos ingresos
21.2%	\$868,750

### Descripciones obligatorias

[Para las acciones que se proporcionan a una escuela, o a través del distrito escolar o la oficina de educación del condado (COE, por sus siglas en inglés), explique (1) cómo las necesidades de los jóvenes en hogar temporal, los aprendices de inglés, y los alumnos de bajos ingresos se consideraron primero que todos, y (2) cómo estas acciones son eficaces para satisfacer las necesidades de estos estudiantes.]

La recepción de Chromebooks, hotspots, comida y materiales, así como oportunidades para registrarse, se desarrollaron pensando en estos estudiantes. Los ofrecemos para toda la comunidad, pero el impacto es más efectivo para los estudiantes descritos anteriormente.

Tenemos una gran cantidad de estudiantes no duplicados con altas necesidades, por lo que nuestras acciones siempre toman en consideración sus necesidades. Las acciones que abarcan toda la escuela siempre los apoyan ante todo. Sin embargo, ese apoyo se siente en toda la comunidad.

Asegurar que nuestra escuela sea operativamente funcional en el momento de COVID-19 es útil para el personal con el fin de apoyar mejor a los estudiantes, también es fundamental para las familias que ya tienen dificultades para navegar por la escuela y la burocracia. Asegurarse de que todos los estudiantes tengan conectividad y dispositivos respalda especialmente las altas necesidades. Se ofrece apoyo de salud mental y administración de casos a todos los estudiantes, pero es especialmente útil y se accede a la mayoría de los estudiantes con grandes necesidades.

[Describa cómo están aumentando o mejorando los servicios para jóvenes en hogar temporal, aprendices de inglés, y alumnos de bajos ingresos en el porcentaje requerido.]

The provision of chromebooks and hotspots, instructional 1-1 and small group support, synchronous and asynchronous learning, improved technology access and literacy, improved pedagogical strategies and coaching for teachers supports are all above the percentage required.

# Cover Sheet

## Approve August Check Register

**Section:** II. Consent Calendar  
**Item:** C. Approve August Check Register  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ARISE August 2020 Combined Board Check Register.pdf





Transaction						
Payment Type	Check #/CC Account	Vendor	Date	Description	Void	Amount
				Bill #3423840014--Office Supplies		
				Bill #3423839987--Materials & Supplies		
				Bill #3423840012--Supplies		
				Bill #3423840018--Office Supplies		
				Bill #3423840013--Materials & Supplies		
				Bill #3423840005--Materials & Supplies		
				Bill #3423840009--Food Supplies		
				Bill #3423839998--Materials & Supplies		
				Bill #3423839999--Custodial Supplies		
				Bill #3423839988--Materials & Supplies		
				Bill #3423839996--Office Supplies		
				Bill #3423839997--Custodial Supplies		
				Bill #3423839995--Materials & Supplies		
				Bill #3423839986--Office Supplies		
				Bill #3423839990--Materials & Supplies		
				Bill #3423840008--Materials & Supplies		
				Bill #3423839992--Materials & Supplies		
				Bill #3423840007--Materials & Supplies		
				Bill #3423840016--Materials & Supplies		
				Bill #3423840011--Food Supplies		
				Bill #3423840015--Custodial Supplies		
				Bill #3423839993--Materials & Supplies		
				Bill #3423840002--Materials & Supplies		
				Bill #3423840004--Materials & Supplies		
				Bill #3423840003--Materials & Supplies		
Check	31044	Staples	8/7/2020			3108.22
Check	31045	Xerox Financial Services	8/7/2020	Bill #2209054--Lease Payment: 07/21 - 08/20/20		25.13
				Bill #August 2020--Monthly Rent Suite 200 & 205 - August 2020		
				Bill #July 2020--Monthly Rent Suite 200 & 205 - July 2020		
Check	31046	Fruitvale Development Corporation	8/10/2020			130128.5
Check	31047	NWEA 501(c)(3)	8/18/2020	Bill #35282--MAP Growth K-12		4680
Check	31048	Barnes & Noble	8/18/2020	Bill #4008766--Books & Supplies		166.2
Check	31049	Comcast	8/18/2020	Bill #103585948--Recurring Charges due by 08/01/20		379.91
Check	31050	FireMaster	8/18/2020	Bill #0000757541--Annual Svc Extinguisher		693
				Bill #19220--Monthly Back Office Svc - July 2020		
Check	31051	Edtec, Inc.	8/18/2020	Monthly Data Service & Conversion Fee		17366.66
				Bill #072320--Premium due 08/07/20		
Check	31052	American Heritage Life Insurance Company	8/18/2020			167.18
				Bill #1300029--Member-Secondary Annual Installment of Accrediting Costs 20/21		
Check	31053	Accrediting Commission for Schools	8/18/2020			1070
Check	31054	COMCAST	8/20/2020	Bill #072520--Phone Svc due 08/16/20		317.37

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	31055	Karla Gandiaga	8/20/2020	Bill #080620A--Reimb: Mailchimp June Subscription Bill #080620--Reimb: 9th Grade Planners Ops Team Lunch-Mailing day Book Copies New Website July Subscription Bill #080620B--Reimb: Book Copies		983.83
Check	31056	McQuillen Technical Consulting	8/20/2020	Bill #4306--Technology Svc 07/02 - 08/01/20		3455.25
Check	31057	Leslie Montano	8/20/2020	Bill #073120--Reimb: Postage for lunch Forms Mailing		152
Check	31058	Pitney Bowes, Inc	8/20/2020	Bill #1016126216--Postage due 08/28/20		61.75
Check	31059	Ana Sanchez	8/20/2020	Bill #073120--Reimb: Postage for lunch Forms Mailing		132
Check	31060	TAG (the Advantage Group)	8/20/2020	Bill #122126--Flex Administration Fee & Processing Fees: July 2020		98
Check	31061	Treehouse	8/20/2020	Bill #INV-002747--25 Techdegress with 10 Month Access from: 08/17/20 - 06/17/21		32220
Check	31062	Xerox Financial Services	8/20/2020	Bill #2220460--Lease Payment: 07/30 - 08/29/20		1632.08
Check	31063	Staples	8/20/2020	Bill #KGG708--Books & Supplies		14709.89
Check	31064	Fruitvale Development Corporation	8/21/2020	Bill #Sept 2020--Monthly Rent Suite 200 & 205 - Sept 2020		65064.25
Check	31065	Kaiser Foundation Health Plan	8/21/2020	Bill #September 2020--Health Ins Premium - September 2020 + Retroactive Dues + Past due		40008.54
Check	31066	Emiliano Carrasco-Zanini	8/25/2020	Bill #061420--Reimb: Fingerprinting		79
Check	31067	Staples	8/25/2020	Bill #3452993637--Materials & Supplies Bill #3452993635--Materials & Supplies Bill #3452993638--Materials & Supplies Bill #3452993640--Materials & Supplies		716.32
Check	31068	T-Mobile	8/25/2020	Bill #080220--Hotspots for students		38.37
Check	31069	Xerox Financial Services	8/25/2020	Bill #2229727--Lease Payment: 07/31 - 08/30/20		1167.62
Check	31070	Barnes & Noble	8/25/2020	Bill #4017044--Books & Supplies		52.48
Check	31071	Comcast	8/25/2020	Bill #104897860--Recurring Charges due by 09/01/20		389.69
Check	31072	Edtec, Inc.	8/25/2020	Bill #19430--Monthly Back Office Svc - August 2020 & Monthly Data Service		12366.66
Check	31073	Ashley West	8/25/2020	Bill #061720--Reimb: Live Scan		52
Check	DB080320	CIP	8/3/2020	DB080320 - CIP		16260.9
Check	DB081920	CITIBUSINESS CARD	8/19/2020	DB081920 - CitiBusiness Card (6135)		432.19
Check	M1035	Emily Gerstner	8/10/2020	M1035 - Gerstner, Emily		1.85
Check	M1036	Travis Kelly	8/7/2020	M1036 - Kelly, Travis		14.55
Credit Card	9515-6135 (4522)	Zoom.US	8/3/2020	08/01 - Zoom.US - Zoom billing		134.91

Payment Type	Check #/CC Account	Vendor	Transaction		Void	Amount
			Date	Description		
Credit Card	9515-6135 (4522)	Adobe	8/3/2020	07/20 - Adobe - subscription for teacher		14.99
Credit Card	9515-6135 (4522)	Zoom.US	8/3/2020	07/16 - Zoom.US - Zoom billing		134.91
Credit Card	9515-6135 (4522)	MSFT	8/3/2020	07/14 - MSFT - Software Monthly Billing		67.14
Credit Card	9515-6135 (4522)	Adobe	8/3/2020	07/16 - Adobe - subscription for teacher		14.99
Credit Card	9515-6135 (4522)	MSFT	8/3/2020	08/03 - MSFT - Software Monthly Billing		65.25

# Cover Sheet

## Unaudited Actuals

**Section:** II. Consent Calendar

**Item:** D. Unaudited Actuals

**Purpose:** Vote

**Submitted by:**

**Related Material:**

01612590115238.xlsm

ARISE Charter UA Report - Memo re Local Revenues and Other Sources.pdf

3543 Divisadero Street  
San Francisco, CA 94123  
415.202.0659  
415.202.0657 FAX

**VOGEL & ASSOCIATES**

Education Innovators, School Finance Advisors and Management Consultants

Via email  
Minh.Co@ousd.k12.ca.us

Monday, August 31, 2020

Minh Co  
Financial Accountant  
Financial Services Division  
1000 Broadway, Suite 450, Rm 12  
Oakland, CA 94607  
510-879-0132

Re: 2019-20 ARISE High School Charter Unaudited Actuals Report Comments

Dear Minh,

Thank you for your review of the 2019-20 ARISE High School Unaudited Actuals Report. Our responses to your questions follow.

Local Revenues

The vast majority of local revenues reported for this past year come from Measure N. According to apportionment data provided by Joanna Vazquez at OUSD, ARISE High School earned \$273,485 in Measure N revenue in 2019-20.

The next-largest items are \$50,204 from OUSD for Measure G1 funds, and a \$21,250 Educate78 Grant. No other local line item total exceeds \$5000 for the year.

Other Sources and Uses

In order to accommodate increased enrollment and future growth, in 2017-18 the ARISE High School administrative team initiated a facility upgrade with the lessor, Fruitvale Village. This process began with moving ARISE out of spaces that had become too small and moving into new rooms in the adjoining building. Construction work began on refurbishing those new rooms to better accommodate ARISE' needs as soon as classes ended in spring 2018-19; that construction continued through the summer and is now complete.

To pay for that construction, ARISE applied for a \$1.4M loan from Capital Impact Partners in early 2018-19, with approval coming late in the spring last year. The loan was first shown as a Source on the 2019-20 1<sup>st</sup> Interim Report, the first to come up after loan approval, with YTD funding at that point just over \$756k.

By now, the project is complete: ARISE received ~1.06M in loan funds against ~\$1.32M in total multi-year cost.

Repayment of the loan began mid-year, the principal portion of total payments for 2019-20 is shown at ~\$76k on the other uses line; interest of ~\$46k is posted to Obj 7438 Debt Service.

Please contact us if you have any other questions regarding this memo, or the report we have submitted.

Yours,



Randy Vogel

cc: Karla Gandiaga, Head of School  
Cathi Vogel

# Cover Sheet

## Virtual Learning Update

**Section:** III. Board Business/Discussion

**Item:** A. Virtual Learning Update

**Purpose:** Discuss

**Submitted by:**

**Related Material:**

Teaching and Learning in the Time of COVID\_ Presentation to the ARISE Board.pdf



# Teaching and Learning in the Time of COVID: Presentation to the ARISE Board

**9/17/20**

Chris Rozeville: Dean of STEM

Trevor Gardner: Director of Teaching and Learning



# ARISE School wide Focus

*At ARISE, we will create engaging learning environments that are differentiated to be rigorous for all learners and anchored in social and restorative justice.*





## Focus: Instruction

In Online Instructional Observations, **80%** of classrooms will be at a 3-4 in the online instructional core indicators:

*Teacher differentiates and scaffolds to ensure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s*

*Teachers use multiple strategies to keep students engaged throughout an online lesson*

*Students write every class period and writing task requires them to reflect, think critically, and make meaning of complex texts.*

- Consistent PD around differentiating lesson plans, in particular PD for online learning
- All teachers turn in lesson plans; coaches will review and give feedback on lesson plans weekly, with a particular focus on differentiation and writing
- In Departments, teachers engage in reteaching feedback cycles based on PD outcomes
- Instructional leaders conduct monthly Online Instructional Core observation rounds and adjust PD based on data
- Coaches will meet as a team biweekly to consult and support the development of each other's practice
- Instructional leaders conduct monthly Online Instructional Core observation rounds

## Focus: Student Learning



### Math

60% of students who take the NWEA Map Math Screening 6+ will at least maintain their grade level score while 20% will increase by more than one grade level (or increase by 8 -10 rite points) from Fall to Spring

ARISE will increase math SBAC scores to at least 15% proficient or advanced for the 2020-2021 school year

- Build and maintain a testing scope and sequence that backwards maps testing and reteaching for each math course
- Professional development time and training on reviewing NWEA and testing data
- Professional development time to plan reteaching cycles, including coaching and observations
- Continue school wide focus on differentiating instruction, with an emphasis on differentiated instruction online (Instructional Core Differentiation: Teacher differentiates and scaffolds to ensure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s)
- Continue and replicate SBAC plan from 1920 emphasizing problem solving and word problems
- Integrate evidence, and analysis components of student math word problems from the writing assessment rubric in 11th grade math classes
- In math classes deemphasize and take time away from collaborative projects and performance assessments to make room for more reteaching cycles
- Targeted differentiated small group instruction determined by teachers on a weekly basis (Guided Group Time)



## Focus: Student Learning

### Writing

All students will demonstrate growth of an average of at least 1/2 level on the [writing assessment rubric](#) on the core writing learning targets (thesis, evidence, analysis, organization) from Fall to Spring.

- Throughout the 2020-2021 school year, Math and Science will use their data analysis tool to emphasize *evidence* and *analysis*
- Integrate the Writing Assessment into the Social Science benchmarks (3x per year)
- Provide PD time to grade, and review data to plan for reteaching
- Social Science Department will focus on writing during Department meeting times
- Targeted differentiated small group instruction determined by teachers on a weekly basis (Guided Group time)



# How are we going to get there?

- Team Freire
- [Instructional Coaching](#)
- PD that is responsive to data
- CCARP (Collaborative Community Action Research Project)



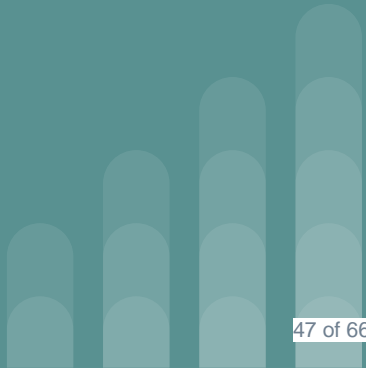
# How are we going to know if we got there?

- Monthly Instructional Rounds data
- MAP testing 3x per year:
  - Reading 6+
  - Math 6+
- Writing Benchmark Assessments



# Impact of COVID and Online Learning

- Prioritizing student and staff wellness
- Less face to face instructional time (90 minutes per week of synchronous learning)
- Data from previous years is less relevant, so baselines are had to figure
- Majority of PD time so far spent on skills, strategies, and tools for online learning



# Cover Sheet

## Budget Update

**Section:** III. Board Business/Discussion  
**Item:** C. Budget Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ARISE - FY 21 July Financials Slide Deck 2020.09.15.pdf  
FY21 Arise July Financials 2020.09.08.pdf



# ARISE High School Board Financial Update

BRYCE FLEMING AND JEFF THOMPSON  
SEPTEMBER 15, 2020





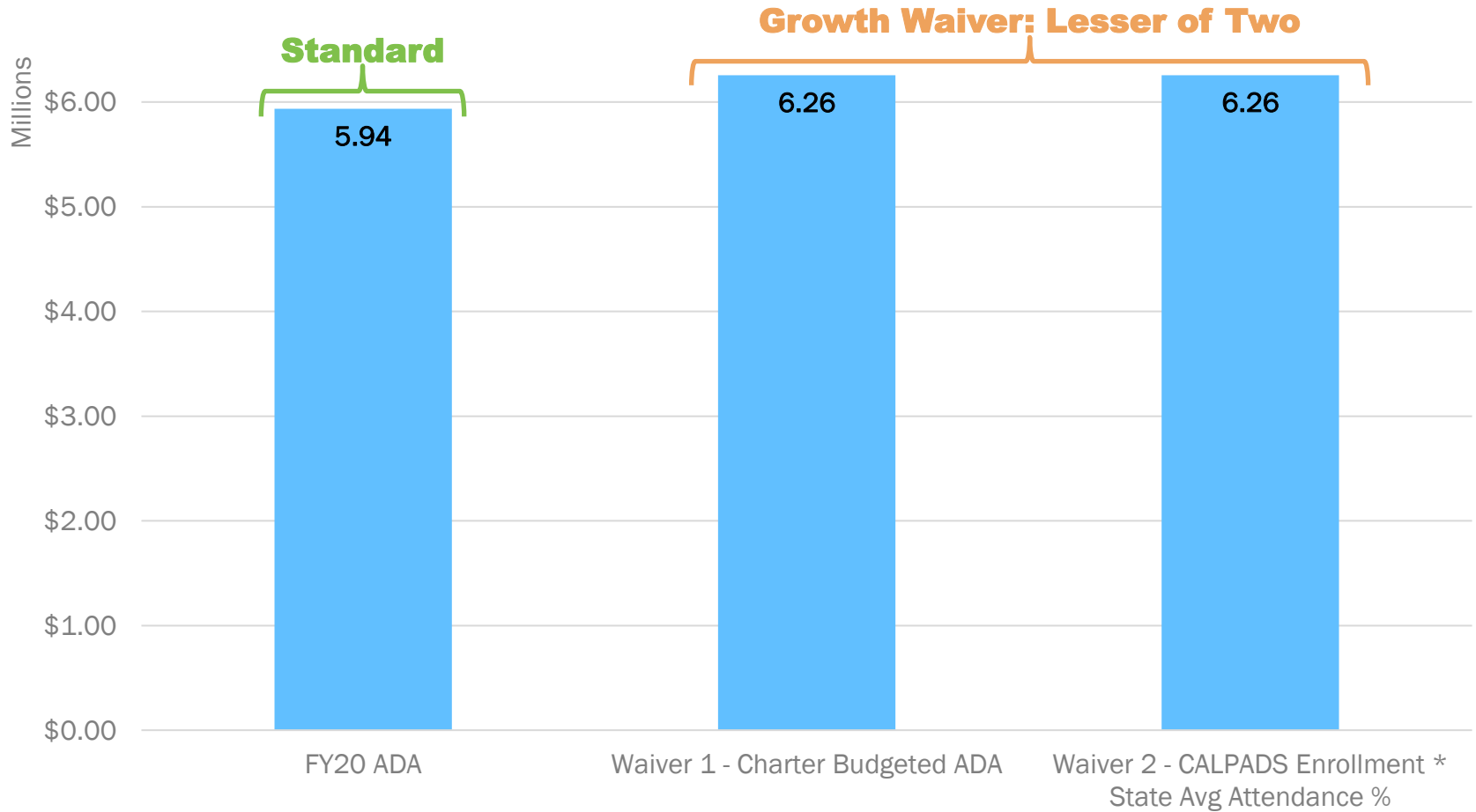
# Contents

- 1. State Budget Landscape**
  
- 2. 2020-21 July Forecast Update**
  - A. Current Forecast
  - B. Review of Forecast Changes
  - C. Risks and Opportunities
  - D. Financial Dashboards
  
- 3. Exhibits**
  - A. Current 20-21 Budget

# State Budget Landscape



# FY21 Growth Funding Waiver – Trailer Bill SB 820



If enrollment on CALPADS Census Day (Oct 7) equals 383+, waiver would support funding increase of ~\$320K

# Waiver Application, Compliance, and Payments

Application available by  
October 2<sup>nd</sup>,  
Due November 6<sup>th</sup>

School must have  
documentation showing  
explicit FY20 → FY21  
anticipated growth

Growth  
Funding Waiver

School must submit board  
minutes showing budget  
approval; attestation  
under penalty of perjury

Funding will be included in  
deferred P-1 payments, so  
cash will be significantly  
delayed

# 2020-21 July Forecast Update

Actuals through 7/31/2020



# 20-21 Forecast



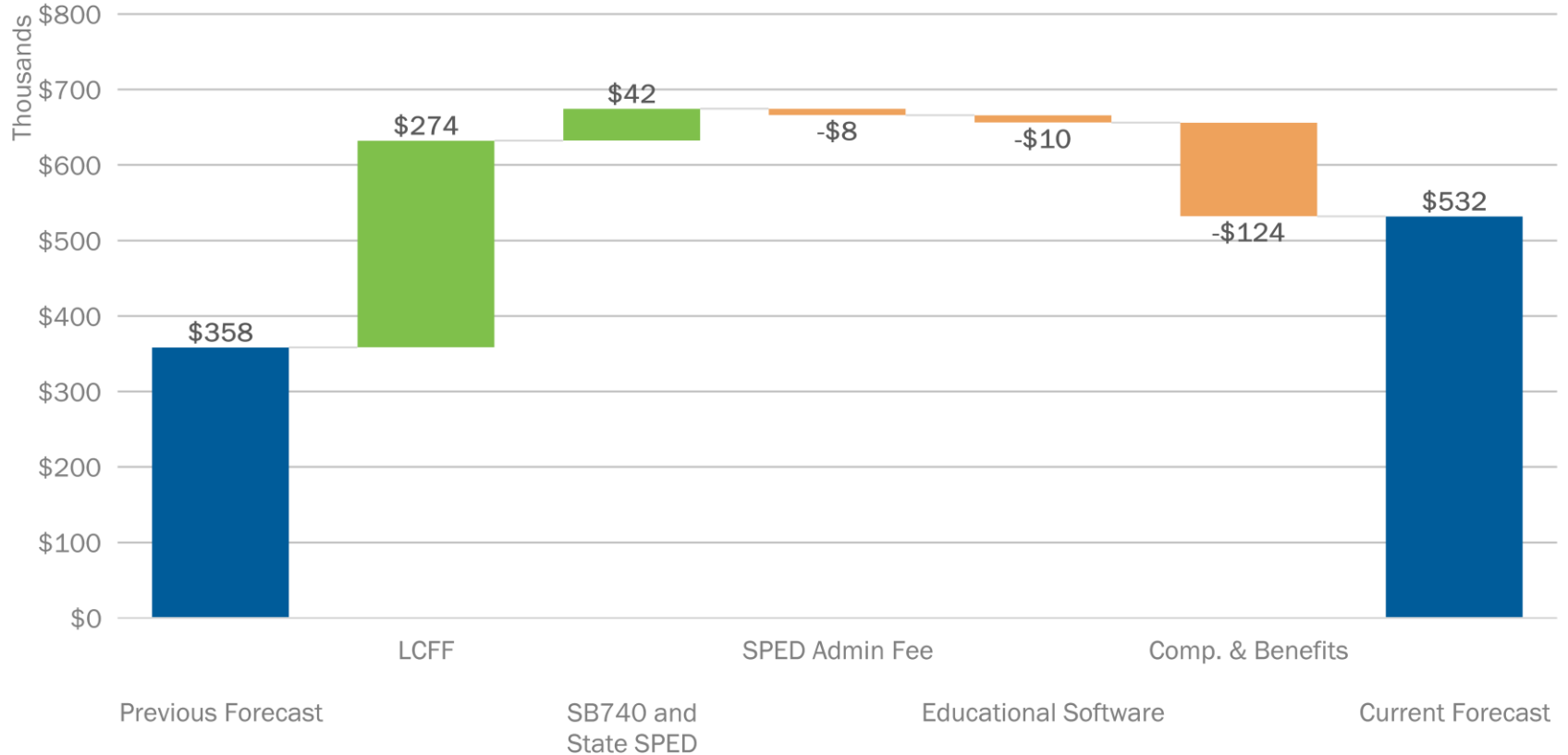
## Growth cap removal results in significant revenue increase

		2020-21	2020-21	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	4,094,704	4,368,434	273,730
	Federal Revenue	676,396	676,396	-
	Other State Revenues	709,789	752,009	42,220
	Local Revenues	459,510	459,510	-
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>5,940,399</b>	<b>6,256,349</b>	<b>315,950</b>
Expenses	Compensation and Benefits	3,316,624	3,440,899	(124,275)
	Books and Supplies	262,700	272,700	(10,000)
	Services and Other Operating	1,646,886	1,655,157	(8,271)
	Depreciation	280,000	280,000	-
	Other Outflows	75,720	75,720	-
	<b>Total Expenses</b>	<b>5,581,930</b>	<b>5,724,476</b>	<b>(142,546)</b>
	<b>Operating Income</b>	<b>358,469</b>	<b>531,873</b>	<b>173,404</b>
	Beginning Balance (Unaudited)	1,767,139	1,767,139	-
	Operating Income	358,469	531,873	173,404
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>2,125,608</b>	<b>2,299,012</b>	<b>173,404</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>38.1%</b>	<b>40.2%</b>	<b>2.1%</b>



# 20-21 Forecast Waterfall

## Net \$173K increase in operating income







# Budget Risks and Opportunities

**State funding still presents the biggest uncertainty in this year's budget, but several other risks and opportunities**

## Risks

- Larger LCFF state aid deferrals with potential for continued deferrals for several years
  - This could put further pressure on cash flow
- Spending of restricted grants (CTEIG, Measure N, Prop 39, CARES)
  - Considerable amount of previous revenue being spent this year, which is already a budget challenge
  - CARES LLM in particular must be mostly spent by end of December

## Opportunities

- Additional stimulus funding (e.g., HEROES Act)
- Other philanthropy/fundraising

# Arise Financial Dashboard

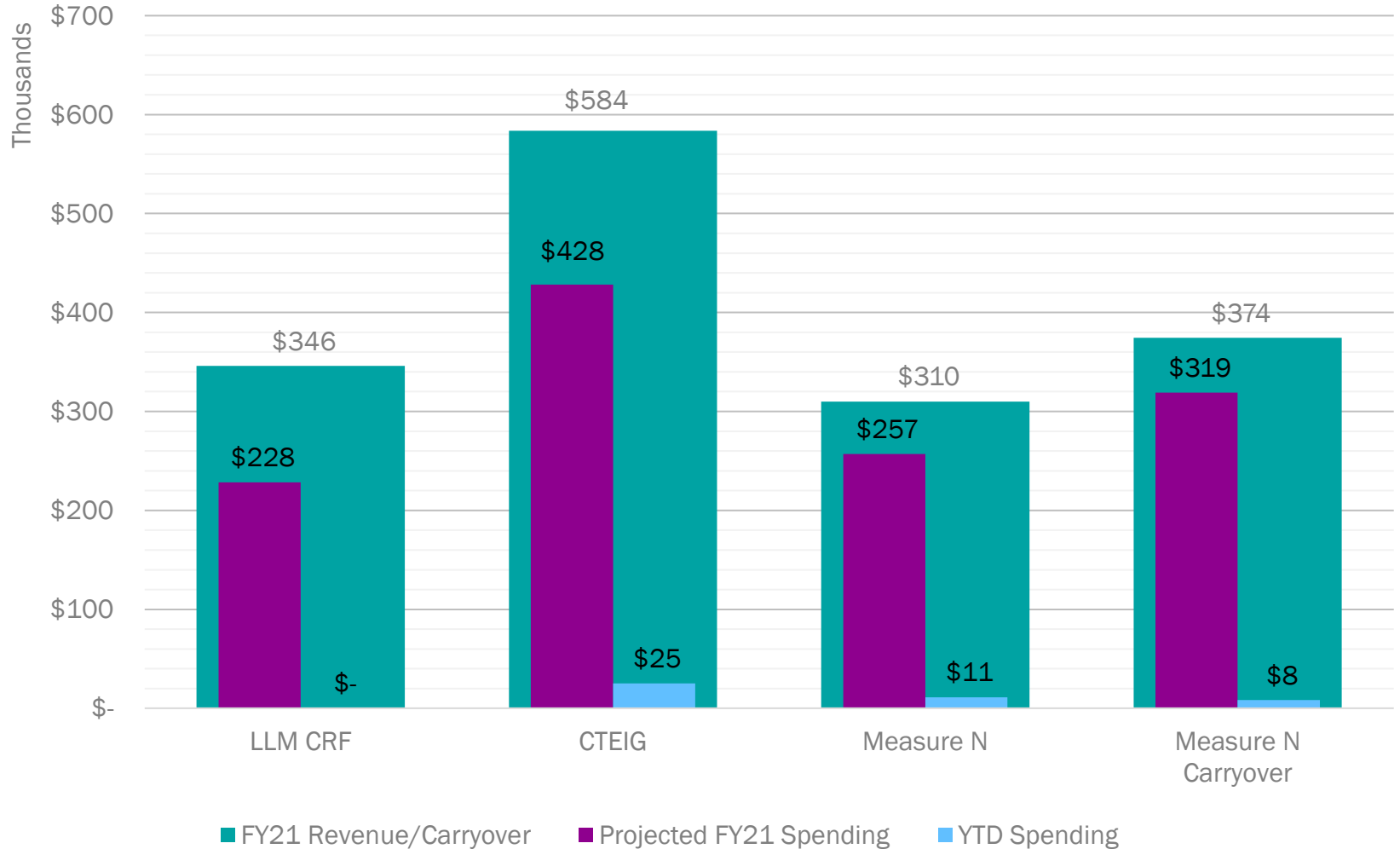
				2020-21 Board Meetings			
	Metric	Target	Legend	9/15	10/20	11/17	12/8
Revenue	Enrollment	385	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid #000; margin-right: 5px;"></span> &gt;375</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid #000; margin-right: 5px;"></span> 365-375</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FF6347; border: 1px solid #000; margin-right: 5px;"></span> &lt;365</div> </div>	385			
	Attendance	93.5%	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid #000; margin-right: 5px;"></span> &gt;93.5%</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid #000; margin-right: 5px;"></span> 92-93.5%</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FF6347; border: 1px solid #000; margin-right: 5px;"></span> &lt;92.0%</div> </div>	93.5%			
Expenses	Expense variance to budget	No less than 5%	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid #000; margin-right: 5px;"></span> &lt;4%</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid #000; margin-right: 5px;"></span> 5% to 4%</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FF6347; border: 1px solid #000; margin-right: 5px;"></span> &gt;5%</div> </div>	3.3%			
Ops	Uncategorized revenue & expense*	<\$5,000	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid #000; margin-right: 5px;"></span> &lt;\$5,000</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid #000; margin-right: 5px;"></span> \$5K-\$10K</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FF6347; border: 1px solid #000; margin-right: 5px;"></span> &gt;\$10,000</div> </div>	\$166,000			
Cash	Cash on hand**	45 days' expense	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid #000; margin-right: 5px;"></span> &gt;45</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid #000; margin-right: 5px;"></span> 30-45</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FF6347; border: 1px solid #000; margin-right: 5px;"></span> &lt;30</div> </div>				
Sustainability	Year-end fund balance (forecast)	20% of expenses	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid #000; margin-right: 5px;"></span> &gt;20%</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid #000; margin-right: 5px;"></span> 15-20%</div> <div style="display: flex; align-items: center;"><span style="width: 15px; height: 15px; background-color: #FF6347; border: 1px solid #000; margin-right: 5px;"></span> &lt;15%</div> </div>	40.0%			

\*Due to transition from Randy and Heartland, not a school operations issue

\*\*Don't have ability to show cash levels yet due to transition from Randy; will have these numbers next month.

# Restricted Spending Update

## LLM CRF funds must be spent by end of December 2020



**ARISE High School**  
**Income Statement**  
**As of Jul FY2021**

	Actual	YTD	Budget						
	Jul	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	-	-	4,026,803	4,094,704	4,368,434	273,730	341,631	4,368,434	0%
Federal Revenue	-	-	267,155	676,396	676,396	-	409,241	676,396	0%
Other State Revenues	9,040	9,040	803,058	709,789	752,009	42,220	(51,049)	742,969	1%
Local Revenues	312,381	312,381	459,510	459,510	459,510	-	-	147,129	68%
Fundraising and Grants	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>321,421</b>	<b>321,421</b>	<b>5,556,526</b>	<b>5,940,399</b>	<b>6,256,349</b>	<b>315,950</b>	<b>699,823</b>	<b>5,934,928</b>	<b>5%</b>
<b>Expenses</b>									
Compensation and Benefits	162,763	162,763	3,373,944	3,316,624	3,440,899	(124,275)	(66,955)	3,278,136	5%
Books and Supplies	27,380	27,380	182,700	262,700	272,700	(10,000)	(90,000)	245,320	10%
Services and Other Operating Expenditures	230,873	230,873	1,631,886	1,654,589	1,655,157	(568)	(23,271)	1,424,283	14%
Depreciation	-	-	280,000	280,000	280,000	-	-	280,000	0%
Other Outflows	23,071	23,071	75,720	75,720	75,720	-	-	52,649	30%
<b>Total Expenses</b>	<b>444,087</b>	<b>444,087</b>	<b>5,544,250</b>	<b>5,589,633</b>	<b>5,724,476</b>	<b>(134,843)</b>	<b>(180,226)</b>	<b>5,280,389</b>	<b>8%</b>
<b>Operating Income</b>	<b>(122,665)</b>	<b>(122,665)</b>	<b>12,276</b>	<b>350,766</b>	<b>531,873</b>	<b>181,107</b>	<b>519,597</b>	<b>654,539</b>	
<b>Fund Balance</b>									
Beginning Balance (Unaudited)			1,774,376	1,767,139	1,767,139				
Operating Income			12,276	350,766	531,873				
<b>Ending Fund Balance</b>			<b>1,786,652</b>	<b>2,117,906</b>	<b>2,299,012</b>				
Fund Balance as a % of Expenses			32%	38%	40%				

**ARISE High School**  
**Income Statement**  
**As of Jul FY2021**

	Actual	YTD	Budget							
	Jul	Actual	YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
9-12				385	385	385	-	-		
<b>Total Enrolled</b>				<b>385</b>	<b>385</b>	<b>385</b>	-	-		
<b>ADA %</b>										
9-12				93.5%	87.5%	93.5%	6.0%	0.0%		
<b>Average ADA %</b>				<b>93.5%</b>	<b>87.5%</b>	<b>93.5%</b>	<b>6.0%</b>	<b>0.0%</b>		
<b>ADA</b>										
9-12				359.98	337.02	359.98	22.96	-		
<b>Total ADA</b>				<b>359.98</b>	<b>337.02</b>	<b>359.98</b>	<b>22.96</b>	-		

**ARISE High School**  
**Income Statement**  
**As of Jul FY2021**

	Actual	YTD	Budget						
			Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Jul	Actual YTD							
<b>REVENUE</b>									
<b>LCFF Entitlement</b>									
8011			2,428,567	2,898,980	2,650,834	(248,147)	222,267	2,650,834	0%
8012			679,237	335,328	812,047	476,719	132,810	812,047	0%
8096			918,998	860,395	905,553	45,158	(13,445)	905,553	0%
			<b>4,026,803</b>	<b>4,094,704</b>	<b>4,368,434</b>	<b>273,730</b>	<b>341,631</b>	<b>4,368,434</b>	<b>0%</b>
<b>Federal Revenue</b>									
8181			46,125	46,125	46,125	-	-	46,125	0%
8220			11,370	11,370	11,370	-	-	11,370	0%
8291			110,760	110,760	110,760	-	-	110,760	0%
8292			13,470	13,470	13,470	-	-	13,470	0%
8293			-	9,381	9,381	-	9,381	9,381	0%
8299			85,430	485,290	485,290	-	399,860	485,290	0%
			<b>267,155</b>	<b>676,396</b>	<b>676,396</b>	<b>-</b>	<b>409,241</b>	<b>676,396</b>	<b>0%</b>
<b>Other State Revenue</b>									
8381	9,040	9,040	203,127	210,638	224,984	14,347	21,858	215,944	4%
8382	-	-	72,940	72,940	72,940	-	-	72,940	0%
8520	-	-	1,190	1,190	1,190	-	-	1,190	0%
8545	-	-	431,746	339,177	362,279	23,102	(69,467)	362,279	0%
8550	-	-	16,228	15,796	15,796	-	(432)	15,796	0%
8560	-	-	77,828	70,049	74,820	4,771	(3,008)	74,820	0%
	<b>9,040</b>	<b>9,040</b>	<b>803,058</b>	<b>709,789</b>	<b>752,009</b>	<b>42,220</b>	<b>(51,049)</b>	<b>742,969</b>	<b>1%</b>
<b>Local Revenue</b>									
8631	-	-	1,300	1,300	1,300	-	-	1,300	0%
8650	-	-	3,450	3,450	3,450	-	-	3,450	0%
8660	-	-	760	760	760	-	-	760	0%
8699	-	-	44,000	44,000	44,000	-	-	44,000	0%
8701	-	-	310,000	310,000	310,000	-	-	310,000	0%
8702	-	-	100,000	100,000	100,000	-	-	100,000	0%
8999	312,381	312,381	-	-	-	-	-	(312,381)	
	<b>312,381</b>	<b>312,381</b>	<b>459,510</b>	<b>459,510</b>	<b>459,510</b>	<b>-</b>	<b>-</b>	<b>147,129</b>	<b>68%</b>
<b>Fundraising and Grants</b>									
	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE</b>	<b>321,421</b>	<b>321,421</b>	<b>5,556,526</b>	<b>5,940,399</b>	<b>6,256,349</b>	<b>315,950</b>	<b>699,823</b>	<b>5,934,928</b>	<b>5%</b>

**ARISE High School  
Income Statement  
As of Jul FY2021**

	Actual	YTD	Budget							
	Jul	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>										
<b>Compensation &amp; Benefits</b>										
<b>Certificated Salaries</b>										
1100	Teachers Salaries	8,746	8,746	1,341,077	1,242,455	1,298,036	(55,582)	43,041	1,289,290	1%
1148	Teacher - Special Ed	3,379	3,379	150,701	149,201	149,901	(700)	800	146,522	2%
1200	Certificated Pupil Support Salaries	2,815	2,815	33,782	33,782	33,957	(175)	(175)	31,142	8%
1300	Certificated Supervisor & Administrator Salaries	36,928	36,928	443,132	443,132	444,182	(1,050)	(1,050)	407,254	8%
1900	Certificated Other Salaries	1,260	1,260	32,525	38,163	38,513	(350)	(5,988)	37,253	3%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>53,128</b>	<b>53,128</b>	<b>2,001,217</b>	<b>1,906,733</b>	<b>1,964,589</b>	<b>(57,857)</b>	<b>36,628</b>	<b>1,911,461</b>	<b>3%</b>
<b>Classified Salaries</b>										
2100	Classified Instructional Aide Salaries	22,267	22,267	266,844	296,308	338,147	(41,839)	(71,303)	315,880	7%
2200	Classified Support Salaries	6,236	6,236	61,317	74,830	75,530	(700)	(14,213)	69,294	8%
2300	Classified Supervisor & Administrator Salaries	6,414	6,414	76,962	76,962	77,312	(350)	(350)	70,899	8%
2400	Classified Clerical & Office Salaries	14,309	14,309	149,149	171,704	172,754	(1,050)	(23,605)	158,445	8%
2928	Other Classified - Food	1,672	1,672	19,760	19,760	19,893	(133)	(133)	18,221	8%
2930	Other Classified - Maintenance/grounds	6,896	6,896	62,782	62,782	63,349	(567)	(567)	56,453	11%
	<b>SUBTOTAL - Classified Salaries</b>	<b>57,793</b>	<b>57,793</b>	<b>636,814</b>	<b>702,346</b>	<b>746,985</b>	<b>(44,639)</b>	<b>(110,171)</b>	<b>689,192</b>	<b>8%</b>
<b>Employee Benefits</b>										
3100	STRS	10,649	10,649	323,197	307,937	317,281	(9,344)	5,915	306,632	3%
3300	OASDI-Medicare-Alternative	4,484	4,484	77,734	81,377	85,631	(4,254)	(7,897)	81,147	5%
3400	Health & Welfare Benefits	(2,574)	(2,574)	286,388	270,023	276,159	(6,137)	10,228	278,733	-1%
3500	Unemployment Insurance	431	431	16,675	15,900	16,675	(776)	-	16,244	3%
3600	Workers Comp Insurance	32,309	32,309	31,920	32,309	33,578	(1,269)	(1,658)	1,269	96%
3900	Other Employee Benefits	6,542	6,542	-	-	-	-	-	(6,542)	
	<b>SUBTOTAL - Employee Benefits</b>	<b>51,842</b>	<b>51,842</b>	<b>735,913</b>	<b>707,546</b>	<b>729,325</b>	<b>(21,779)</b>	<b>6,588</b>	<b>677,483</b>	<b>7%</b>
<b>Books &amp; Supplies</b>										
4100	Approved Textbooks & Core Curricula Materials	4,813	4,813	10,000	10,000	10,000	-	-	5,187	48%
4200	Books & Other Reference Materials	-	-	10,000	10,000	10,000	-	-	10,000	0%
4315	Custodial Supplies	1,114	1,114	10,000	10,000	10,000	-	-	8,886	11%
4320	Educational Software	4,680	4,680	20,000	30,000	40,000	(10,000)	(20,000)	35,320	12%
4325	Instructional Materials & Supplies	3,013	3,013	20,000	40,000	40,000	-	(20,000)	36,987	8%
4330	Office Supplies	620	620	5,000	20,000	20,000	-	(15,000)	19,380	3%
4359	Student Awards/Appreciation	-	-	3,000	3,000	3,000	-	-	3,000	0%
4410	Classroom Furniture, Equipment & Supplies	-	-	5,000	5,000	5,000	-	-	5,000	0%
4420	Computers: individual items less than \$5k	13,139	13,139	15,000	50,000	50,000	-	(35,000)	36,861	26%
4423	Computer Parts and Materials	-	-	3,200	3,200	3,200	-	-	3,200	0%
4425	Other Software	-	-	350	350	350	-	-	350	0%
4710	Student Food Services	-	-	73,150	73,150	73,150	-	-	73,150	0%
4720	Other Food	-	-	8,000	8,000	8,000	-	-	8,000	0%
	<b>SUBTOTAL - Books and Supplies</b>	<b>27,380</b>	<b>27,380</b>	<b>182,700</b>	<b>262,700</b>	<b>272,700</b>	<b>(10,000)</b>	<b>(90,000)</b>	<b>245,320</b>	<b>10%</b>

**ARISE High School**  
**Income Statement**  
**As of Jul FY2021**

	Actual	YTD	Budget						
	Jul	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>Services &amp; Other Operating Expenses</b>									
5210 Conference Fees	1,000	1,000	-	-	1,000	(1,000)	(1,000)	-	100%
5220 Travel and Lodging	-	-	8,020	8,020	8,020	-	-	8,020	0%
5300 Dues & Memberships	2,445	2,445	48,050	48,050	40,950	7,100	7,100	38,505	6%
5400 Insurance	56,072	56,072	32,630	56,072	56,072	-	(23,442)	-	100%
5605 Equipment Leases	3,562	3,562	-	-	37,130	(37,130)	(37,130)	33,568	10%
5610 Rent	130,129	130,129	791,370	791,370	791,370	-	-	661,242	16%
5615 Repairs and Maintenance - Building	-	-	10,000	10,000	10,000	-	-	10,000	0%
5617 Repairs and Maintenance - Copier	-	-	37,970	37,970	840	37,130	37,130	840	0%
5803 Accounting Fees	-	-	12,300	12,300	12,300	-	-	12,300	0%
5809 Banking Fees	135	135	1,750	1,750	1,750	-	-	1,615	8%
5812 Business Services	17,367	17,367	140,000	140,000	140,000	-	-	122,633	12%
5813 TICC Services (Was BTSa)	-	-	7,170	7,170	7,170	-	-	7,170	0%
5820 Consultants - Non Instructional	1,658	1,658	-	-	-	-	-	(1,658)	
5822 E-Rate	-	-	2,500	2,500	2,500	-	-	2,500	0%
5824 District Oversight Fees	-	-	40,268	40,947	43,684	(2,737)	(3,416)	43,684	0%
5833 Fines and Penalties	-	-	390	390	390	-	-	390	0%
5836 Fingerprinting	-	-	1,690	1,690	1,690	-	-	1,690	0%
5845 Legal Fees	-	-	10,000	10,000	10,000	-	-	10,000	0%
5851 Marketing and Student Recruiting	-	-	1,500	1,500	1,500	-	-	1,500	0%
5857 Payroll Fees	338	338	5,000	5,000	5,000	-	-	4,662	7%
5863 Professional Development	-	-	6,000	6,000	6,000	-	-	6,000	0%
5869 Special Education Contract Instructors	-	-	373,768	338,147	338,147	-	35,621	338,147	0%
5872 SPED Admin Fees	-	-	-	7,703	8,133	(430)	(8,133)	8,133	0%
5874 Sports	-	-	-	-	3,500	(3,500)	(3,500)	3,500	0%
5875 Staff Recruiting	-	-	5,000	5,000	5,000	-	-	5,000	0%
5877 Student Activities	-	-	15,000	15,000	15,000	-	-	15,000	0%
5878 Student Assessment	-	-	9,000	9,000	9,000	-	-	9,000	0%
5881 Student Information System	11,524	11,524	26,330	32,830	32,830	-	(6,500)	21,306	35%
5887 Technology Services	-	-	20,000	40,000	40,000	-	(20,000)	40,000	0%
5896 Internet/Website consulting	2,250	2,250	3,000	3,000	3,000	-	-	750	75%
5915 Postage and Delivery	-	-	3,000	3,000	3,000	-	-	3,000	0%
5920 Communications - Telephone & Fax	4,394	4,394	20,180	20,180	20,180	-	-	15,786	22%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>230,873</b>	<b>230,873</b>	<b>1,631,886</b>	<b>1,654,589</b>	<b>1,655,157</b>	<b>(568)</b>	<b>(23,271)</b>	<b>1,424,283</b>	<b>14%</b>
<b>Capital Outlay &amp; Depreciation</b>									
6900 Depreciation	-	-	280,000	280,000	280,000	-	-	280,000	0%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>280,000</b>	<b>280,000</b>	<b>280,000</b>	<b>-</b>	<b>-</b>	<b>280,000</b>	<b>0%</b>
<b>Other Outflows</b>									
7438 Long term debt - Interest	-	-	75,720	75,720	75,720	-	-	75,720	0%
7999 Uncategorized Expense	23,071	23,071	-	-	-	-	-	(23,071)	
<b>SUBTOTAL - Other Outflows</b>	<b>23,071</b>	<b>23,071</b>	<b>75,720</b>	<b>75,720</b>	<b>75,720</b>	<b>-</b>	<b>-</b>	<b>52,649</b>	<b>30%</b>



**ARISE High School**  
**Income Statement**  
**As of Jul FY2021**

	Actual	YTD	Budget						
			Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>TOTAL EXPENSES</b>	<b>444,087</b>	<b>444,087</b>	<b>5,544,250</b>	<b>5,589,633</b>	<b>5,724,476</b>	<b>(134,843)</b>	<b>(180,226)</b>	<b>5,280,389</b>	<b>8%</b>

## Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

01612590115238.xlsm