



# ARISE High School

## Board Meeting

Amended on June 14, 2021 at 10:18 AM PDT

### Date and Time

Tuesday June 15, 2021 at 6:00 PM PDT

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Record Attendance			1 m
<b>B.</b> Call the Meeting to Order			
<b>C.</b> Approve Minutes	Approve Minutes		1 m
Approve minutes for Board Meeting on May 11, 2021			
<b>D.</b> Approve Minutes (Special Board Meeting)	Vote	Julie Obbard	1 m
<b>II. Public Comment</b>			
<b>III. Consent Calendar</b>			
<b>A.</b> Approve May Check Register	Vote		
<b>IV. Governance</b>			<b>6:03 PM</b>
<b>A.</b> Brown Act Training Reminder and Onboarding Materials	FYI	Gihani Fernando	5 m
<b>B.</b> Approve Local Performance Indicators	Vote		5 m
<b>C.</b> LCAP (Vote)	Vote	Karla Gandiaga	5 m
<b>D.</b> Board Retreat	Vote	Julie Obbard	7 m
Discuss and vote on new proposed retreat dates			

	Purpose	Presenter	Time
<b>V. Head of School Update</b>			<b>6:25 PM</b>
A. Head of School Update	Discuss	Karla Gandiaga	15 m
<b>VI. Finance</b>			<b>6:40 PM</b>
A. Approve 21-22 Budget	Vote	Gihani Fernando	15 m
B. Approve Budget Overview for Parents	Vote		5 m
C. Approve Charter School Capital Resolutions	Vote	Gihani Fernando	5 m
<b>VII. Closing Items</b>			<b>7:05 PM</b>
A. Adjourn Meeting	Vote		

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

#### MEETING AGENDA & RELATED MATERIALS

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#### 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

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# Cover Sheet

## Approve Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	C. Approve Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Board Meeting on May 11, 2021

DRAFT



# ARISE High School

## Minutes

### Board Meeting

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**Date and Time**

Tuesday May 11, 2021 at 6:00 PM

**Location**

<https://zoom.us/j/9968001809>

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**Directors Present**

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

**Directors Absent**

*None*

**Guests Present**

Ana Gomez (remote), Bryce Fleming (remote), Deborah Meister, romeo@arisehighschool.org (remote)

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**I. Opening Items**

- A. Record Attendance**
- B. Call the Meeting to Order**
- C. Approve Minutes**

**II. Public Comment**

- A. Public Comment**  
No public comment.

**III. Consent Calendar**

**A. Approve April Check Register**

R. Garcia made a motion to Approve.

J. Obbard seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

G. Fernando Aye

M. Arechiga Aye

R. Tadeo Aye

D. Bryson Abstain

G. Netter Aye

R. Garcia Aye

J. Obbard Aye

**B. Independent Study Policy**

**C. 21-22 Calendar**

**IV. Governance**

**A. New Board Member Recruitment**

G. Fernando made a motion to Approve Deborah Meister and Ana Gomez as Board Members.

J. Obbard seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

R. Garcia Aye

M. Arechiga Aye

D. Bryson Abstain

R. Tadeo Aye

J. Obbard Aye

G. Netter Aye

G. Fernando Aye

**B. Head of School Evaluation**

Gabriela Netter presented to the board on the Head of School Evaluation process and highlighted strengths and key challenges and areas of priority.

G. Netter made a motion to Approve.

J. Obbard seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

G. Netter Aye

R. Garcia Aye

J. Obbard Aye

D. Bryson Abstain

R. Tadeo Aye

G. Fernando Aye

M. Arechiga Aye

**C. Board Calendar 21-22**

Julie Obbard presented on the board calendar and goals for the board retreat.

M. Arechiga made a motion to Approve.

J. Obbard seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

D. Bryson Abstain  
J. Obbard Aye  
M. Arechiga Aye  
R. Tadeo Aye  
G. Netter Aye  
G. Fernando Aye  
R. Garcia Aye

**V. Head of School Update**

**A. Head of School Update**

Karla Gandiaga provided an updated to the board on key areas including 2021-22 priorities for math and writing. Also provided an update on hiring and reopening plans including the fall schedule and investments for 21-22. Presentation on 21-22 college going data and college and career improvement strategy.

**VI. LCAP Public Hearing**

**A. LCAP Public Hearing**

Karla Gandiaga presented on the LCAP including requirements, annual updates and draft highlights. Provided an opportunity for stakeholder feedback.

**VII. Finance**

**A. 21-22 Budget Update**

Bryce Fleming provided an overview of the 21-22 budget including the timeline, budget assumptions, and three year projections.

**VIII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:48 PM.

Respectfully Submitted,  
J. Obbard

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# Cover Sheet

## Approve Minutes (Special Board Meeting)

<b>Section:</b>	I. Opening Items
<b>Item:</b>	D. Approve Minutes (Special Board Meeting)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2021_05_25_board_meeting_minutes.pdf

DRAFT



# ARISE High School

## Minutes

### Special Board Meeting

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#### Date and Time

Tuesday May 25, 2021 at 6:00 PM

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#### Directors Present

A. Gomez (remote), D. Bryson (remote), D. Meister (remote), J. Obbard (remote), M. Arechiga (remote), R. Tadeo (remote)

#### Directors Absent

G. Fernando, G. Netter, R. Garcia

#### Guests Present

Bryce Fleming (remote)

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### I. Opening Items

#### A. Record Attendance

#### B. Call the Meeting to Order

J. Obbard called a meeting of the board of directors of ARISE High School to order on Tuesday May 25, 2021 at 6:02 PM.

### II. Public Comment

#### A. Public Comment

No Public Comment

### III. Finance

#### A. Expanded Learning Opportunities Grant

J. Obbard made a motion to Approve.

R. Tadeo seconded the motion.

Karla Gandiaga provided a general overview of the Expanded Learning Opportunities Grant and Bryce Fleming reviewed requirements and the grant application with the board. The board **VOTED** unanimously to approve the motion.

**Roll Call**

D. Meister Aye  
G. Fernando Absent  
R. Tadeo Aye  
G. Netter Absent  
A. Gomez Aye  
J. Obbard Aye  
M. Arechiga Aye  
R. Garcia Absent

**B. Measure G1 Salary Increases**

J. Obbard made a motion to Approve.

D. Meister seconded the motion.

Karla Gandiaga and Bryce Fleming provided an overview of measure G1 and provided an opportunity for questions. The board **VOTED** unanimously to approve the motion.

**Roll Call**

A. Gomez Aye  
R. Garcia Absent  
D. Bryson Abstain  
M. Arechiga Aye  
D. Meister Aye  
G. Fernando Absent  
J. Obbard Aye  
G. Netter Absent  
R. Tadeo Aye

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:14 PM.

Respectfully Submitted,  
J. Obbard

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# Cover Sheet

## Approve May Check Register

**Section:** III. Consent Calendar  
**Item:** A. Approve May Check Register  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ARISE May 2021 Combined Board Check Register.pdf



**Combined Board Check Register**

**School:** ARISE  
**Month:** May 2021

**Total Paid By Check:** \$ 260,754.61  
**Total Paid By Credit Card:** \$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	31434	Antonio Aguilar	5/5/2021	Bill #042321--Arise Food Delivery: 04/23/2021		\$ 25.00
Check	31435	Brenda Aguilar	5/5/2021	Bill #042121--Reimb: Livescan		\$ 57.00
Check	31436	American Heritage Life Insurance Company	5/5/2021	Bill #042321--Life Insurance		\$ 324.39
Check	31437	Daisy Castellanos	5/5/2021	Bill #042421--Reimb: Livescan		\$ 68.35
Check	31438	Evan Bass of DNE Events	5/5/2021	Bill #241--Prom Photobooth Balance		\$ 700.00
Check	31439	Edtec, Inc.	5/5/2021	Bill #20271--State Reporting & SIS Support: July 2020 Bill #20327--EdTec Monthly - December 2020		\$ 12,891.66
Check	31440	Emily Godinez	5/5/2021	Bill #042321--Reimb: Livescan		\$ 57.00
Check	31441	Irina Motronchik/Best Exteriors	5/5/2021	Bill #042921--Window permit fee for Suite 205		\$ 1,210.84
Check	31442	Jenna Stauffer DBA Hawk Circle Consulting	5/5/2021	Bill #1039--Board Presentation and Research on AB1505 SWOT SQR Analysis and Recommendations & etc		\$ 16,862.00
Check	31443	Eduardo E Robleto Martinez	5/5/2021	Bill #3--Repairs and Maintenance		\$ 128.29
Check	31444	Aaron Molo	5/5/2021	Bill #002--Logo Design		\$ 450.00
Check	31445	Ruby Paredes	5/5/2021	Bill #042121--Reimb: Livescan		\$ 57.00
Check	31446	Principal Life Insurance Company, Inc.	5/5/2021	Bill #041621--Insurance Premium: May 2021 & Adjustments		\$ 3,064.63
Check	31447	Seneca Family of Agencies	5/5/2021	Bill #ARI-SAN-MAR21--Services: March 2021 Bill #ARI-FTE-MAR21--Services: March 2021		\$ 28,046.88
Check	31448	Shelterwerk	5/5/2021	Bill #2598--Billable Time & Billable Expenses		\$ 2,168.03
Check	31449	Xerox Financial Services	5/5/2021	Bill #2564108--Lease Payment: 03/27 - 04/26/21		\$ 3,078.18

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	31450	Edtec, Inc.	5/13/2021	Bill #21423--Monthly Data Service		\$ 7,366.67
Check	31451	Robyn Collignon	5/13/2021	Bill #050421--Reimb: IEP Mailing & Book		\$ 37.70
Check	31452	Melissa Gonzalez	5/13/2021	Bill #050421--Reimb: Livescan		\$ 77.00
Check	31453	McQuillen Technical Consulting	5/13/2021	Bill #4456--Technology Svc 04/02 - 05/01/2021		\$ 1,721.25
Check	31454	Melissa Iglesias	5/13/2021	Bill #050421--Reimb: Livescan		\$ 57.00
Check	31455	Mentoring in Medicine & Science	5/13/2021	Bill #1567--Program Engagement due by 05/29/21		\$ 6,339.00
Check	31456	Leslie Montano	5/13/2021	Bill #050421--Reimb: Class of 2021 mugs & Graduation roses Bill #051021--Reimb: Teacher Appreciation		\$ 1,914.46
Check	31457	Shree Rangaraj	5/13/2021	Bill #050321--Educational Support: 04/26 - 04/30/21		\$ 450.00
Check	31458	Staples	5/13/2021	Bill #3476401510--Materials & Supplies Bill #3476401511--Materials & Supplies Bill #3476401508--Materials & Supplies Bill #3476401513--Materials & Supplies Bill #3476401514--Materials & Supplies Bill #3476401512--Materials & Supplies Bill #3476401516--Materials & Supplies		\$ 9,861.03
Check	31459	Tomahawk Intl	5/13/2021	Bill #200203--50% Deposit for Shirts and Hoodies		\$ 5,618.12
Check	31460	Xerox Financial Services	5/13/2021	Bill #2599857--Lease Payment: 04/21 - 05/20/21		\$ 25.13
Check	31461	Zoom Video Communications Inc.	5/13/2021	Bill #INV72106861--Cloud Recording 500 GB: 02/10 - 04/01/21		\$ 107.50
Check	31462	Comcast	5/13/2021	Bill #042321--Phone Svc due 05/15/21		\$ 378.15
Check	31463	Douglas Parking, LLC	5/13/2021	Bill #744946--Monthly Parking Fee: 05/01/21		\$ 1,650.00
Check	31464	Kaiser Foundation Health Plan	5/13/2021	Bill #June 2021--Health Ins Premium - June 2021 & Retroactive Dues		\$ 22,769.62
Check	31465	Kustom Imprints	5/13/2021	Bill #36221--Full Color 24" by 18" Yard Sign W/Metal Ground Stakes		\$ 742.90
Check	31466	Gabriel Lazo	5/13/2021	Bill #1--Janitorial Services: 04/08/21		\$ 150.00

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	31467	Daniela S Marquez	5/13/2021	Bill #050421--Reimb: Live Scan		\$ 87.00
Check	31468	Jeffrey Lopez Rico	5/13/2021	Bill #202156-68751--Moving Services: 04/09/21		\$ 300.00
Check	31469	Lauren Varian	5/13/2021	Bill #1--Music Guest for Irish Music lesson		\$ 200.00
Check	31470	Ashley West	5/13/2021	Bill #050421--Reimb: Teacher Seminar Material		\$ 50.00
Check	31471	Acelin Learning Group, LLC	5/13/2021	Bill #840089--Ethnic Studies Education 2020 Postcard		\$ 324.92
Check	31472	Antonio Aguilar	5/13/2021	Bill #050721--Arise Food Delivery + Computer Drop off: 05/07/2021		\$ 30.00
Check	31473	Alameda County Office of Education	5/13/2021	Bill #INV21-00398--STRS Processing Fee: 3rd Qtr FY20-21		\$ 354.00
Check	31474	Better 4 You Meals	5/13/2021	Bill #0421-5202--Breakfast & Lunch: 04/02 - 04/30/21		\$ 19,275.20
Check	31475	COMCAST	5/13/2021	Bill #042521--Phone Svc due 05/17/21		\$ 555.50
Check	31476	Jostens	5/13/2021	Bill #26345792--Package: BDG Graduation Outfit Graduate		\$ 2,502.92
Check	31477	MRC Smart Technology Solutions, Inc.	5/13/2021	Bill #IN1940943--Freight Charge 360 App Fee		\$ 74.94
Check	31478	PresenceLearning, Inc.	5/13/2021	Bill #INV42677--Tele-Assessment Essentials - Monthly Platform Usage Fee		\$ 450.00
Check	31479	Xerox Financial Services	5/13/2021	Bill #2611221--Lease Payment: 04/30 - 05/29/2021		\$ 1,632.08
Check	31480	Young, Minney & Corr, LLP	5/13/2021	Bill #70871--Services Through: 03/30/21		\$ 98.80
Check	31481	Irina Motronchik/Best Exteriors	5/18/2021	Bill #051721--Window permit fee for Suite 200		\$ 562.62
Check	31482	Fruitvale Development Corporation	5/20/2021	Bill #051921--Monthly Rent - June 2021		\$ 69,220.06
Check	31483	Antonio Aguilar	5/26/2021	Bill #051421--Arise Food Delivery: 05/14/21		\$ 25.00
Check	31484	Karina Gonzalez	5/26/2021	Bill #0011--Arise Staff Mental Health Group2 - Circle 6 & 7: 04/23 & 05/07/21		\$ 360.00
Check	31485	Leslie Montano	5/26/2021	Bill #051821--Reimb: Arise Mugs		\$ 417.68
Check	31486	Edtec, Inc.	5/26/2021	Bill #21551--A. Weinstein J. Reyes K. Asmussen & S. Tesoro - April 2021 Svcs & UPS Postage Charge		\$ 3,273.44

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB050321	Oakland Plan/Bldg	5/3/2021	DB050321 - Oakland Plan/Bldg		\$ 164.09
Check	DB050321A	Alaska Mountain Guide	5/3/2021	DB050321A - Alaska Mountain Guide		\$ 250.00
Check	DB050321B	Transamerica, Inc.	5/3/2021	DB050321B - Transamerica, Inc. (401k)		\$ 781.77
Check	DB050321C	CIP	5/3/2021	DB050321C - CIP		\$ 16,260.90
Check	DB050421	Amazon	5/4/2021	DB050421 - Amazon		\$ 10.00
Check	DB050421A	Microsoft (MSFT)	5/4/2021	DB050421A - Microsoft (MSFT)		\$ 83.90
Check	DB050421B	Amazon Mktp US	5/4/2021	DB050421B - Amazon Mktp US		\$ 180.52
Check	DB050421C	Amazon Mktp US	5/4/2021	DB050421C - Amazon Mktp US		\$ 629.30
Check	DB050421D	Alaska Mountain Guide	5/4/2021	DB050421D - Alaska Mountain Guide		\$ 2,545.75
Check	DB050421E	Commodore Cruises	5/4/2021	DB050421E - Commodore Cruises		\$ 4,146.00
Check	DB050621	Amazon	5/6/2021	DB050621 - Amazon		\$ 600.86
Check	DB051721	Amazon	5/17/2021	DB051721 - Amazon		\$ 24.45
Check	DB051721A	Transamerica, Inc.	5/17/2021	DB051721A - Transamerica, Inc. (401k)		\$ 789.77
Check	DB051721B	Envision	5/17/2021	DB051721B - Envision		\$ 2,445.00
Check	DB052121	OTC Brands, Inc.	5/21/2021	DB052121 - OTC Brands, Inc.		\$ 146.31
Check	DB052121A	Cupcakin Bake	5/21/2021	DB052121A - Cupcakin Bake		\$ 292.50
Check	DB052621	PowderFace	5/26/2021	DB052621 - PowderFace		\$ 25.00
Check	DB052621A	Obelisco Restaurant	5/26/2021	DB052621A - Obelisco Restaurant		\$ 69.58
Check	DB052721	Shell Oil	5/27/2021	DB052721 - Shell Oil		\$ 23.89
Check	DB052721A	Valero	5/27/2021	DB052721A - Valero		\$ 69.92
Check	DB052721B	Amazon Mktp US	5/27/2021	DB052721B - Amazon Mktp US		\$ 126.28
Check	DB052821	Box Office	5/28/2021	DB052821 - Box Office		\$ 50.00
Check	M1176	Melanie Creech	5/24/2021	M1176 - Creech, Melanie		\$ 465.00
Check	M1177	Melanie Creech	5/24/2021	M1177 - Creech, Melanie		\$ 440.00
Check	M1178	Melanie Creech	5/27/2021	M1178 - Creech, Melanie		\$ 600.00
Check	M1179	Melanie Creech	5/28/2021	M1179 - Creech, Melanie		\$ 650.00
Check	M99091542	Amazon	5/21/2021	M99091542 - Amazon		\$ 44.98
Check	M99327704	Amazon	5/26/2021	M99327704 - Amazon		\$ 29.22
Check	M99389310	Amazon	5/21/2021	M99389310 - Amazon		\$ 300.43
Check	M99436316	Amazon Mktp US	5/26/2021	M99436316 - Amazon Mktp US		\$ 185.39
Check	M99540626	Amazon	5/28/2021	M99540626 - Amazon		\$ 33.62

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Check	M99814778	Amazon	5/19/2021	M99814778 - Amazon		\$ 20.62
Check	M99820110	Amazon	5/19/2021	M99820110 - Amazon		\$ 20.62

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# Cover Sheet

## Approve Local Performance Indicators

**Section:** IV. Governance  
**Item:** B. Approve Local Performance Indicators  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Local Performance Indicators Spring 2021.docx.pdf

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<b>Access to a Broad Course of Study (LCFF Priority 7)</b>	<b>14</b>

## ***Performance Standards Overview***

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

**Implementation of State Academic Standards (LCFF Priority 2)** The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

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

### **School Climate (LCFF Priority 6)**

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

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

**LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

LEAs will provide the information below:

**Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions**

0 misassignments of teachers of ELs

0 total teacher misassignments

0 vacant teaching positions

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

0% of students without access

**Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)**

0 instances of facilities not meeting “good repair”

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## ***LCFF Priority 2: Implementation of State Academic Standards***

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

### ***OPTION 1: Narrative Summary (Limited to 3,000 characters)***

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics		x			
Next Generation Science Standards		x			
History-Social Science			x		

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

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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics		x			
Next Generation Science Standards		x			
History-Social Science			x		

3. **Rate the LEA's progress in implementing policies or programs to support staff in**



**identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics		x			
Next Generation Science Standards		x			
History-Social Science			x		

#### **Other Adopted Academic Standards**

- 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					
Health Education Content Standards		x			
Physical Education Model Content Standards		x			
Visual and Performing Arts			x		
World Language				x	

#### **Support for Teachers and Administrators**

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

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

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole				x	
Identifying the professional learning needs of individual teachers				x	
Providing support for teachers on the standards they have not yet mastered				x	

**Optional Narrative (Limited to 1,500 characters)**

- 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

### ***LCFF Priority 3. Parent and Family Engagement***

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Building Relationships**

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

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				x	
Rate the LEA's progress in creating welcoming environments for all families in the community.			x		
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				x	
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			x		

**Dashboard Narrative Box (Limited to 3,000 characters)**

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

ARISE staff communicate with families through emails, phone calls, texts, social media and student-led conferences. Advisors are provided with multiple professional development sessions in preparation for communicating with families, including a book-study centered around “We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom” in order to better understand the particular needs of our historically marginalized community. Moving forward, we will work to make our school more welcoming to non-Latinx families as they are currently underrepresented within our student population when compared with local demographics.

**Building Partnerships for Student Outcomes**

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

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				x	
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			x		
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					x
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		x			

**Dashboard Narrative Box (Limited to 3,000 characters)**

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

Families are invited to attend 1-2 student-led conferences each year to discuss their child’s academic progress and develop strategies for improving outcomes. During these meetings, families are also provided with information and resources regarding material needs such as food and housing, as well as mental and physical health. In future years, we will focus on providing additional support around legal rights to ensure that parents are empowered to advocate for their students.

**Seeking Input for Decision Making**

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

Seeking Input	1	2	3	4	5
Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			x		
Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			x		
Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		x			

Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		x			
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**Dashboard Narrative Box (Limited to 3,000 characters)**

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

Our family liaison hosts weekly meetings to engage parents in discussions about various school programs and advocate for their families' needs. Attendance at these meetings is currently low, partially due to Covid, but moving forward, we hope to engage a greater proportion of families more meaningfully.

## **LCFF Priority 6: School Climate**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

70% of students reported that their teachers gave them enough instruction and support to complete their assignments remotely.  
 94% of students reported that they received adequate communication from teachers, with 67% receiving communication outside of regular class hours at least once a week.  
 51% of students reported struggling with motivation but 84% of students reported attending all their classes.

2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

While the results this year were generally favorable, they were complicated by the pandemic and cannot necessarily be used in comparison with previous or future years. In thinking about returning to all-online or hybrid models of instruction in the future, we will need to strategize ways to help students (and teachers) stay motivated.

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Only 38% of students responded to the Spring survey while 86% responded in the Fall, meaning that we need to better prioritize gathering student responses at the end of the year.



## **LCFF Priority 7: Access to a Broad Course of Study**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We measure access to a broad course of study through students' graduation tracks. All students are automatically assigned the ARISE track in 9th grade, which includes both A-G courses as well as courses within our CTE pathway. Students with IEPs or 504 plans may be moved to alternate tracks such as basic A-G or CA minimum, as determined through meetings with their families, special education providers and teachers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

An audit of students' graduation tracks show that 3 students will graduate in 2021 under the CA minimum requirements, while 4 students will complete basic A-G requirements. The remaining 73 students in the graduating class of 2021 will complete all ARISE requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The ARISE graduation track does not allow for extensive remediation when students don't earn credit for a required course the first time around, meaning that students who fail to earn credit in multiple courses may be at risk of losing access to the full course of study. We've been working to alleviate this issue by expanding our summer school offerings, allowing students to remain on track.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

As we continue to build out our CTE pathway, we will continue to have to negotiate the tensions between students completing both CTE and A-G requirements. This can be addressed by ensuring that our CTE offerings are also A-G approved.



# Cover Sheet

## LCAP (Vote)

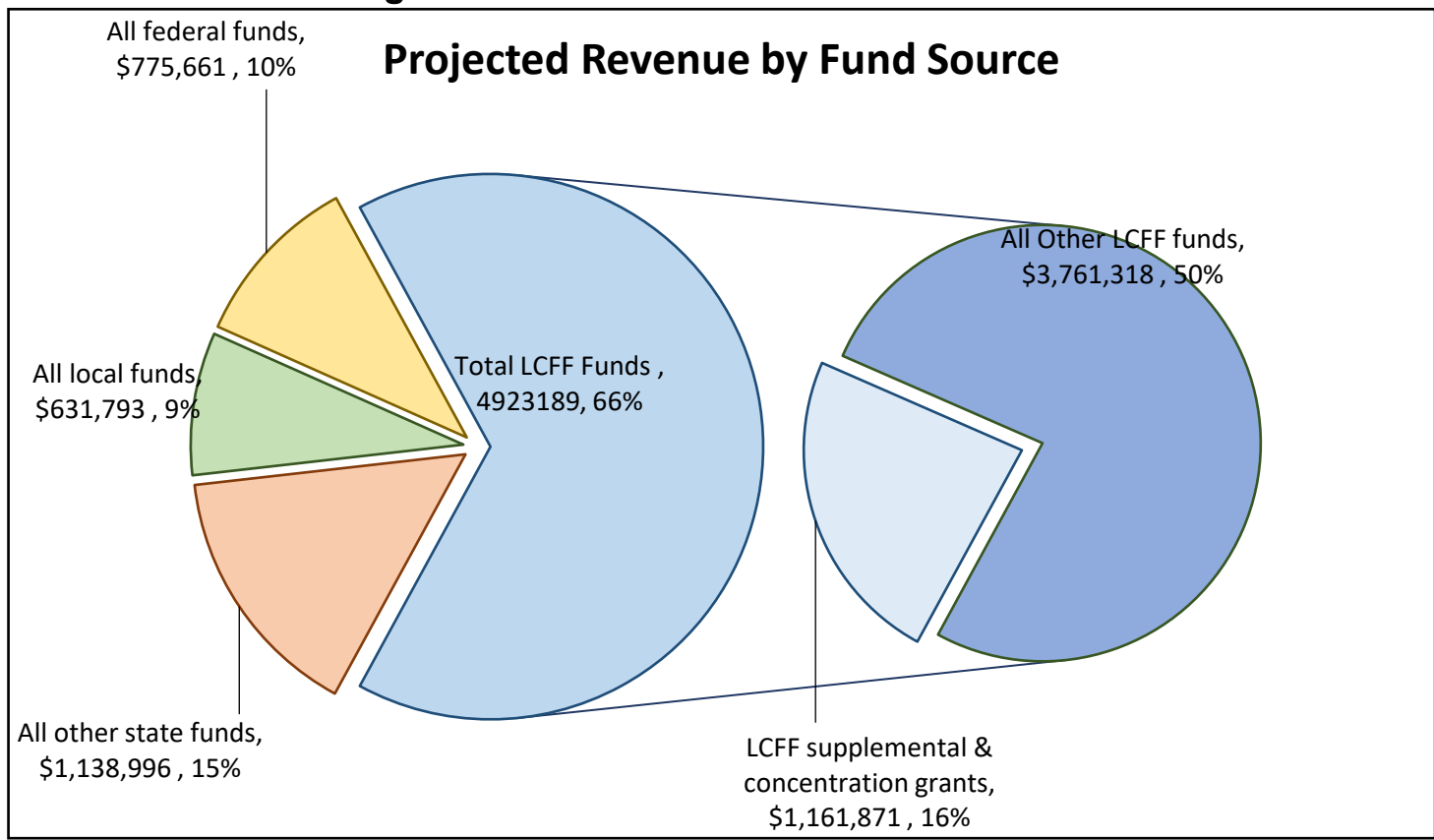
**Section:** IV. Governance  
**Item:** C. LCAP (Vote)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ARISE\_LCAP\_2021\_BoardApproved.pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ARISE High  
 CDS Code: 01 61259 0115238  
 School Year: 2021 – 22  
 LEA contact information: Karla Gandiaga; Head of School; karla@arisehighschool.org; (510) 436-5487

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

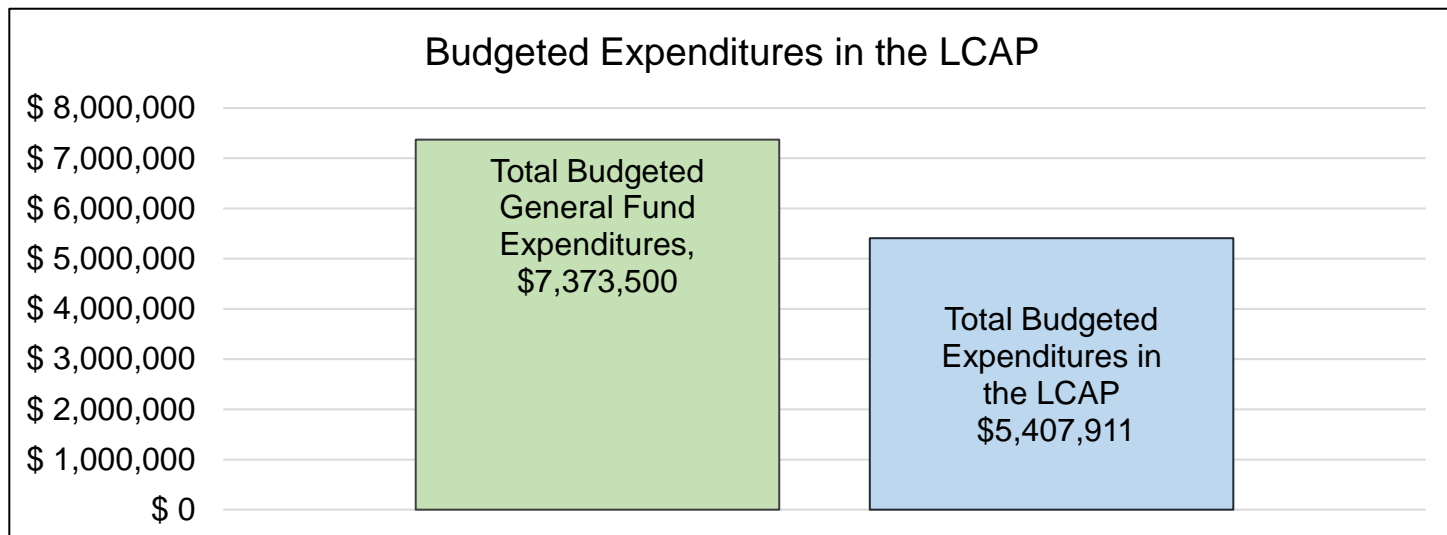


This chart shows the total general purpose revenue ARISE High expects to receive in the coming year from all sources.

The total revenue projected for ARISE High is \$7,469,639.00, of which \$4,923,189.00 is Local Control Funding Formula (LCFF), \$1,138,996.00 is other state funds, \$631,793.00 is local funds, and \$775,661.00 is federal funds. Of the \$4,923,189.00 in LCFF Funds, \$1,161,871.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much ARISE High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

ARISE High plans to spend \$7,373,500.00 for the 2021 – 22 school year. Of that amount, \$5,407,911.00 is tied to actions/services in the LCAP and \$1,965,589.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

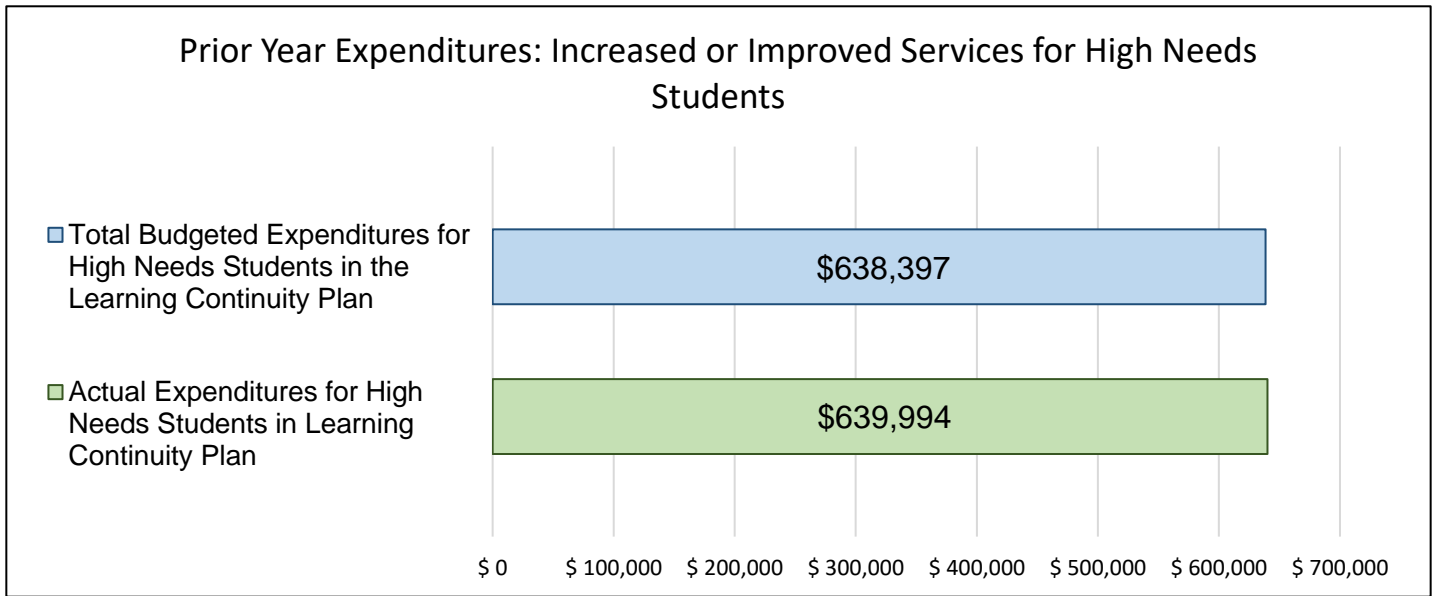
business services, district oversight, legal fees, insurance and substitutes

### Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, ARISE High is projecting it will receive \$1,161,871.00 based on the enrollment of foster youth, English learner, and low-income students. ARISE High must describe how it intends to increase or improve services for high needs students in the LCAP. ARISE High plans to spend \$1,176,606.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what ARISE High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what ARISE High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, ARISE High's Learning Continuity Plan budgeted \$638,397.00 for planned actions to increase or improve services for high needs students. ARISE High actually spent \$639,994.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education  
January 2021

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ARISE High School	Karla Gandiaga, Head of School	karla@arisehighschool.org 617-816-4721

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

ARISE students will be immersed in common-core, NGSS, and CTE aligned curriculum and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Percent of students who are level 3 or 4 in ELA as measured by the SBAC will increase by +1% until the goal of 75% is met overall	All Students 2017-18 % of students at level 3 or 4 on SBAC 66.2%

<p>and for all statistically significant subgroups. 2018-19 +1%, or goal met</p>	<p>2018-19 % of students at level 3 or 4 on SBAC 66.7% 2019-20 CAASPP testing cancelled SED 2017-18 % of students at level 3 or 4 on SBAC 65% 2018-19 % of students at level 3 or 4 on SBAC 64.3% Hispanic/Latino 2017-18 % of students at level 3 or 4 on SBAC 63.2% 2018-19 % of students at level 3 or 4 on SBAC 66.7%</p>
<p>The percent of students who are level 3 or 4 in math as measured by the SBAC will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups. 2018-19 +5%, or goal met</p>	<p>All Students 2017-18 % of students at level 3 or 4 on SBAC 17.2% 2018-19 % of students at level 3 or 4 on SBAC 7.8% 2019-20 CAASPP testing cancelled SED 2017-18 % of students at level 3 or 4 on SBAC 15.3% 2018-19 % of students at level 3 or 4 on SBAC 9.3% Hispanic/Latino 2017-18 % of students at level 3 or 4 on SBAC 14.3% 2018-19 % of students at level 3 or 4 on SBAC 6.9%</p>
<p>The percent of students who increase one band level as measured by the NWEA MAP Assessment in Reading will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups. 2018-19 +5%, or goal met</p>	<p>No data due to school closures</p>
<p>The percent of ELs who make annual progress in English fluency as measured by the CELDT / ELPAC will increase by +1.5% until the goal of 75% is met. 2018-19 +1.5%, or goal met</p>	<p>2019-20: EL Reclassification Rate 42.3% 2018-19: EL Reclassification Rate 34.5% Met: Increase of 7.8%  2017-18 Scoring 3 or 4: 38.6% 2018-19 Scoring 3 or 4: 59.2% 2019-20 Annual ELPAC cancelled</p>
<p>The average rating of academic instruction by students as</p>	<p>Data no longer collected</p>



<p>measured by Dimension 6 (Learning and Assessment) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met</p>	
<p>The average rating of academic instruction as measured by Dimension 6 (Learning and Assessment) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met</p>	Data no longer collected
<p>The average rating of voice in school decision-making and/or opportunity for feedback by students as measured by the SCAI (Question #45) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met</p>	Data no longer collected
<p>The average rating of voice in school decision-making and/or opportunity for feedback by families as measured by the SCAI (Question #27) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met</p>	Data no longer collected
<p>The percent of teachers who increase their average rubric score or reach an average rubric score of 3 on the ARISE teacher evaluation will increase by 1% until the goal of 75% is met. 2018-19 +1%, or goal met</p>	2019-20: 81% Goal met
<p>The percent of courses that have CTE Public and Community health standards integrated in the courses will increase by 10% until 100%</p>	100%

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1a. Ensure all students have access to and meet A-G coursework.	Funded in Action 4b	Funded in Action 4b

	LCFF Base & Categorical 4000-4999 – Books, Materials, & Supplies	LCFF Base & Categorical 4000-4999 – Books, Materials, & Supplies
1b. Ensure continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards.	\$93,000 \$23,250 \$82,700 \$20,675 LCFF Supplemental & Concentration 1301 – Dean of Instruction, Humanities 3000-3999 – Associated Benefits 1301- Dean of Instruction, STEM 3000-3999 – Associated Benefits	\$93,000 \$23,250 \$82,700 \$20,675 LCFF Supplemental & Concentration 1301 – Dean of Instruction, Humanities 3000-3999 – Associated Benefits 1301- Dean of Instruction, STEM 3000-3999 – Associated Benefits
1c. Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards and academic independence, as well as providing teachers with ongoing professional development to support implementation.	\$14,000 \$3,500 LCFF Supplemental & Concentration 1102 – Teacher Leadership Stipends 3000-3999 – Associated Benefits	\$14,000 \$3,500 LCFF Supplemental & Concentration 1102 – Teacher Leadership Stipends 3000-3999 – Associated Benefits
d. Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.	Funded in Action 1b LCFF Supplemental & Concentration 1301 – Deans of Instruction	Funded in Action 1b LCFF Supplemental & Concentration 1301 – Deans of Instruction

1e. Expand data driven instruction to drive school wide instructional practices and student specific intervention.	\$10,610 LCFF Supplemental & Concentration 4000 – Books, Materials, and Supplies (NWEA, Data Director, MDTP)	\$10,610 LCFF Supplemental & Concentration 4000 – Books, Materials, and Supplies (NWEA, Data Director, MDTP)
1f. Expand and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy.	\$78,000 \$19,500 \$325,000 LCFF Supplemental & Concentration 2000-2999 Classified Staff (Dean of Students, Rtl Coordinator) 3000-3999 – Associated Benefits 5000-5999 Professional Services Contract (Seneca)	\$78,000 \$19,500 \$344,324 LCFF Supplemental & Concentration 2000-2999 Classified Staff (Dean of Students, Rtl Coordinator) 3000-3999 – Associated Benefits 5000-5999 Professional Services Contract (Seneca)
1g. Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the new ELD standards and designed to support them in achieving English proficiency.	\$19,200 \$4,370 LCFF Supplemental & Concentration 5210 EL Achieve Contract 4325 EL Resources	\$19,200 \$4,370 LCFF Supplemental & Concentration 5210 EL Achieve Contract 4325 EL Resources
1h. Provide ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development.	Funded in Action 1b \$43,910 LCFF Supplemental & Concentration	Funded in Action 1b \$43,910 LCFF Supplemental & Concentration

	1301 – Deans of Instruction 5210 – External PD	1301 – Deans of Instruction 5210 – External PD
1i. Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.	Funded in Action 4a LCFF Supplemental & Concentration 1301 - Principal	Funded in Action 4a LCFF Supplemental & Concentration 1301 - Principal
1j. Increase teacher salaries to recruit and retain experienced quality teachers.	Funded in Action 4a LCFF Supplemental & Concentration 1101 – Teacher Salary	Funded in Action 4a LCFF Supplemental & Concentration 1101 – Teacher Salary
1k. Integrate CTE public and community health pathway standards into courses so that students are taking courses that emphasize 21st century skills in the public health sector.	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students, except we did not increase teacher salaries. We surveyed our teachers about their preference between receiving a higher salary or teaching fewer classes and they preferred to have fewer classes. Teachers now teach five out of the seven periods, whereas before they taught six out of the seven periods. Teachers do have the option to teach an additional class for additional salary. This initiative is part of our teacher sustainability campaign to ensure we can retain our teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

It has been very challenging this year to provide students with the supports they need to maximize academic achievements. Our math support campaign, specifically for our 11th grade students to support with achievement on the SBAC assessment and our incoming 9th grade students to support with numeracy had to be cancelled due to the pandemic.

Providing support for our English Learners and students with disabilities became very challenging when we transitioned to distance learning because these students and their families had difficulties navigating the technology. We did a lot of training to support the students in accessing the technology.

We have found that some of our students that were struggling with in person instruction prior to the school closure, were successful with asynchronous instruction. Many of our students reported that being able to access materials and teachers on their own as needed helped them be more successful in their classes. There is certainly a benefit to having videos of recorded lectures available to go back to, so we are exploring how to continue to offer some type of online platform to support these students going forward.

## Goal 2

The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
2a. The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit. 2018-19 +1%, or goal met	2019-20: 2.28% Goal met
2b. The percent of students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit.	2017-18 Chronic Absenteeism 15.5% 2018-19 Chronic Absenteeism 20.8% 2019-20: Chronic Absenteeism 13.5%

<p>2018-19 -1%, or goal met</p>	
<p>2c. The percent of suspensions will decrease by -1% until goal of 5% or less is reached.</p> <p>2018-19 -1%, or goal met</p>	<p>2018-19 Suspension Rate 4.8% 2019-20 Suspension Rate 2.9% goal met</p>
<p>2d. The percent of expulsions will decrease by -0.5% until goal of 1% or less is reached.</p> <p>2018-19 -0.5%, or goal met</p>	<p>2018-19: 0.6% 2019-20: 0.27%, goal met</p>
<p>2e. The average rating of school safety/culture by students as measured by Dimension 3 (Student Interactions) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.</p> <p>2018-19 +0.1, or goal met</p>	<p>Data no longer collected</p>
<p>2f. The average rating of school safety/culture by families as measured by Dimension 3 (Student Interactions) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.</p> <p>2018-19 +0.1, or goal met</p>	<p>Data no longer collected</p>

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>2a. Utilize a variety of structures including Advisory, RISE Up Assemblies, and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE's core values.</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>

<p>2b. Codify a school-wide discipline praxis that supports students in expressing ARISE core values.</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>
<p>2c. Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team.</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>
<p>2d. Hold weekly informal “Informative Monday” parent meetings and monthly formal Parent Meetings to engage parents in their students’ academic and personal development.</p>	<p>\$39,900 \$9,975 LCFF Supplemental &amp; Concentration 2201 – Parent Coordinator 3000-3999 – Associated Benefits</p>	<p>\$39,900 \$9,975 LCFF Supplemental &amp; Concentration 2201 – Parent Coordinator 3000-3999 – Associated Benefits</p>
<p>2e. Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees.</p>	<p>Funded in Action 2d Funded in Action 4a LCFF Supplemental &amp; Concentration 2000-2999 – Parent Coordinator 2000-2999 – Office Manager</p>	<p>Funded in Action 2d Funded in AcLCFF Supplemental &amp; Concentration 2000-2999 – Parent Coordinator 2000-2999 – Office Managertion 4a</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We are proud of the work we have done this year to shift our school culture to one that is truly student-centered and justice-oriented. The leadership transition at the beginning of the year was challenging as the change management process takes time. We did a lot of work to communicate values and for all stakeholders to understand the shift to restorative justice and student ownership. As part of this process and shift to student ownership, students redesigned the school logo and then redesigned the school sweatshirts. We purchased sweatshirts for all students to enhance their sense of connectedness and ownership of the school community.

We also shifted our approach to discipline to be less punitive and instead our Dean of School Culture has focused on developing a positive school culture. We established a School Justice Panel with a diverse student panel, and trained them in PBIS. When a student needs assistance, they fill out a form and the panel will provide support. We purchased materials and provided summer and monthly PBIS professional development for teachers. A lot of collaboration time in staff meetings has focused on improving our school culture. We have also provided PBIS training and included information in our newsletters for families. Specific groups have been formed to support students around individual needs, such as substance abuse or trauma. Prior to the school closure we held a number of student activities: first friday bbq's, nature club with hiking trips after school (target struggling students, especially students at-risk of behavior incidents), among others.

When school closed in March, we delivered Chromebooks to students who couldn't come to school for pick up and we started delivering food to 150-190 students each week. We conducted a weekly survey for students and families to determine their academic, physical, and mental health needs. We bought groceries for families and delivered them and supported families with completing unemployment or aid applications.

We held weekly meetings that really supported community engagement. Student and family engagement really increased once the pandemic began. Families reported feeling supported by ARISE (94%) and agreed that they received consistent and helpful information about the school's response to Covid-19 (97%). While many students indicated that they were struggling with motivation (51%), most reported that their remote assignments were engaging (79%) and they were getting enough individualized support from their teachers (71%). We are very proud that our students and families felt so supported during this challenging time. Teachers and advisors provided



office hours and guided small group time. The relationships that students formed with teachers and advisors during this time of common struggle were able to support them in achieving academic success.

Since we had to cancel our traditional graduation ceremony, the Head of School went to 70 houses for 70 full graduations to ensure our students felt celebrated for their accomplishment and did not miss out on this important milestone.

Having our Student Leadership class and our Wolf Pack (group of families and students) help us design online learning and planning for Fall was a huge success and an example of our commitment to stakeholder ownership and involvement.

### Goal 3

Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 7,8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
3a. The percent of students who stay enrolled at ARISE from May to May will increase by +1% until the goal of 85% or higher is met, as measured by enrollment audit. 2018-19 +1%, or goal met	2019-20: 90.5% Met
3b. The cohort graduation rate will increase by +1% until goal of 75% is met, as measured by graduation audit. 2018-19 +1%, or goal met	2017-18 Graduation Rate 83.1% 2018-19 Graduation Rate 93% 2019-20 Four Year Cohort Graduation Rate: 94.1%

<p>3c. The percent of students who graduate with UC/CSU eligibility will increase by +1% until goal of 90% is met, as measured by transcript audit.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>2019-20 100% of Four Year Cohort Graduates meeting UC/CSU requirements.</p>
<p>3d. The percent of students who are college ready in ELA as measured by the UC/CSU Early Assessment Program (EAP) will increase by +1% until the goal of 75% is met overall and for all statistically significant subgroups.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>2019-20 No EAP data available CAASPP testing cancelled CA Dashboard: CCI Prepared 2018 46.2% 2019 36.4% 2020 27.9%</p>
<p>3e. The percent of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP) will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups.</p> <p style="text-align: center;">2018-19 +5%, or goal met</p>	<p>2019-20 No EAP data available since CAASPP testing cancelled CA Dashboard: CCI Prepared 2018 46.2% 2019 36.4% 2020 27.9%</p>
<p>3f. The percent of students who are accepted to a four-year college or university will increase by +1% until goal of 90% is met, as measured by transcript audit.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>47% of students were accepted to a 4-year college</p>
<p>3g. The percent of graduates who matriculate to a two- or four-year college or university will increase by +1% until goal of 90% is met, as measured by transcript audit.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>65% of graduates matriculated to a two- or four-year college</p>
<p>3h. The percent of seniors who have completed a pathway internship will increase by 2% until the goal of 90% is met.</p> <p style="text-align: center;">Baseline</p>	<p>No internships due to pandemic</p>

<p>3i. The percent of students who demonstrate mastery of 21st century skills as measured by completion of senior seminar capstone defense increase by 2% until the goal of 100%. Baseline</p>	<p>No data due to the pandemic</p>
<p>3j. Career technical pathway completers (for the 2020-2021 year) will increase by 1% until 90%. 2020-21 will be the baseline year</p>	<p>95% in 2020-21</p>

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3a. Engage students in a three-week post-session enrichment course that enables students to explore and discover passions, paths, and purpose.</p>	<p>Funded in Action 4a LCFF Supplemental &amp; Concentration 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits</p>	<p>Funded in Action 4a LCFF Supplemental &amp; Concentration 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits</p>
<p>3b. Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs.</p>	<p>\$10,940 \$0 LCFF Supplemental &amp; Concentration 4300 College Going Culture 1301 Principal</p>	<p>\$10,940 \$0 LCFF Supplemental &amp; Concentration 4300 College Going Culture 1301 Principal</p>
<p>3c. Implement a career pathway option for students and provide opportunities for workplace learning through partnership with local employers and in alignment with Public and Community Health Pathway.</p>	<p>\$62,900 \$15,725 \$36,600 \$9,150</p>	<p>\$62,900 \$15,725 \$36,600 \$9,150</p>

	<p>LCFF Supplemental &amp; Concentration                  2201 College &amp; Career Program Manager                  3000-3999 – Associated Benefits                  2201 Student Success Advisor                  3000-3999 – Associated Benefits</p>	<p>LCFF Supplemental &amp; Concentration                  2201 College &amp; Career Program Manager                  3000-3999 – Associated Benefits                  2201 Student Success Advisor                  3000-3999 – Associated Benefits</p>
<p>3d. Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities.</p>	<p>Funded in Action 1d                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM</p>	<p>Funded in Action 1d                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM</p>
<p>3e. Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students.</p>	<p>Funded in Actions 1d and 3b                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM                  4300 College Going Culture</p>	<p>Funded in Actions 1d and 3b                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM                  4300 College Going Culture</p>
<p>3f. Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.</p>	<p>Funded in Action 1a                  LCFF Supplemental &amp; Concentration                  1100 – Teacher Salaries                  3000-3999 - Benefits</p>	<p>Funded in Action 1a                  LCFF Supplemental &amp; Concentration                  1100 – Teacher Salaries                  3000-3999 - Benefits</p>

3g. Track and engage ARISE Alumni to drive college readiness practices.	Funded in Action 3c LCFF Supplemental & Concentration 2201 College & Career Program Manager	Funded in Action 3c LCFF Supplemental & Concentration 2201 College & Career Program Manager
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented, except we were unable to provide the three-week post-session enrichment course that enables students to explore and discover passions, paths, and purpose. These funds were allocated in Goal 4a. We were also unable to track our alumni, which was also a duplicate expense from Goal 3c.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We had some successes in providing services to ensure our graduates go on to be successful in college and career. We hired a full-time Work-Based Learning Liaison and Pathway Coordinator to put students in internships and build out our CTE pathways, as well as an additional full-time CTE instructor. Students received internship preparation and during weeks 4 or 5 of internships, they had to be canceled due to the pandemic. We were able to provide college visits for our students in the fall, but the Spring visits had to be cancelled.

We held monthly cafe talks with community members that discussed careers. Community members also came to capstone classes for Seniors. We provided two classes where students were dual enrolled for college credit. Due to the pandemic, our 10th grade Bridge Presentations had to be cancelled. Our 12th grade oral defense was cancelled, but they still completed the written thesis project.

Although we did not have the capacity to track our alumni last year, we are proud that we were able to hire eight ARISE alumni in 2020-21.

## Goal 4

ARISE is an operationally-sound organization with the capacity to carry out Goals 1-3.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

**Annual Measurable Outcomes**

Expected	Actual
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update. Meet	Met

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4a. ARISE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	\$1,899,980 \$355,160 \$741,275 LCFF Supplemental & Concentration 1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits	\$1,725,611 \$682,212 \$651,390 LCFF Supplemental & Concentration 1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits
4b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	\$298,300 LCFF Base & Categorical 4000 – Books, Materials and Supplies	\$210,240 LCFF Base & Categorical 4000 – Books, Materials and Supplies

<p>4c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.</p>	<p>\$1,248,100 LCFF Base &amp; Categorical 5000 – Operating Expenses</p>	<p>\$1,459,819 LCFF Base &amp; Categorical 5000 – Operating Expenses</p>
<p>4d. Maintain depreciating capital as necessary to support strong school operations.</p>	<p>\$56,560 LCFF Base &amp; Categorical 6000 – Capital Depreciation</p>	<p>\$34,207 LCFF Base &amp; Categorical 6000 – Capital Depreciation</p>
<p>4e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.</p>	<p>\$0 LCFF Base &amp; Categorical 7000 – Other Outgo</p>	<p>\$0 LCFF Base &amp; Categorical 7000 – Other Outgo</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We are proud of the work we have done this year to reorganize our systems and personnel this year to streamline operations. Lack of organization was an area of concern for teachers and one reason that teachers reported leaving ARISE, but teachers report that the systems are now more organized and they know who to go to for support in a specific area. There is more administrative transparency and clear processes for procuring supplies and ensuring financial responsibility.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	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.	\$15392.40	\$15,392	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	\$62,782	Y
PPE	\$5000.00	\$5,000	Y
Disinfecting stations and supplies	\$5000.00	\$5,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.



## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

With the frequent changes in guidance from public health authorities, it has been a challenge to determine what supplies would be necessary to safely reopen for in person instruction, but we feel confident that enough is now known about the transmission of the virus, that we have the necessary supplies. We have conducted surveys, focus groups and held individual meetings with families, students, and staff around what they need to feel safe coming back. Due to high levels of COVID-19 in our community, and current public health orders, we were unable to return for in person instruction until April. Since 95% of our staff is already vaccinated and our community virus numbers continue to decline we opened up small groups of in person instruction on campus. Because the school is now open on Fridays for safe food and supply distribution, and we had the necessary PPE, cleaning supplies, and safety protocols in place, we were ready to safely open for limited in person instruction. We invited small pods of English Learners, students with disabilities, students struggling with mental health issues and/or lack of engagement back to campus. These students will still engage in distance learning with their classmates, but they also had on campus support.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Schoology subscription	\$12,000.00	\$12,000	Y
Zoom subscriptions	\$5,000.00	\$5,348	Y
New Computers for staff	\$40,000.00	\$26,278	Y
Dean of STEM Salary (20%)	\$20,777.00	\$20,777	Y
Chromebooks for students	\$30,000.00	\$23,071	Y
Hotspots for students	\$20,000.00	\$20,000	Y

Interpreters	\$40,000.00	\$40,000	Y
Materials for students to take home for distance learning	\$20,000.00	\$20,000	Y
PE Materials for students	\$2,000.00	\$2,000	Y
Work From Home Stipends	\$10,000.00	\$31,850	Y
Parent Coordinator (100%)	\$57,912.00	\$57,912	Y
Director of Special Education(20%)	\$15,921.00	\$15,921	Y
Director of Teaching and Learning Salary (20%)	\$20,961.00	\$20,961	Y
Head of School Salary (20%)	\$30,750.00	\$30,750	Y
Dean of School Culture (20%)	\$16,739.00	\$16,739	Y
Data Coordinator Salary	\$38,163.00	\$38,163	Y
ELL support TAs	\$50,000.00	\$50,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.

### **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Continuity of Instruction:** We set up our schedule with the support of our Wolf Pack, leadership students in Fall and then revised again in January for more synchronous time. The schedule allows us to go back and forth between distance and in person learning if necessary.

**Access to Devices and Connectivity:** We have ensured every student has a Chromebook and hotspots if needed. Due to the successes with food delivery, we have been successful with delivering technology as well. Tech support has been available for families and students and has been utilized greatly to support Schoology and Zoom implementation because we did not use these tools last year. Connectivity continues to be a challenge for some of our students even with the provided hotspots.

**Pupil participation and progress:** We are proud of our 2020-21 97.95% attendance rate. Our students are attending and engaged in their classes. During classroom observations, 81% of classrooms demonstrated the teacher using a range of strategies (one mic, positive narration, urgency, equitable participation protocols, etc) to maintain a high level of online engagement. Our advisory period helps students maintain a sense of connectedness. Students and families enjoy a weekly show that promotes student connectedness with the Director and Dean of School Culture, as well.

**Professional Development:** In August and September we provided professional development on using Zoom, Nearpod, Jamboard, and other online applications to engage students in distance learning. We also spent a lot of time redefining what engagement looks like in distance learning to ensure common expectations. It helped that we went fully online in June of 2020, as teachers reported they felt like that gave them a head start to prepare for this year.

**Staff roles and responsibilities and Support for Pupils with Unique Needs:** We have adopted the case manager model where different staff are supporting students in different ways. Staff are assigned to support students who are struggling with grades, mental health or attendance. We hired alumni TA's and they come into classes and provide individual student support.

Each of our English Learners is assigned a case manager; in every one of their classes they have either a case manager or a TA to provide support. English learners also receive priority with office hours and guided group time and in person tech support to ensure they can access distance learning.

Each of our students with disabilities is also provided with a case manager that meets with them daily to help manage their workload and support with assignments, executive functioning, and mental health. Our students with disabilities receive additional supports with a RSP teacher leading an advisory group, other RSP teachers joining the other advisories, and a special schedule of office hours and guided group time.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Salaries of those doing intervention	\$70,000.00	\$70,000	Y
IXL	\$5,000.00	\$5,000	Y
NewsELA	\$5,000.00	\$5,000	Y
Summer School	\$40,000.00	\$40,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our teachers are administering their own assessments and then we are also assessing with IXL and NWEA MAP. Currently our data is not showing significant learning loss. We are planning continued interventions as we know when we return to campus, we will not have the same number of instructional hours. We will provide summer school this year and then continue to provide wrap around services next year.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The pandemic has had a considerable impact on the mental health of our students, families, and staff. Our multifaceted response has been successful at providing most of our students and staff the support they need at this time. Students value the time spent in their advisory period, where advisors hold weekly circles, individual check-ins, conduct weekly wellness surveys, and provide SEL lessons. The school newsletters and videos regularly communicate the importance the school places on being well. 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. So far this year, 52 students have been referred to our Adelante team and all of them have been connected with appropriate services.

We now have a bilingual clinician for students in need of individual therapy and our Dean of School Culture provides direct services and facilitates mental health groups for students and staff. Despite all of our engagement efforts, some students have been hard to reach and some of our students have deeply been affected because of the disproportionate impact on our community with illness and unemployment.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The system of communication with families and students through texts, social media, and advisory slides has been challenging but it has allowed us to reach more students and families. Our supply and food delivery has been a successful way to engage families and students. Continuing to provide wrap-around services like our vaccination drive to help families get vaccination appointments and providing assistance with COVID relief, unemployment benefits, and accessing COVID testing has also kept our families and students connected to the school. When surveyed, 92% of families respond positively that the Head of School cares about them and is available to support them.

The biggest challenge with student engagement continues to be the lack of sufficient bandwidth necessary to successfully engage with distance learning. Even with the provided hotspots, many students do not have enough bandwidth and grow frustrated with the distance learning experience.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We provide our families five days of breakfast and lunch and snacks either through pick up from the school site or home delivery by our staff. We have also been able to provide groceries in the form of three to four days of shelf stable foods through our partnership with Alameda County. We have provided food to up to 190 families each week.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on rigorous instruction, academic Intervention, Career Technical Education, Social Emotional Learning, and mental health support have been critical during this year and will continue going forward. Based on the data and input from this year we plan to continue implementing our model and the supports added this year and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue our assessment system and additional distance learning components as needed in the coming years. We are planning for double math instruction, a block schedule, and a mastery-based approach to meet the instructional demands with increased focus and rigor. We will maintain the system of assessment, data analysis and intervention that we implemented during 20-21. We have also incorporated plans for summer school offerings into our plan as an additional support.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Some actions that were initially marked as contributing to increased or improved services were funded by COVID relief funds. These include custodial services, PPE and equipment, Zoom, staff and student computers, hotspots, distance learning materials for students, work from home stipends, IXL, and NewsELA. The supplemental funds budgeted for those actions were used to support Response to Intervention, Professional Development, attendance initiatives, and Social Emotional Learning and mental well being of students.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the ARISE High School instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments and intervention as well as continued focus on Career Technical Education and Work-based Learning.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth



students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ARISE High School	Karla Gandiaga, Head of School	karla@arisehighschool.org 510.436.5487

## Plan Summary 2021-2022

### General Information

A description of the LEA, its schools, and its students.

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community. At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society. ARISE High School has been honored to serve the Oakland community for nearly 10 years and looks forward to continuing this service during our next charter term. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools that sought to shift the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

In 2017, ARISE became a Linked Learning Pathway with a theme of Public and Community Health for the People. Our pathway focuses on the four pillars of Linked Learning: Rigorous Academics, Career Technical Education, Work Based Learning, Individualized Student Support.

The ARISE High School educational philosophy is rooted in educational research, our own original and innovative practices, and informed by an abolitionist and anti-racist framework, placing our students at the heart of all curricular and instructional design. We believe learning best occurs when students are fully engaged participants in a challenging college and career-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. Furthermore, we believe this curriculum must be enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our families, teachers, socio-emotional counselors, college and career advisors, post secondary mentors, public health partners, and community members.

In 2019-20 ARISE High School served approximately 369 students in grades 9-12 preparing students from low-income families to be the first to attend college. Approximately 299 (81%) of our students qualify for free and reduced lunch; 64 (17.3%) students are English Learners; and 254 (69%) students are Redesignated Fluent English Proficient. In addition, about 41 (11.1%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 86.85% Approximately, 91% of ARISE's students identify as being Hispanic or Latino.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for ARISE high School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: ARISE students will be immersed in common-core, NGSS, CTE, and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment. The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead. Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of ARISE High School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In this past year at ARISE we have built new classrooms, adapted to a pandemic, added fantastic new members to our staff, connected as a community at various events, celebrated a new class of graduates, and more. This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21 at 97.95% average daily attendance as of 2/28/21, and this allowed us to keep our students on track academically as evidenced by the increase in students performing at grade level on the NWEA MAP math assessment in 2020-21 compared to 2019-20.

In 2019-20, we increased, not only the graduation rate to 94.4%, but also our 4-Year Cohort UC/CSU eligibility rate is now 100%. We continued to increase our EL Reclassification rate to 42.3%. Additionally, we decreased our suspensions in alignment with our targets. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents, students, and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community. We are proud to offer opportunities in Career Technical Education (CTE) and Work Based Learning. We are a Silver Certified Linked Learning school, and we have earned grants through CTE Innovation, K-12 Strong Workforce Grants, and other accolades and accomplishments.

Last year, we assessed that our need for mental health support far outweighed our capacity. In 2020-21 we have increased our mental health and wellness support. We have expanded our student support services team to include a graduate school therapy trainee to support with mental health referrals allowing us to provide therapy on site to a greater proportion of our student body. We have also integrated wellness and mental health curriculum into our weekly advisory lessons. 100% of students who were referred to our student support services team were screened and referred to support services when deemed appropriate. We have also developed a clinical training program that has the ability to create even more capacity for additional therapy support to be provided on campus in the future.

Last year we identified that many of our students have academic support needs beyond our capacity to support as a significant number of our students begin high school behind grade level abilities in most subjects. As such, we have expanded our SPED team, and have brought on a Pathway Mentor and Tutoring Coordinator to develop a robust tutoring and mentoring program to connect our students to individualized academic supports.

What makes us most proud is the leadership and love that our students bring every day. They have organized and started the restorative student justice panel, redesigned the logo, helped design our learning model during the pandemic, organized marches for social justice, and have recently begun to amplify their voices and understand that at ARISE we need to they are the leaders that change this world to be fair to all. We are also proud to welcome back ARISE alumni serving as teacher assistants.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. The 2019 CA Dashboard data indicated Mathematics achievement as an acute area of need. We will continue to implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention.

In response to our challenges with student engagement, last year we expanded our Student Engagement Committee and redesigned the model to consistently review students data and prioritize case management of students who were identified as high needs based on grades and attendance. Through this work, our case managers have identified a need for additional language support for many of our students. The vast majority of ARISE students are either Reclassified or English Learners, we have few students for whom English is their first language. As such, we have determined that a number of our students are missing key elements of instruction due to language barriers. This year we have partnered our students who recently arrived and have low English proficiency with a language support staff, however we recognize there are many more students who would benefit from some additional support in understanding the curriculum. Additionally, we would benefit from having someone who specializes in ELL support who can train our teachers in taking steps to make curriculum more accessible to all of our students, particularly those with low English proficiency.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

**GOAL 1: ARISE students will be immersed in common-core, NGSS, CTE, and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment.** In terms of academic achievement and preparation for college and career (Goal 1), we will continue providing a comprehensive standards-aligned instructional program and intervention including Common Core State Standards, CA ELD Standards, Linked Learning, and CTE model standards with double math instruction and mastery-based instruction and grading. We will support our teachers through ongoing professional development targeting performance assessments and data driven instruction, CTE alignment, and culturally responsive practices. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs.

**GOAL 2: The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.** ARISE will promote a positive culture and climate (Goal 2) through implementation of a restorative justice model, attendance initiatives, activities and enrichment opportunities, social emotional learning, and family engagement. We will ensure a safe and well-maintained physical environment. We will provide wraparound services to support students in need.

**GOAL 3: Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.** We will provide students with support and opportunities to prepare for college and career (Goal 3). We will integrate CTE public and community health pathway standards into courses, provide additional coursework in these areas, provide work based learning opportunities, and integrate college and career preparation throughout our program. Students will receive mentoring and college and career counseling.



# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

## Parents

Families met weekly for feedback sessions as well as monthly for longer meetings. We surveyed our parents three times per year. We also received input through one-on-one connections such as text, calls, and Zoom meetings.

## Teachers/Other Staff

Teachers participated twice weekly in Academic Familia Meetings, weekly Whole School Meetings, and three Focus Groups in the year. We also surveyed our teachers three times. We captured additional input through one-on-one meetings.

## Students

Students provided input through quarterly surveys, weekly surveys, twice weekly Leadership course meetings, and through one-on-one meetings.

## Mixed Groups

Our Wolfpack Planning Committee was composed of families and students and met biweekly throughout the year to reflect on data and provide input on plan development.

Our board meets monthly as a public hearing with the opportunity for public comment. Our board met October 25, November 17, December 8, 2020, February 16, March 9, April 20, and May 11, 2021 We promoted parent participation in public meetings and public hearings through emails, phone calls, website and agenda posting. An LCAP public hearing was held on 5/11/21. The LCAP was approved by the Board on 6/15/21. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.

A summary of the feedback provided by specific stakeholder groups.

## Parents

Our parents loved the COVID support and consistency in services. They expressed they want continued 1:1 supports available for their students in the form of case managers, Academic Mentors, clinicians, etc. Parents want safety to be prioritized. Parents want increased partnerships, engagement and enrichment opportunities, and to keep the tight knit family feel.

## Teachers/School Staff/Administrators

Teachers and staff expressed that they appreciate the clarity they have experienced in COVID response and support. Teachers and staff want to continue to prioritize safety. Teachers appreciate the increased student support and want to maintain that. Teachers noted that guided groups were supportive for students. Teachers expressed that their coaching feels supportive, and that p.d. has been the best received.

### **Students**

Students expressed that guided groups were supportive of them. They appreciated advisory for connections and announcements. Students want more enrichment opportunities. Students expressed that teachers, mentors, and case managers are helpful and supportive socio-emotionally and academically. Students like having time to complete assignments and a consistent platform for submission.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

### **Parents**

We will continue our efforts in COVID support and consistency in services. We have incorporated continued supports such as case management, Academic mentors, clinicians, and college and career counseling. We will continue to prioritize safety. We have planned for a full program of student and parent engagement in order to bring everyone together in support of our goals and to maintain the tight knit family feel. We also plan to offer a variety of clubs and activities, athletics, and extended opportunities for students.

### **Teachers/School Staff/Administrators**

We will continue our efforts in COVID support and consistency in services. We will continue to prioritize safety. We have planned for continued student supports and guided groups for students. We have designed p.d. and coaching plans to continue providing high quality p.d. and supportive coaching.

### **Students**

We have planned for continued student supports and guided groups for students. We have planned for continued academic and social emotional supports. We will continue offering enrichment opportunities and look to expand the options for students. We have planned to continue using a unified platform for students to submit work and to take a mastery-based approach that allows time for learning.

# Goals and Actions

## Goal 1

Goal #	Description
1	ARISE students will be immersed in common-core, NGSS, and CTE aligned curriculum and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment.

An explanation of why the LEA has developed this goal.

The majority of ARISE students are performing below grade level when they arrive as 9th graders, and we must provide the necessary meaningful, standards-based and CTE-aligned instruction to ensure they are ready for college and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: Distance from Standard for all students and all statistically significant subgroups Source: CA Dashboard	2018-19 CAASPP ELA DFS: All students: 20.4 SED: 20.7 EL: -55.2 Hispanic/Latinx: 19.6				All students: 28 SED: 28 EL: -40 HI: 28
CAASPP Math: Distance from Standard for all students and all statistically significant subgroups Source: CA Dashboard	2018-19 CAASPP Math DFS: All students: -108 SED: -105.2 EL: -155.4 Hispanic/Latinx: -112.3				All students: -65 SED: -65 EL: -90 HI: -65
% of students meeting NWEA MAP	Fall 2020-Winter 2021 61% of students met growth targets in Math.				Math: 65% meeting growth target

<p>growth targets in Reading and Math. Source: NWEA extract</p>	<p>2019 - 2020: Fall - Winter 37% of students met growth targets in Math</p> <p>Fall 2018-Spring 2019: 49% met growth targets in Reading</p>				<p>Reading: 60% meeting growth target</p>
<p>% of ELs who make annual progress in English fluency as measured by the ELPAC Source: CA Dashboard</p>	<p>2018-19: 53.5%</p>				<p>60%</p>
<p>EL Reclassification Rate Source: DataQuest</p>	<p>2019-20: 42.3%</p>				<p>50%</p>
<p>Youth Truth Student Survey: The degree to which students feel that they are being challenged by their coursework and teachers. Source: Annual student survey</p>	<p>2020: 3.63</p>				<p>4.0</p>
<p>% of teachers fully credentialed and appropriately placed and correctly assigned</p>	<p>2019-20 65% fully credentialed</p> <p>8 teachers of EL's misassigned</p>				<p>100%</p>

Source: SARC					
% of students have access to their own copies of standards-aligned instructional materials for use at school and at home Source: Local measures	100%				100%
Implementation of all adopted standards, including ELD standards and CTE model standards) AND access to broad course of study Source: Local measures	Met				Met

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Instructional Materials	We will continue to purchase curriculum and align instructional materials aligned to adopted state standards (including Common Core State Standards, CA ELD standards, Linked Learning, and CTE model standards) to ensure all students have access to rigorous content that prepares them for college and career. This includes digital platforms and licences such as Schoology, IXL, Paxton Patterson and Newsela.	\$240,000	N
2	Teacher Effectiveness	<p>We will develop and retain highly qualified, appropriately credentialed and assigned teachers.</p> <ul style="list-style-type: none"> <li>Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.</li> </ul>	\$5,000	N

		<ul style="list-style-type: none"> <li>Quarterly Instructional round observations executed by administration and Instructional Leadership team using ARISE's Instructional Core Teaching Rubric. Data is used by coaches to inform whole school wide instruction as well as professional development areas of focus.</li> <li>Teacher Sustainability: Balance teacher salaries and work load</li> </ul>		
3	Instructional Model	<ul style="list-style-type: none"> <li>4 X 4 block schedule to meet instructional demands with increased focus and rigor</li> <li>Hybrid schedule with most students on campus 2 days per week</li> <li>Double math instruction</li> <li>Mastery-based instruction and grading</li> </ul>	\$1,785,000	N
4	Professional Development	<p>Our Director of Teaching and Learning and Deans of Instruction ensure continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards.</p> <ul style="list-style-type: none"> <li>Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards and academic independence, as well as providing teachers with ongoing professional development to support implementation</li> <li>Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.</li> <li>Provide ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development.</li> <li>Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students.</li> </ul>	\$55,750	Y

		<ul style="list-style-type: none"> <li>Support teachers in aligning curriculum to Linked Learning Pathway standards</li> </ul>		
5	Data Driven Instruction	<p>We will expand data driven instruction to drive school wide instructional practices and student specific intervention with the support of a Data Coordinator and our Intervention Teachers.</p> <ul style="list-style-type: none"> <li>Teachers Assistants (20%) provide academic support and executive functioning coaching</li> <li>Quarterly audits of student data (mastery and percentage of mastered major assessments) by coach and teachers</li> <li>Review of data from teaching cycles in departments. Departments review lesson plans and data (NWEA, IXL) to inform upcoming instruction.</li> <li>Math quarterly review of NWEA data to provide targeted instruction small group instruction for students most below grade level</li> <li>Bimonthly grade level analysis of tier 1, 2 and 3 students done by each grade level</li> <li>Office Hours for student support                             <ul style="list-style-type: none"> <li>i. all teachers 3x week after school office hours</li> <li>ii. all students one hour weekly on campus office hours with each teacher</li> </ul> </li> </ul>	\$28,800	Y
6	English Language Development	<p>Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the ELD standards and designed to support them in achieving English proficiency.</p> <ul style="list-style-type: none"> <li>EL Coordinator to monitor progress, teach, and provide coaching and professional development for teachers</li> <li>Majority of Teachers Assistants (80%) support EL students</li> <li>Partner with EL Achieve as part of our whole-school literacy model, which uses their Constructing Meaning program as a foundation for all teachers integrating EL-focused literacy strategies in every classroom. Teachers at ARISE are trained in the Constructing Meaning program, including</li> </ul>	\$256,886	Y



		<p>several teachers who attend their 5-day seminar to develop expertise in literacy strategies.</p> <ul style="list-style-type: none"> <li>● ARISE has one multi-level designated EL support class for students who are scoring mostly in the Beginning to Develop (1) or the Somewhat Developed (2) assessment levels on the ELPAC.</li> <li>● Newcomer students at ARISE are assigned a designated TA in most or all of their classes to provide individual support.</li> </ul>		
7	Summer School	<p>Summer School</p> <ul style="list-style-type: none"> <li>● June for credit recovery (mastery-based hybrid courses in math, science, ELA, and social science)</li> <li>● June WBL and internship program (21st century Skill building, training on resume-building, interviewing, and actual internship)</li> <li>● Dual Enrollment enrichment courses for rising 11th graders in and around public and community health intro courses provided by Merritt College</li> <li>● August 1-week Orientation incoming 9th graders (model, meet advisors, intro)</li> <li>● 1-2 week Numeracy Summer Intensive “Step Up to Algebra” for incoming 9th graders based on data</li> </ul>	\$12,000	Y
8	Special Education	<p>Special Education</p> <ul style="list-style-type: none"> <li>● Full Inclusion Model</li> <li>● 9/10th graders with IEPs have advisory with RSP teacher</li> <li>● 21-22 Afterschool on-campus supports</li> <li>● In April they had in-person option for additional support</li> <li>● Hired a third education specialist to service students with Individual Education Plans</li> <li>● Created a Director of Special Education position to oversee program</li> </ul>	\$354,038	N

		<ul style="list-style-type: none"> <li>● Director of SPED will plan initial and ongoing professional development to work with teachers in how to best support students with disabilities</li> <li>● Hired an Ed Specialist intern to provide more individualized academic support to students with high needs</li> <li>● Continue to use Adelante referrals to identify and evaluate potential students with disabilities. This referral can be completed by any member of the ARISE community including teachers, support staff, and families</li> <li>● Hired a new student support position that will hold 504 plans</li> <li>● Priority of summer school classes given to students with IEPs</li> <li>● In-person learning offered in April for highest-need students with disabilities</li> </ul>		
9	Response to Intervention	<p>Our Dean of School Culture (30%) will expand and refine the Response to Intervention (RTI) program</p> <ul style="list-style-type: none"> <li>● Identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy.</li> <li>● Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team.</li> </ul>	\$665,647	Y

### Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Goal 2

Goal #	Description
2	The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.

An explanation of why the LEA has developed this goal.

Student engagement as a whole is an ongoing area for growth. We have identified through our Student Engagement Committee (SEC) team that while our overall attendance is generally high, the number of students who do not attend one or more classes in any given week is significant. Local data indicates that Chronic Absenteeism continues to be an area of need as well.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average daily attendance rate Source: Attendance Reports	2020-21: 97.95%				95%
Chronic Absence Rate for all students and all numerically significant subgroups	2018-19: All students: 20.8% SED: 20.2%				<10%

<p>Source: CA Dashboard</p>	<p>EL: 24%                  SWD: 36.1%                  Hispanic/Latinx: 20.5%</p>				
<p>Suspension Rate for all students and all numerically significant subgroups</p> <p>Source: CA Dashboard</p>	<p>2019-20:                  All Students: 1.9%                  SED: 2.2%                  EL: 7.3%                  SWD: 0%                  African American/Black: 0%                  Hispanic/Latinx: 2%</p>				<p>&lt;1%</p>
<p>Expulsion Rate for all students and all numerically significant subgroups</p> <p>Source: DataQuest</p>	<p>2019-20:                  All Students: 0.3%                  SED: 0.3%                  EL: 0%                  SWD: 0%                  African American/Black: 0%                  Hispanic/Latinx: 0.3%</p>				<p>0%</p>
<p>HS 4-Year Cohort Dropout Rate for all students and all numerically significant subgroups</p> <p>Source: DataQuest</p>	<p>2019-20:                  All students 4.4%                  SED: 4.5%                  EL: 6.7%                  Hispanic/Latinx: 4.8%</p>				<p>&lt;2%</p>

<p>% of teachers and parents feeling school is safe and that they are connected to school community Source: Annual parent/teacher survey</p>	<p>Baseline Spring 2021: Families: 95% Staff: 100%</p>				<p>93%</p>
<p>Youth Truth Student Survey: % of students who report being bullied or harassed Source: Annual student survey</p>	<p>2020: 6%</p>				<p>3%</p>
<p>Youth Truth Student Survey: The degree to which students believe that their school fosters a culture of respect and fairness Source: Annual student survey</p>	<p>2020: 3.17</p>				<p>3.55 or 75th percentile</p>
<p>Youth Truth Student Survey: The degree to which students feel welcome at their school and have collaborative relationships with their classmates Source: Annual student survey</p>	<p>2020: 3.35</p>				<p>3.56 or 75th percentile</p>
<p>School Facilities in Good repair Source: Annual FIT survey</p>	<p>Overall Good Repair</p>				<p>Overall Good Repair</p>

% parents attending two student-led conferences annually Source: Parent/Teacher/Student conference attendance logs	Baseline 95% for S1 96% for S2				98% for both semesters
% of families responding to family survey	Fall 2020: 13% Spring 2021: 10%				50%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Restorative Justice	Our Dean of School Culture will utilize a Restorative Justice Model based on a school-wide discipline praxis that supports students in expressing ARISE core values: <ul style="list-style-type: none"> <li>● School-wide discipline praxis</li> <li>● Student Justice Panel, group of students trained in Restorative Justice to address issues in the school community</li> </ul>	\$98,193	Y
2	Positive School Culture	<ul style="list-style-type: none"> <li>● Advisory, RISE Up Assemblies, and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE's core values.</li> <li>● Student Activities Class to organize events and build positive school culture</li> </ul>	\$98,193	N
3	Attendance Initiatives	<ul style="list-style-type: none"> <li>● Incentives for Regular Attendance</li> <li>● Tiered Re-Engagement Model</li> <li>● Personalized supports for students</li> <li>● Prioritized on-campus opportunities                             <ul style="list-style-type: none"> <li>i. Students with lower attendance &amp; SEL needs</li> <li>ii. African-American Students</li> </ul> </li> </ul>	\$50,500	Y

## iii. Students with IEPs

## iv. English Learners

4	Health and Safety	We will provide regular clearing and maintenance of our facilities, as well as improve our facilities as needed and according to health and safety guidance from local officials.	\$480,299	N
5	Enrichment	<ul style="list-style-type: none"> <li>Clubs and activities: (Rowing, community service, Black Student Union, Guitar, Photography, Hiking, GLEE, Robotics)</li> <li>Athletics: Girls and Boys Soccer</li> <li>Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs.</li> </ul>	\$160,000	N
6	Social Emotional Learning	<ul style="list-style-type: none"> <li>Full time Clinician and Clinical Intern</li> <li>Dean of School Culture develops advisory curriculum</li> <li>Group therapy for students</li> <li>Group therapy for staff</li> <li>Group therapy for families</li> <li>Partnerships with La Clinica and Substance Abuse program</li> <li>Family education on SEL and Mental health</li> <li>Advisory Program (20% programming on mental health and wellness)</li> </ul>	\$159,767	N
7	Parent Engagement	<ul style="list-style-type: none"> <li>Hold weekly informal "Informative Monday" parent meetings and monthly formal Parent Meetings to engage parents in their students' academic and personal development.</li> <li>Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees.</li> </ul>	\$49,460	Y

- Hold family meetings, focus groups, and manage surveys to get input and feedback on our school wide plans.
- Newsletter, Social Media, Parent Communication through email and Powerschool
- Translation for all documents
- Interpreting for all meetings
- Student Led Conferences where students meet with advisors and families to discuss graduation tracks and progress

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



## Goal 3

Goal #	Description
3	Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.

An explanation of why the LEA has developed this goal.

We are proud of the number of students that continue on to college after they graduate from ARISE. However, we can continue to increase the level of college preparation to ensure our graduates will be successful in college and career readiness. We can also continue to improve upon our college preparedness metrics for our subgroup populations, especially our African-American students, students with disabilities, and English Learners.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who stay enrolled at ARISE from May to May Source: Re-enrollment rate based on CALPADS 8.1 reports	98%				95%
Cohort 4 & 5-Year Cohort Graduation Rate Source: CA Dashboard	2019-20: 94.1%				98%
% of students who graduate with UC/CSU eligibility Source: DataQuest	2019-20: 100% (Dataquest)				100%
% of students who are college ready in ELA as measured by the UC/CSU Early Assessment Program (EAP)  Source: DataQuest (CAASPP)	All Students  2018-19 % of students Ready or Conditionally Ready: 66.7%  SED  2018-19 % of students Ready or				80%

	<p>Conditionally Ready: 64.3%</p> <p>Hispanic/Latino</p> <p>2018-19 % of students Ready or Conditionally Ready: 66.7%</p>				
<p>% of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP)</p> <p>Source: DataQuest (CAASPP)</p>	<p>All Students</p> <p>2018-19 % of students Ready or Conditionally Ready: 7.8%</p> <p>SED</p> <p>2018-19 % of students Ready or Conditionally Ready: 9.3%</p> <p>Hispanic/Latino</p> <p>2018-19 % of students Ready or Conditionally Ready: 6.9%</p>				50%
<p>% of students who apply to one or more CSU</p> <p>Source: College counselor records</p>	<p>2020: 60%</p>				100%
<p>% of students who are accepted to a four-year college or university</p> <p>College counselor records</p>	<p>2020: 47%</p>				85%
<p>% of seniors who have completed a pathway internship</p>	<p>2020: 90%</p>				100%

Source: College counselor records				
% of students who demonstrate mastery of 21st century skills as measured by completion of 10th grade bridge presentation and senior seminar capstone defense Source: College counseling records	2020: 70%			95%
% Career technical education (CTE) pathway completers	2020: 70%			100%
% of graduating students who have completed 2+ college courses via concurrent and dual enrollment opportunities Source: College counseling records	2020: 57%			100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE standards integration	Integrate CTE public and community health pathway standards into courses so that students are taking courses that emphasize 21st century skills in the public health sector. (teacher stipends \$7,000)* <ul style="list-style-type: none"> <li>• every student completes pathway</li> <li>• internship in public/community health</li> <li>• capstone presentation senior year</li> <li>• interdisciplinary projects</li> <li>• Success 101 college/career preparedness</li> </ul>	\$7,000	N
2	College and Career Counseling	<ul style="list-style-type: none"> <li>• Get Focused Stay Focused 9th grade advisory curriculum to identify career goals and aspirations and in creating an</li> </ul>	\$457,378	Y

		<p>individualized 10-year college and career plan to reach those goals.</p> <ul style="list-style-type: none"> <li>● Counselor ensures students are getting individualized support completing and enhancing their Get Focused Stay Focused 10 year plan, developing evidence for the college and career portfolio, succeeding in their CTE course to become pathway completers, A-G course requirements, and including additional support with pathway orientation.</li> <li>● four college counselors 9-12</li> <li>● Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities aligned to our linked learning pathway.</li> </ul>		
3	CTE Work Based Learning Liaison	<p>CTE Work Based Learning Liaison -With the addition of internships built into the school day, we see an even greater need for a full time employee to help with the following (but not limited to):</p> <ul style="list-style-type: none"> <li>● Engage with community partners</li> <li>● Establish and maintain internship/externship opportunities for students and staff</li> <li>● Lead PD around connecting WBL learning with classrooms learning</li> <li>● Co-produce weekly Linked Learning newsletter</li> <li>● Manage student off site internships, including during the school day</li> <li>● Execute MOU's and partnership agreements with partnership organizations</li> <li>● Meet with Admin Team and Linked Learning Design Team to develop and execute WBL goals and outcomes</li> <li>● Attend and participate in key CTE/Linked Learning conferences and workshops</li> </ul>	\$87,000	N
4	CTE Pathway Coordinator	<p>CTE Pathway Coordinator</p> <ul style="list-style-type: none"> <li>● support all teachers, especially CTE teachers, with pathway implementation in their classroom.</li> <li>● manages the WBL Liaison to support student work based learning</li> <li>● designs and implements professional learning around linked learning, WBL, and our pathway</li> <li>● works directly with the Pathway Advisory Board</li> </ul>	\$103,000	N

		<ul style="list-style-type: none"> <li>manages the Measure N grant, expenditures, site visits, and reports.</li> <li>Co-produce weekly Linked Learning newsletter,</li> <li>Execute MOU's and partnership agreements with partnership organizations,</li> <li>manage and oversee Linked Learning certifications.</li> </ul>		
5	CTE Pathway Mentor and Student Support Manager:	<p>The CTE Pathway Mentor and Student Support Coordinator will coordinate and manage mentorship, tutoring and individualized student support programs (91 juniors &amp; 84 seniors, with a special concentration on students with IEP's and/or in our dual enrollment program), occurring during school, after school and during summer bridge.</p> <ul style="list-style-type: none"> <li>-Develop and implement a system for tracking individualized supports for pathway students, especially our target student population (includes peer and professional mentoring, peer tutoring, work with college tutors, etc.)</li> <li>-Coordinate the mentor-mentee program, including establishing processes and procedures as well as follow up with mentors, mentees, parents, and staff (as needed).</li> <li>-Develop and facilitate ARISE's Peer Tutoring Program</li> <li>-Coordinate 12th grade Senior Seminar Capstone mentorships</li> <li>-Establish and facilitate other supports for student success in college courses, including review sessions, study skills sessions, writing tutors, etc.</li> <li>-Complete associated paperwork data analysis, and evaluation as needed.</li> <li>-Provide resources and referrals for services</li> <li>-Pilot new Spring Mentoring program</li> <li>-Support IEP students and other target population students in successfully achieving their learning goals</li> <li>-Provide resources and referrals of services in coordination with the Pathway Case Manager</li> </ul>	\$131,000	N
6	College and Career Prep Student Presentations	Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.	\$15,000	N
7	Capstone Defense	Continue to use the graduate profile as the guiding principle of the CTE Pathway Senior Seminar: Advanced Public and Community Health Capstone Defense. Continue to use 21st century skills in classrooms.	\$0	N

		Continue to incorporate Get Focused Stay Focused - My 10 Year Plan into senior defense. Students use their internship that they participate in during the winter as part of their capstone defense, emphasizing their internship and/or working experience.		
8	Public and Community Health Coursework	CTE Intermediate Public and Community Health Teacher (salary and benefits) As we strive for gold certification with the Linked Learning Alliance, we must ensure that we have CTE certified teachers teaching the CTE classes and pathway sequenced courses. All CTE instructors implement course work that emphasizes the four pillars of linked learning to increase student engagement and knowledge, specifically: WBL, internships, college and career readiness, guest speakers and industry partnerships that link student learning to the real world. (CTE Public and Community health instructor holds all CTE junior classmen, total of 91 students)	\$90,000	N
9	Public Health Speaker Series	Cafe Talks: Public Health Speaker Series. Guest Speaker Stipends and Organization Honorariums for our Pathway Themed discussions. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE.	\$3,000	N
10	Student Stipend Internships	Student Stipend Internships: To pay for the student stipends for ARISE students participating in WBL internships (we hope to connect with rising seniors with internships during the summer). Approximately 35 -100 students at \$600 - \$240 per stipend.	\$15,000	N

### Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.77%	\$1,161,871

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action 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 goals for these students.

### **A- Academic Growth and Achievement**

#### Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find our Socioeconomically Disadvantaged students at the Yellow level for ELA and the Orange level for math. There is no CA Dashboard indicator for our English Learners. We had low performance in 2019 on the English Learner Progress Indicator, with 53.5% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 42.3%

#### Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We provide comprehensive professional development to support teachers in creating scopes and sequences integrating state content standards, ELD standards, and Linked Learning pathway standards. Teachers will analyze student data regularly to ensure high quality data driven instruction is provided with the support of our Data Coordinator and Intervention teachers. We will also provide enrichment opportunities, such as clubs, student activities, and athletics to ensure that our low income students, English learners, and foster youth have access to these opportunities. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates. We will also expand our Response to Intervention programs with specific supports targeting English Learners and Socioeconomically disadvantaged students with a focus on literacy. We have added robust college and career counseling to our program to ensure that our students receive intensive support in progress monitoring, college and career exploration, and applications and matriculation.

Professional Development

Data Driven Instruction



English Language Development

Enrichment

Response to Intervention

College & Career Counseling

### Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 8 points growth within the next three years for both ELA and 43 points growth within the next three years in Math (see expected outcomes in Goal 1), and 6.5 points' growth in the English Learner Progress Indicator and maintenance of our high English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

## **B- Climate, Culture, and Family Engagement**

### Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students were at the Orange level and our English Learners were at the Yellow level for suspensions. Our Chronic Absence rate in 2019 was 20.2% for our Socioeconomically disadvantaged students and 24% for our English Learners. In 2020-21, 95% of parents responded positively to survey questions about school safety and connectedness. We know that parents of our socioeconomically disadvantaged students may benefit from additional communication that increases their ability to support their students' learning and parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

### Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. A key component of these additional efforts is our social emotional learning. We implement an advisory program specifically tailored to the needs of our low income students, English learners and foster youth. We provide mental health services to support our students who may otherwise not have access to these services. In our parent engagement action, we will engage our parents through regular meetings, surveys, and communications translated into the appropriate language.

Social Emotional Learning

Parent Engagement

### Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain positive indicators that students feel safe and connected to the ARISE High School community. We will also measure progress toward high attendance and low suspensions and chronic absenteeism (see above).

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

## **1- Academic Growth and Achievement**

### Actions

Professional Development

Data Driven Instruction

English Language Development

Enrichment

Response to Intervention

College & Career Counseling

Data Driven Instruction adds high-quality assessment systems and staffing to coordinate the analysis and application of instructional data to inform instruction and intervention so that our English learners, low income students, and foster youth receive instruction tailored to their needs. Response to Intervention increases the amount of support available to English learners, low income students and foster youth by providing them additional opportunities outside of class time to receive support and tutoring, and by providing them technology that provides the opportunity to practice skills in adaptive online learning platforms.

English Language Development increases the amount of targeted support our English Learners receive in order to successfully progress in English Language proficiency and to reclassify.

Teacher Professional Development increases the quality of instruction by developing teachers' ability to provide English learners, low income students, and foster youth a rigorous academic model with high support.

College Counseling increases the support available to our English learners, low income students, and foster youth to learn about and complete the processes required to prepare for and apply to college and prepare for successful careers. They receive additional progress monitoring and hands-on support with credits monitoring, college and career exploration, and college applications.

We will monitor progress for our Unduplicated students in NWEA MAP three times annually and grades data quarterly to ensure the actions are bringing the expected progress for these students. The school leadership team will review the annual academic outcomes such as SBAC, AP, IEP goal completion, and survey data to ensure that our students make steady progress toward the measurable outcomes. The school leadership team will monitor progress for our English learners to determine the effectiveness of the integrated and designated ELD support. We will review the annual academic outcomes of Reclassification rates and ELPAC scores to ensure that our students make steady progress toward the measurable outcomes.

### **3- Engagement, Climate and Culture**

#### Actions

Social Emotional Learning

Parent Engagement

Our parent engagement action adds staffing of a parent coordinator so that the families of our English learners, low income and foster youth students receive additional outreach and opportunities to engage in our program in support of student success. Our Social Emotional Learning adds staffing in support of SEL instruction through advisory and provides mental health supports through added staffing in support of students' mental health needs. These actions remove barriers to learning, foster strong family-school partnerships, contribute to a positive climate and foster students' social emotional learning and mental well being.

## Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

**Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

**Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action 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 goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.



- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

DRAFT

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 1,176,606	\$ 1,176,606
<b>LEA-wide Total:</b>	\$ 1,176,606	\$ 1,176,606
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum & Instructional Materials				\$ 150,000	\$ 150,000
1	1						\$ -
1	1					\$ 50,000	\$ 50,000
1	1					\$ 40,000	\$ 40,000
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	2	Teacher Effectiveness				\$ 5,000	\$ 5,000
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	3	Instructional Model				\$ 1,785,000	\$ 1,785,000
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	4	Professional Development					\$ -
1	4						\$ -
1	4						\$ 17,750
1	4						\$ 2,000
1	4		LEA-wide	EL, Low Income, Foster		\$ 36,000	\$ 36,000
1	4						\$ -
1	4						\$ -
1	5	Data Driven Instruction	LEA-wide	EL, Low Income, Foster		\$ 10,000	\$ 10,000
1	5		LEA-wide	EL, Low Income, Foster		\$ 18,800	\$ 18,800
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	6	English Language Development	LEA-wide	EL		\$ 150,000	\$ 150,000
1	6		LEA-wide	EL		\$ 106,886	\$ 106,886
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	7	Summer School					\$ 12,000
1	7						\$ -
1	7						\$ -
1	7						\$ -
1	7						\$ -
1	7						\$ -
1	8	Special Education					\$ 314,038
1	8						\$ -
1	8						\$ 40,000
1	8						\$ -
1	8						\$ -
1	8						\$ -
1	8						\$ -
1	9	Response to Intervention					\$ 133,912
1	9		LEA-wide	EL, Low Income, Foster		\$ 315,000	\$ 315,000
1	9						\$ 100,000
1	9		LEA-wide	EL, Low Income, Foster		\$ 66,735	\$ 66,735
1	9		LEA-wide	EL, Low Income, Foster		\$ 50,000	\$ 50,000
1	9						\$ -
1	9						\$ -
2	1	Restorative Justice Model				\$ 98,193	\$ 98,193
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	2	Positive School Culture				\$ 98,193	\$ 98,193
2	2						\$ -
2	2						\$ -

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2	2					\$	-
2	2					\$	-
2	2					\$	-
2	2					\$	-
2	2					\$	-
2	3	Attendance Initiatives			\$	27,500	\$ 27,500
2	3				\$	23,000	\$ 23,000
2	3					\$	-
2	3					\$	-
2	3					\$	-
2	3					\$	-
2	3					\$	-
2	4	Health & Safety			\$	10,000	\$ 10,000
2	4					\$	422,770
2	4					\$	-
2	4				\$	47,529	\$ 47,529
2	4					\$	-
2	4					\$	-
2	4					\$	-
2	4					\$	-
2	5	Enrichment	LEA-wide	Low Income, Foster	\$	80,000	\$ 80,000
2	5		LEA-wide	Low Income, Foster	\$	80,000	\$ 80,000
2	5					\$	-
2	5					\$	-
2	5					\$	-
2	5					\$	-
2	6	Social Emotional Learning				\$	71,771
2	6		LEA-wide	Low Income, Foster	\$	87,996	\$ 87,996
2	6					\$	-
2	6					\$	-
2	6					\$	-
2	6					\$	-
2	6					\$	-
2	7	Wraparound Services				\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	8	Parent Engagement			\$	49,460	\$ 49,460
2	8					\$	-
2	8					\$	-
2	8					\$	-
2	8					\$	-
2	8					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
3	1	CTE Standards Integration				\$	7,000
3	1					\$	-
3	1					\$	-
3	1					\$	-
3	1					\$	-
3	1					\$	-
3	2	College & Career Counseling	LEA-wide	EL, Low Income, Foster	\$	89,000	\$ 89,000
3	2				\$	17,000	\$ 196,000
3	2					\$	86,189
3	2		LEA-wide	EL, Low Income, Foster	\$	86,189	\$ 86,189
3	3	Work-Based Learning				\$	72,000
3	3					\$	15,000
3	3					\$	-
3	4	Pathway Coordination			\$	3,000	\$ 103,000
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	5	Pathway Mentoring & Support				\$	78,000
3	5					\$	53,000
3	5					\$	-
3	5					\$	-
3	5					\$	-



**Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,595,481	\$ 1,168,768	\$ 490,000	\$ 153,662	5,407,911	\$ 4,189,229	\$ 1,080,378

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum & Instructional Materials		\$ 150,000				\$ 150,000
1	1							\$ -
1	1			\$ 50,000				\$ 50,000
1	1			\$ 40,000				\$ 40,000
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	2	Teacher Effectiveness		\$ 5,000				\$ 5,000
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	3	Instructional Model		\$ 1,785,000				\$ 1,785,000
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	4	Professional Development						\$ -
1	4							\$ -
1	4						\$ 17,750	\$ 17,750
1	4						\$ 2,000	\$ 2,000
1	4			\$ 36,000				\$ 36,000
1	4							\$ -
1	4							\$ -
1	5	Data Driven Instruction		\$ 10,000				\$ 10,000
1	5			\$ 18,800				\$ 18,800
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	6	English Language Development		\$ 150,000				\$ 150,000
1	6			\$ 106,886				\$ 106,886
1	6							\$ -
1	6							\$ -
1	6							\$ -
1	6							\$ -
1	7	Summer School				\$ 12,000		\$ 12,000
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	8	Special Education			\$ 314,038			\$ 314,038
1	8							\$ -
1	8			\$ 40,000				\$ 40,000
1	8							\$ -
1	8							\$ -
1	8							\$ -
1	8							\$ -
1	9	Response to Intervention					\$ 133,912	\$ 133,912
1	9			\$ 315,000				\$ 315,000
1	9				\$ 100,000			\$ 100,000
1	9			\$ 66,735				\$ 66,735
1	9			\$ 50,000				\$ 50,000
1	9							\$ -
1	9							\$ -
2	1	Restorative Justice Model		\$ 98,193				\$ 98,193
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	2	Positive School Culture		\$ 98,193				\$ 98,193
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -

### Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,595,481	\$ 1,168,768	\$ 490,000	\$ 153,662	5,407,911	\$ 4,189,229	\$ 1,080,378

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2							\$ -
2	3	Attendance Initiatives		\$ 27,500				\$ 27,500
2	3			\$ 23,000				\$ 23,000
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	4	Health & Safety		\$ 10,000				\$ 10,000
2	4				\$ 422,770			\$ 422,770
2	4							\$ -
2	4			\$ 47,529				\$ 47,529
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	5	Enrichment		\$ 80,000				\$ 80,000
2	5			\$ 80,000				\$ 80,000
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	6	Social Emotional Learning			\$ 71,771			\$ 71,771
2	6			\$ 87,996				\$ 87,996
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	7	Wraparound Services						\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	8	Parent Engagement		\$ 49,460				\$ 49,460
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
3	1	CTE Standards Integration				\$ 7,000		\$ 7,000
3	1							\$ -
3	1							\$ -
3	1							\$ -
3	1							\$ -
3	1							\$ -
3	2	College & Career Counseling		\$ 89,000				\$ 89,000
3	2			\$ 17,000	\$ 134,000	\$ 45,000		\$ 196,000
3	2			\$ 86,189	\$ 86,189			\$ 86,189
3	2							\$ 86,189
3	3	Work-Based Learning				\$ 72,000		\$ 72,000
3	3					\$ 15,000		\$ 15,000
3	3							\$ -
3	4	Pathway Coordination		\$ 3,000		\$ 100,000		\$ 103,000
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	5	Pathway Mentoring & Support				\$ 78,000		\$ 78,000
3	5					\$ 53,000		\$ 53,000
3	5							\$ -

**Total Expenditures Table**

<b>Totals</b>	<b>LCFF Funds</b>	<b>Other State Funds</b>	<b>Local Funds</b>	<b>Federal Funds</b>	<b>Total Funds</b>	<b>Total Personnel</b>	<b>Total Non-personnel</b>
Totals	\$ 3,595,481	\$ 1,168,768	\$ 490,000	\$ 153,662	5,407,911	\$ 4,189,229	\$ 1,080,378

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5							\$ -
3	5							\$ -
3	5							\$ -
3	5							\$ -
3	6	College & Career Student Presentations		\$ 15,000				\$ 15,000
3	6							\$ -
3	6							\$ -
3	6							\$ -
3	6							\$ -
3	6							\$ -
3	6							\$ -
3	6							\$ -
3	7	Capstone Defense						\$ -
3	8	Public & Community Health Coursework				\$ 90,000		\$ 90,000
3	8							\$ -
3	8							\$ -
3	8							\$ -
3	8							\$ -
3	8							\$ -
3	8							\$ -
3	9	Public Health Speaker Series				\$ 3,000		\$ 3,000
3	9							\$ -
3	9							\$ -
3	9							\$ -
3	9							\$ -
3	9							\$ -
3	9							\$ -
3	9							\$ -
3	10	Student Stipend Internships				\$ 15,000		\$ 15,000
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -
3	10							\$ -



# Cover Sheet

## Head of School Update

**Section:** V. Head of School Update  
**Item:** A. Head of School Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** June Head of School Presentation.pdf



# JUNE BOARD MEETING

## HEAD OF SCHOOL UPDATE

BY KARLA GANDIAGA

# 2021-2022



# PRIORITIES

## Math

## Writing

- Create/adopt a set of quarterly benchmarks for all math courses
- Develop/adopt aligned curriculum-embedded assessments that are part of a 8-10 day cycle
- Facilitate data inquiry cycles (that are housed in coaching meetings and department time) with each math teacher to build capacity to develop strategic reteach lessons, identify target reteach students and develop extension activities for students who have demonstrated mastery
- Restructure math coaching meetings and department time to accommodate for data inquiry and to ensure successful review of data and materials

- All non-math teachers plan units of study each quarter that include an anchor text and a writing performance task.
- Teachers will focus on building student capacity to access and analyze complex text and use text-based evidence to make an effective written argument.
- Building out the ARISE Writing Rubric specific to presenting an argument and providing compelling and sufficient evidence with aligned exemplars for each grade level; provide ongoing coaching and training in the implementation, calibration and teaching of the skills embedded in the rubric



# Wrapping Up the School Year & Summer

## **Warrior Defenses & Bridge**

## **Scheduling and Graduation Track Meetings**

## **Reflection and Connection**

**Priority Planning:** Met in Departments to start working on Priority Planning

**Team Freire and Adelante Leadership Team (ALT):** Met to plan August PD

## **Summer Work:**

- Summer School
- A-team and ALT Planning
- Enrichment and Internship Planning
- Building Improvements to be fully reopen in August
- Dashboard and Non-Instructional School Wide Goals



# FALL YELLOW TIER SCHEDULE

MON	TUE	WED	THU	FRI
ADVISORY	ADVISORY	ADVISORY STUDY HALL & CONSULTANCY	ADVISORY	ADVISORY
PERIOD 1	PERIOD 4		PERIOD 1	PERIOD 4
PERIOD 2	PERIOD 3	PROJECT WORK TIME	PERIOD 2	PERIOD 3
PERIOD 3	PERIOD 2	ENRICHMENT PROGRAMS	PERIOD 3	PERIOD 2
PERIOD 4	PERIOD 1	GUIDED GROUPS	PERIOD 4	PERIOD 1
OFFICE HOURS & ENRICHMENT		COMMUNITY INTERNSHIPS	OFFICE HOURS & ENRICHMENT	

**IN-PERSON LEARNING**



# 2021-2022 INVESTMENTS

# 01

## Math Instruction

- Increased salaries
- Increased math instruction
- Increased coaching
- Push-In and Pull-out support
- Curriculum

# 02

## EL Support

- EL Coordinator
- EL Academic Mentors
- Partnerships
- Language Support Course
- Literacy Coaching & PD

# 03

## Special Education

- Expanded RSP Team
- SPED Director
- SPED Admin Assistant

# 04

## College and Career

- 2 new counselors
- 20 Academic Mentors
- Trio Program Partnerships
- Enrichment and Internships
- PD
- Software

# 05

## Mental Health

- Clinical Interns
- RJ Center
- Increased groups
- School Culture Initiatives

# 06

## Safety

- PPE
- Filters/HVAC
- Testing
- Supplies

# Cover Sheet

## Approve 21-22 Budget

**Section:** VI. Finance  
**Item:** A. Approve 21-22 Budget  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ARISE - April Financials.pdf  
ARISE - Three Budget Projection 060821.pdf  
ARISE - June Board Presentation.pdf  
ARISE - Cash Flow FY 21 and FY 22.pdf

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

	Actual			YTD	Budget						
	Feb	Mar	Apr	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	292,487	301,668	404,992	2,951,456	4,026,803	4,422,829	4,422,829	-	396,026	1,471,373	67%
Federal Revenue	38,442	-	5,091	536,991	267,155	775,039	746,392	(28,647)	479,237	209,401	72%
Other State Revenues	3,208	251,420	125,833	594,233	803,058	909,806	909,806	-	106,748	315,573	65%
Local Revenues	1,248	4,237	170	117,189	459,510	464,674	464,674	-	5,164	347,485	25%
Fundraising and Grants	-	-	5	5	-	-	-	-	-	(5)	
<b>Total Revenue</b>	<b>335,384</b>	<b>557,325</b>	<b>536,091</b>	<b>4,199,874</b>	<b>5,556,526</b>	<b>6,572,349</b>	<b>6,543,702</b>	<b>(28,647)</b>	<b>987,176</b>	<b>2,343,828</b>	<b>64%</b>
<b>Expenses</b>											
Compensation and Benefits	306,311	321,198	315,584	2,965,991	3,373,944	3,584,834	3,584,872	(38)	(210,928)	618,881	83%
Books and Supplies	27,061	28,204	60,336	374,921	182,700	441,983	466,983	(25,000)	(284,283)	92,062	80%
Services and Other Operating Expenditures	116,597	158,128	212,980	1,428,413	1,631,886	1,725,747	1,763,591	(37,844)	(131,705)	335,178	81%
Depreciation	3,784	3,784	3,784	37,840	280,000	272,578	272,578	-	7,422	234,738	14%
Other Outflows	5,044	4,870	15,624	66,391	75,720	63,900	63,900	-	11,820	(2,491)	104%
<b>Total Expenses</b>	<b>458,797</b>	<b>516,185</b>	<b>608,308</b>	<b>4,873,556</b>	<b>5,544,250</b>	<b>6,089,043</b>	<b>6,151,925</b>	<b>(62,882)</b>	<b>(607,675)</b>	<b>1,278,369</b>	<b>79%</b>
<b>Operating Income</b>	<b>(123,413)</b>	<b>41,140</b>	<b>(72,218)</b>	<b>(673,682)</b>	<b>12,276</b>	<b>483,306</b>	<b>391,777</b>	<b>(91,529)</b>	<b>379,501</b>	<b>1,065,459</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					1,774,376	1,558,778	1,558,778				
Operating Income					12,276	483,306	391,777				
<b>Ending Fund Balance</b>					<b>1,786,652</b>	<b>2,042,084</b>	<b>1,950,555</b>				
Fund Balance as a % of Expenses						32%	34%				32%



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

	Actual			YTD	Budget						
	Feb	Mar	Apr	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	387	387	-	2		
<b>Total Enrolled</b>					<b>385</b>	<b>387</b>	<b>387</b>	-	2		
<b>ADA %</b>											
9-12					93.5%	94.0%	94.0%	0.0%	0.5%		
<b>Average ADA %</b>					<b>93.5%</b>	<b>94.0%</b>	<b>94.0%</b>	<b>0.0%</b>	<b>0.5%</b>		
<b>ADA</b>											
9-12					359.98	363.70	363.70	-	3.72		
<b>Total ADA</b>					<b>359.98</b>	<b>363.70</b>	<b>363.70</b>	-	3.72		

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

		Actual			YTD	Budget						
		Feb	Mar	Apr	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>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011	Charter Schools General Purpose Entitlement - State Aid	224,662	120,919	59,212	1,553,065	2,428,567	2,540,963	2,540,963	-	112,395	987,898	61%
8012	Education Protection Account Entitlement	-	-	255,405	635,537	679,237	847,889	847,889	-	168,652	212,352	75%
8096	Charter Schools in Lieu of Property Taxes	67,825	180,749	90,375	762,854	918,998	1,033,977	1,033,977	-	114,979	271,123	74%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>292,487</b>	<b>301,668</b>	<b>404,992</b>	<b>2,951,456</b>	<b>4,026,803</b>	<b>4,422,829</b>	<b>4,422,829</b>	<b>-</b>	<b>396,026</b>	<b>1,471,373</b>	<b>67%</b>
<b>Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	46,125	46,125	48,841	2,716	2,716	48,841	0%
8220	Child Nutrition Programs	38,442	-	-	70,437	11,370	137,846	137,846	-	126,476	67,409	51%
8291	Title I	-	-	2,591	87,228	110,760	108,133	108,133	-	(2,627)	20,905	81%
8292	Title II	-	-	-	4,845	13,470	15,534	15,534	-	2,064	10,689	31%
8293	Title III	-	-	-	-	-	7,322	7,322	-	7,322	7,322	0%
8294	Title IV	-	-	2,500	2,500	-	10,000	10,000	-	10,000	7,500	25%
8299	All Other Federal Revenue	-	-	-	371,981	85,430	450,079	418,716	(31,363)	333,286	46,735	89%
<b>SUBTOTAL - Federal Revenue</b>		<b>38,442</b>	<b>-</b>	<b>5,091</b>	<b>536,991</b>	<b>267,155</b>	<b>775,039</b>	<b>746,392</b>	<b>(28,647)</b>	<b>479,237</b>	<b>209,401</b>	<b>72%</b>
<b>Other State Revenue</b>												
8319	Other State Apportionments - Prior Years	-	-	635	15,362	-	14,727	14,727	-	14,727	(635)	104%
8381	Special Education - Entitlement (State)	-	16,568	5,240	133,422	203,127	227,313	227,313	-	24,186	93,891	59%
8382	Special Education Reimbursement (State)	-	29,285	-	29,285	72,940	68,920	68,920	-	(4,020)	39,635	42%
8520	Child Nutrition - State	3,208	1,501	-	22,454	1,190	26,833	26,833	-	25,643	4,379	84%
8545	School Facilities Apportionments	-	204,066	101,515	305,581	431,746	396,397	396,397	-	(35,349)	90,816	77%
8550	Mandated Cost Reimbursements	-	-	-	15,796	16,228	15,796	15,796	-	(432)	0	100%
8560	State Lottery Revenue	-	-	18,443	37,355	77,828	74,834	74,834	-	(2,993)	37,479	50%
8590	All Other State Revenue	-	-	-	34,978	-	84,987	84,987	-	84,987	50,009	41%
<b>SUBTOTAL - Other State Revenue</b>		<b>3,208</b>	<b>251,420</b>	<b>125,833</b>	<b>594,233</b>	<b>803,058</b>	<b>909,806</b>	<b>909,806</b>	<b>-</b>	<b>106,748</b>	<b>315,573</b>	<b>65%</b>
<b>Local Revenue</b>												
8631	Sales	-	-	-	-	1,300	-	-	-	(1,300)	-	-
8650	Leases and Rentals	-	-	-	-	3,450	3,450	3,450	-	-	3,450	0%
8660	Interest	10	6	-	142	760	360	360	-	(400)	218	39%
8699	All Other Local Revenue	580	4,801	240	60,005	44,000	59,964	59,964	-	15,964	(41)	100%
8701	Measure N	-	-	-	57,024	310,000	300,900	300,900	-	(9,100)	243,876	19%
8702	CTEIG	-	-	-	-	100,000	100,000	100,000	-	-	100,000	0%
8999	Uncategorized Revenue	658	(570)	(70)	18	-	-	-	-	-	(18)	-
<b>SUBTOTAL - Local Revenue</b>		<b>1,248</b>	<b>4,237</b>	<b>170</b>	<b>117,189</b>	<b>459,510</b>	<b>464,674</b>	<b>464,674</b>	<b>-</b>	<b>5,164</b>	<b>347,485</b>	<b>25%</b>
<b>Fundraising and Grants</b>												
8802	Donations - Private	-	-	5	5	-	-	-	-	-	(5)	-
<b>SUBTOTAL - Fundraising and Grants</b>		<b>-</b>	<b>-</b>	<b>5</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(5)</b>	<b>-</b>
<b>TOTAL REVENUE</b>		<b>335,384</b>	<b>557,325</b>	<b>536,091</b>	<b>4,199,874</b>	<b>5,556,526</b>	<b>6,572,349</b>	<b>6,543,702</b>	<b>(28,647)</b>	<b>987,176</b>	<b>2,343,828</b>	<b>64%</b>

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

		Actual			YTD	Budget						
		Feb	Mar	Apr	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	126,419	131,236	125,551	1,150,098	1,341,077	1,421,963	1,421,963	-	(80,886)	271,865	81%
1148	Teacher - Special Ed	14,758	16,933	16,933	137,259	150,701	169,291	169,291	-	(18,590)	32,032	81%
1200	Certificated Pupil Support Salaries	3,815	3,315	2,815	29,827	33,782	34,957	34,957	-	(1,175)	5,130	85%
1300	Certificated Supervisor & Administrator Salaries	36,928	37,428	39,023	374,815	443,132	446,432	446,432	-	(3,300)	71,617	84%
1900	Certificated Other Salaries	993	1,493	993	22,332	32,525	24,318	24,318	-	8,207	1,986	92%
<b>SUBTOTAL - Certificated Salaries</b>		<b>182,913</b>	<b>190,405</b>	<b>185,315</b>	<b>1,714,330</b>	<b>2,001,217</b>	<b>2,096,961</b>	<b>2,096,961</b>	-	<b>(95,744)</b>	<b>382,630</b>	<b>82%</b>
<b>Classified Salaries</b>												
2100	Classified Instructional Aide Salaries	27,100	29,128	27,413	252,802	266,844	312,065	312,065	-	(45,221)	59,263	81%
2200	Classified Support Salaries	6,311	6,236	6,236	63,833	61,317	76,305	76,305	-	(14,988)	12,472	84%
2300	Classified Supervisor & Administrator Salaries	8,414	6,414	6,914	67,585	76,962	79,912	79,912	-	(2,950)	12,327	85%
2400	Classified Clerical & Office Salaries	14,459	15,309	14,959	148,687	149,149	176,654	176,654	-	(27,505)	27,967	84%
2928	Other Classified - Food	1,595	1,748	1,672	17,691	19,760	21,003	21,003	-	(1,243)	3,313	84%
2930	Other Classified - Maintenance/grounds	6,344	7,209	8,046	70,335	62,782	83,646	83,523	124	(20,741)	13,188	84%
<b>SUBTOTAL - Classified Salaries</b>		<b>64,222</b>	<b>66,043</b>	<b>65,239</b>	<b>620,933</b>	<b>636,814</b>	<b>749,585</b>	<b>749,462</b>	124	<b>(112,648)</b>	<b>128,529</b>	<b>83%</b>
<b>Employee Benefits</b>												
3100	STRS	30,651	31,651	30,356	284,453	323,197	343,954	343,954	-	(20,757)	59,501	83%
3300	OASDI-Medicare-Alternative	7,328	7,578	7,432	67,977	77,734	85,717	85,707	9	(7,973)	17,731	79%
3400	Health & Welfare Benefits	19,228	21,375	23,557	201,168	286,388	219,044	219,044	-	67,343	17,877	92%
3500	Unemployment Insurance	1,650	688	369	13,090	16,675	17,618	17,618	-	(942)	4,528	74%
3600	Workers Comp Insurance	-	-	-	32,309	31,920	35,250	35,248	2	(3,328)	2,939	92%
3900	Other Employee Benefits	319	3,457	3,316	31,732	-	36,706	36,879	(173)	(36,879)	5,147	86%
<b>SUBTOTAL - Employee Benefits</b>		<b>59,176</b>	<b>64,750</b>	<b>65,030</b>	<b>630,727</b>	<b>735,913</b>	<b>738,288</b>	<b>738,449</b>	(162)	<b>(2,536)</b>	<b>107,722</b>	<b>85%</b>
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials	349	-	-	11,733	10,000	12,000	12,000	-	(2,000)	267	98%
4200	Books & Other Reference Materials	-	120	-	5,822	10,000	10,000	10,000	-	-	4,178	58%
4315	Custodial Supplies	-	227	-	3,443	10,000	10,000	10,000	-	-	6,557	34%
4320	Educational Software	1,434	1,182	763	59,666	20,000	75,000	75,000	-	(55,000)	15,334	80%
4325	Instructional Materials & Supplies	-	4,912	42,088	61,275	20,000	38,000	63,000	(25,000)	(43,000)	1,725	97%
4330	Office Supplies	367	310	-	2,552	5,000	6,000	6,000	-	(1,000)	3,448	43%
4359	Student Awards/Appreciation	653	410	608	14,808	3,000	18,000	18,000	-	(15,000)	3,192	82%
4360	College Application Fees	-	-	-	3,730	-	3,730	3,730	-	(3,730)	-	100%
4410	Classroom Furniture, Equipment & Supplies	957	-	-	957	5,000	5,000	5,000	-	-	4,043	19%
4420	Computers: individual items less than \$5k	4,815	3,548	-	57,850	15,000	60,000	60,000	-	(45,000)	2,150	96%
4423	Computer Parts and Materials	1,359	-	-	3,593	3,200	4,000	4,000	-	(800)	407	90%
4425	Classroom Noncapitalized items 2	-	-	-	-	350	-	-	-	350	-	-
4430	Non Classroom Related Furniture, Equipment & Supplies	-	344	-	344	-	-	-	-	-	(344)	-
4433	Staff Wellness Supplies	84	-	-	806	-	3,000	3,000	-	(3,000)	2,194	27%
4710	Student Food Services	16,960	17,150	16,960	148,017	73,150	195,253	195,253	-	(122,103)	47,236	76%
4720	Other Food	83	-	(83)	325	8,000	2,000	2,000	-	6,000	1,675	16%
<b>SUBTOTAL - Books and Supplies</b>		<b>27,061</b>	<b>28,204</b>	<b>60,336</b>	<b>374,921</b>	<b>182,700</b>	<b>441,983</b>	<b>466,983</b>	(25,000)	<b>(284,283)</b>	<b>92,062</b>	<b>80%</b>
<b>Services &amp; Other Operating Expenses</b>												
5210	Conference Fees	825	479	-	2,014	-	1,750	1,750	-	(1,750)	(264)	115%
5220	Travel and Lodging	-	-	-	(631)	8,020	(631)	(631)	-	8,651	-	100%
5300	Dues & Memberships	-	-	1,200	13,639	48,050	30,950	30,950	-	17,100	17,311	44%
5400	Insurance	1,074	-	-	57,258	32,630	59,040	59,040	-	(26,410)	1,782	97%
5605	Equipment Leases	5,295	8,609	4,735	45,112	-	62,130	62,130	-	(62,130)	17,018	73%

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

		Actual			YTD	Budget						
		Feb	Mar	Apr	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
5610	Rent	58,814	58,814	77,097	669,015	791,370	742,362	742,362	-	49,008	73,348	90%
5615	Repairs and Maintenance - Building	-	2,450	28,626	33,382	10,000	10,000	35,000	(25,000)	(25,000)	1,618	95%
5617	Repairs and Maintenance - Copier	-	-	-	-	37,970	840	840	-	37,130	840	0%
5803	Accounting Fees	-	-	1,995	30,411	12,300	28,416	28,416	-	(16,116)	(1,995)	107%
5809	Banking Fees	33	41	36	1,187	1,750	1,750	1,750	-	-	563	68%
5812	Business Services	11,667	15,151	26,483	117,684	140,000	150,250	150,250	-	(10,250)	32,566	78%
5813	TICC Services (Was BTSa)	-	-	-	5,963	7,170	5,963	5,963	-	1,208	-	100%
5814	Vogel fees	600	-	-	18,075	-	18,075	18,075	-	(18,075)	-	100%
5815	Consultants - Instructional	1,920	375	50	5,815	-	7,000	7,000	-	(7,000)	1,185	83%
5820	Consultants - Non Instructional	-	-	17,017	19,755	-	11,738	20,000	(8,262)	(20,000)	245	99%
5822	E-Rate	514	-	-	1,243	2,500	2,500	2,500	-	-	1,257	50%
5824	District Oversight Fees	-	-	-	-	40,268	44,228	44,228	-	(3,960)	44,228	0%
5826	Directors Contingency	-	-	-	-	-	27,500	13,500	14,000	(13,500)	13,500	0%
5833	Fines and Penalties	39	39	-	78	390	390	390	-	-	312	20%
5836	Fingerprinting	63	-	374	954	1,690	1,690	1,690	-	-	736	56%
5845	Legal Fees	99	1,995	1,278	4,385	10,000	10,000	10,000	-	-	5,615	44%
5851	Marketing and Student Recruiting	-	-	19,255	19,255	1,500	1,500	20,000	(18,500)	(18,500)	745	96%
5857	Payroll Fees	689	550	402	4,484	5,000	5,000	5,000	-	-	516	90%
5861	Prior Yr Exp (not accrued)	1,705	(1,629)	(1,823)	24,368	-	26,191	26,191	-	(26,191)	1,823	93%
5863	Professional Development	410	30	-	491	6,000	491	491	-	5,509	-	100%
5869	Special Education Contract Instructors	28,445	61,347	27,892	256,674	373,768	338,147	338,147	-	35,621	81,473	76%
5872	SPED Admin Fees	-	-	-	-	-	8,203	8,285	(81)	(8,285)	8,285	0%
5875	Staff Recruiting	-	-	-	58	5,000	5,000	5,000	-	-	4,942	1%
5877	Student Activities	-	-	1,150	1,192	15,000	15,000	15,000	-	-	13,808	8%
5878	Student Assessment	-	4,800	-	9,480	9,000	9,480	9,480	-	(480)	-	100%
5880	Student Health Services	350	-	-	7,460	-	7,500	7,500	-	(7,500)	40	99%
5881	Student Information System	744	700	1,925	22,111	26,330	22,674	22,674	-	3,656	563	98%
5887	Technology Services	2,142	2,590	2,091	30,303	20,000	40,000	40,000	-	(20,000)	9,697	76%
5896	Internet/Website consulting	-	-	-	2,250	3,000	3,000	3,000	-	-	750	75%
5898	Bad Debt Expense	-	(560)	-	(559)	-	(559)	(559)	-	559	-	100%
5915	Postage and Delivery	-	312	-	2,609	3,000	3,000	3,000	-	-	391	87%
5920	Communications - Telephone & Fax	1,170	2,036	3,196	22,901	20,180	25,180	25,180	-	(5,000)	2,279	91%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>116,597</b>	<b>158,128</b>	<b>212,980</b>	<b>1,428,413</b>	<b>1,631,886</b>	<b>1,725,747</b>	<b>1,763,591</b>	<b>(37,844)</b>	<b>(131,705)</b>	<b>335,178</b>	<b>81%</b>
<b>Capital Outlay &amp; Depreciation</b>												
6900	Depreciation	3,784	3,784	3,784	37,840	280,000	272,578	272,578	-	7,422	234,738	14%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>3,784</b>	<b>3,784</b>	<b>3,784</b>	<b>37,840</b>	<b>280,000</b>	<b>272,578</b>	<b>272,578</b>	<b>-</b>	<b>7,422</b>	<b>234,738</b>	<b>14%</b>
<b>Other Outflows</b>												
7438	Long term debt - Interest	4,419	4,828	4,611	54,711	75,720	63,900	63,900	-	11,820	9,190	86%
7999	Uncategorized Expense	625	43	11,013	11,680	-	-	-	-	-	(11,680)	
<b>SUBTOTAL - Other Outflows</b>		<b>5,044</b>	<b>4,870</b>	<b>15,624</b>	<b>66,391</b>	<b>75,720</b>	<b>63,900</b>	<b>63,900</b>	<b>-</b>	<b>11,820</b>	<b>(2,491)</b>	<b>104%</b>
<b>TOTAL EXPENSES</b>		<b>458,797</b>	<b>516,185</b>	<b>608,308</b>	<b>4,873,556</b>	<b>5,544,250</b>	<b>6,089,043</b>	<b>6,151,925</b>	<b>(62,882)</b>	<b>(607,675)</b>	<b>1,278,369</b>	<b>79%</b>

**ARISE High School  
Monthly Cash Forecast  
As of Apr FY2021**

	2020-21														Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast	Forecast		
<b>Beginning Cash</b>	<b>268,506</b>	<b>487,480</b>	<b>249,157</b>	<b>428,661</b>	<b>446,829</b>	<b>367,013</b>	<b>455,837</b>	<b>455,869</b>	<b>406,070</b>	<b>434,163</b>	<b>418,283</b>	<b>382,558</b>			
<b>REVENUE</b>															
LCFF Entitlement	-	175,680	226,549	482,553	292,487	292,487	482,553	292,487	301,668	404,992	147,389	146,648	4,422,829	1,177,336	
Federal Revenue	-	(233)	367,380	-	28,063	89,479	8,770	38,442	-	5,091	33,747	13,785	746,392	161,870	
Other State Revenue	9,040	11,254	53,242	18,264	34,060	20,934	66,978	3,208	251,420	125,833	23,405	876	909,806	291,292	
Other Local Revenue	5,898	17,930	10,085	15,557	207	63,836	(1,977)	1,248	4,237	170	102,946	664	464,674	243,876	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	5	(5)	-	-	-	
<b>TOTAL REVENUE</b>	<b>14,938</b>	<b>204,631</b>	<b>657,256</b>	<b>516,374</b>	<b>354,817</b>	<b>466,735</b>	<b>556,324</b>	<b>335,384</b>	<b>557,325</b>	<b>536,091</b>	<b>307,481</b>	<b>161,973</b>	<b>6,543,702</b>	<b>1,874,374</b>	
<b>EXPENSES</b>															
Certificated Salaries	53,128	189,967	178,374	178,224	183,197	180,870	191,938	182,913	190,405	185,315	176,726	205,904	2,096,961	-	
Classified Salaries	57,793	64,243	55,654	57,991	61,206	61,795	66,747	64,222	66,043	65,239	63,390	65,140	749,462	-	
Employee Benefits	49,943	77,573	60,582	59,186	61,102	61,008	72,376	59,176	64,750	65,030	63,677	44,045	738,449	-	
Books & Supplies	23,700	34,928	45,205	30,538	63,955	32,681	28,313	27,061	28,204	60,336	37,724	38,068	466,983	16,271	
Services & Other Operating Expenses	235,055	86,582	168,366	156,064	70,429	48,918	175,295	116,597	158,128	212,980	152,172	81,592	1,763,591	101,414	
Capital Outlay & Depreciation	-	-	-	-	-	22,703	3,784	3,784	3,784	3,784	212,023	22,715	272,578	-	
Other Outflows	5,209	10,600	6,567	5,087	3,418	5,017	4,955	5,044	4,870	15,624	(6,979)	4,488	63,900	1	
<b>TOTAL EXPENSES</b>	<b>424,828</b>	<b>463,892</b>	<b>514,749</b>	<b>487,090</b>	<b>443,307</b>	<b>412,992</b>	<b>543,407</b>	<b>458,797</b>	<b>516,185</b>	<b>608,308</b>	<b>698,732</b>	<b>461,951</b>	<b>6,151,925</b>	<b>117,686</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(409,890)</b>	<b>(259,261)</b>	<b>142,507</b>	<b>29,284</b>	<b>(88,490)</b>	<b>53,743</b>	<b>12,917</b>	<b>(123,413)</b>	<b>41,140</b>	<b>(72,218)</b>	<b>(391,251)</b>	<b>(299,978)</b>	<b>391,777</b>	<b>1,756,688</b>	
Revenues - Prior Year Accruals	548,281	36,944	102,997	32,116	-	-	4,391	14,960	-	1,064	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	1,200	-	-	-	
Other Assets	132,110	-	-	-	-	-	-	(786)	189	(84)	-	(70,096)	-	-	
Fixed Assets	-	-	-	-	-	22,703	3,784	3,784	3,784	3,784	212,023	22,715	-	-	
Due To (From)	-	-	(14,175)	3,744	-	-	-	-	(560)	-	-	-	-	-	
Expenses - Prior Year Accruals	(83,020)	-	-	392	-	18,487	-	71,683	(6,532)	(3,632)	(3,497)	(3,452)	-	-	
Summerholdback for Teachers	(47,897)	5,293	4,839	4,813	4,806	4,809	4,887	4,806	4,856	4,811	-	-	-	-	
Loans Payable (Long Term)	(11,052)	(21,938)	(11,227)	(11,121)	(11,346)	(11,244)	(11,306)	(11,842)	(11,433)	(11,650)	(11,559)	(11,773)	-	-	
Other Liabilities	-	-	-	-	-	-	(13,500)	-	-	-	226,043	-	-	-	
<b>Ending Cash</b>	<b>487,480</b>	<b>249,157</b>	<b>428,661</b>	<b>446,829</b>	<b>367,013</b>	<b>455,837</b>	<b>455,869</b>	<b>406,070</b>	<b>434,163</b>	<b>418,283</b>	<b>382,558</b>	<b>19,974</b>			

**ARISE High School  
Monthly Cash Forecast  
As of Apr FY2021**

	2021-22														Forecast	Remaining Balance
	Actuals						Forecast									
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance		
<b>Beginning Cash</b>	<b>19,974</b>	<b>31,933</b>	<b>43,679</b>	<b>90,026</b>	<b>212,186</b>	<b>230,717</b>	<b>368,581</b>	<b>351,834</b>	<b>270,595</b>	<b>526,207</b>	<b>722,265</b>	<b>659,757</b>				
<b>REVENUE</b>																
LCFF Entitlement	-	207,328	269,367	556,212	344,240	344,240	556,212	344,240	432,498	585,175	355,239	355,239	4,923,189	573,199		
Federal Revenue	-	-	104,384	-	56,761	118,168	13,785	56,761	118,168	13,785	56,761	118,168	775,661	118,921		
Other State Revenue	11,366	317,914	20,458	20,458	20,458	38,937	27,107	42,571	268,605	130,716	41,542	22,834	1,138,996	176,031		
Other Local Revenue	4,785	4,785	4,785	4,785	4,785	84,878	5,360	5,360	5,360	5,360	153,655	5,360	631,793	342,533		
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>TOTAL REVENUE</b>	<b>16,151</b>	<b>530,027</b>	<b>398,994</b>	<b>581,455</b>	<b>426,244</b>	<b>586,222</b>	<b>602,464</b>	<b>448,932</b>	<b>824,631</b>	<b>735,037</b>	<b>607,198</b>	<b>501,601</b>	<b>7,469,639</b>	<b>1,210,684</b>		
<b>EXPENSES</b>																
Certificated Salaries	80,949	242,798	242,798	242,798	242,798	246,298	242,798	242,798	242,798	242,798	242,798	267,928	2,780,356	-		
Classified Salaries	61,057	67,330	89,330	89,330	89,330	89,330	89,330	89,330	89,330	89,330	89,330	89,330	1,021,685	-		
Employee Benefits	79,242	78,360	85,939	80,697	79,824	80,444	86,812	80,697	80,697	75,410	75,410	56,983	940,515	-		
Books & Supplies	49,732	71,023	68,523	32,663	32,663	32,663	35,996	35,996	35,996	35,996	35,996	35,996	519,076	15,836		
Services & Other Operating Expenses	193,003	127,940	153,269	147,273	147,273	153,269	146,873	146,873	152,869	141,227	141,227	85,868	1,793,847	56,883		
Capital Outlay & Depreciation	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	272,578	-		
Other Outflows	4,573	4,509	4,301	4,379	4,174	4,247	4,181	3,717	4,046	3,851	3,911	3,719	49,606	-		
<b>TOTAL EXPENSES</b>	<b>491,271</b>	<b>614,673</b>	<b>666,874</b>	<b>619,854</b>	<b>618,776</b>	<b>628,965</b>	<b>628,705</b>	<b>622,125</b>	<b>628,450</b>	<b>611,326</b>	<b>611,386</b>	<b>562,539</b>	<b>7,377,662</b>	<b>72,719</b>		
<b>Operating Cash Inflow (Outflow)</b>	<b>(475,120)</b>	<b>(64,646)</b>	<b>(267,880)</b>	<b>(38,398)</b>	<b>(192,532)</b>	<b>(42,743)</b>	<b>(26,241)</b>	<b>(173,193)</b>	<b>196,180</b>	<b>123,711</b>	<b>(4,189)</b>	<b>(60,938)</b>	<b>91,977</b>	<b>1,137,964</b>		
Revenues - Prior Year Accruals	441,683	355,061	348,909	190,785	185,220	169,581	-	90,775	52,283	-	-	42,283	-	-		
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	71,070	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	22,715	-		
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	(137,578)	-	-		
Expenses - Prior Year Accruals	(127,143)	(44,228)	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	(11,688)	(11,752)	(11,960)	(11,882)	(12,087)	(12,014)	(12,080)	(12,544)	(12,215)	(12,410)	(12,350)	(12,542)	-	-		
Other Liabilities	-	(226,043)	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Ending Cash</b>	<b>31,933</b>	<b>43,679</b>	<b>90,026</b>	<b>212,186</b>	<b>230,717</b>	<b>368,581</b>	<b>351,834</b>	<b>270,595</b>	<b>526,207</b>	<b>722,265</b>	<b>659,757</b>	<b>513,698</b>				

# ARISE High School Board Financial Update

BRYCE FLEMING  
JUNE 15, 2021



# Contents



- 1. State Funding Update – May Revise**
  
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# State Funding Update



# Positive 2021-22 May Revise

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## COLA

- 5.07%: LCFF Super COLA!
- 4.05%: SPED
- 1.70%: Other (SB740, State Nutrition, MBG)



## Additional Ongoing Funding

- \$1.1B: Additional staff for LEAs w/concentration grant, increase from 50% to 65% in LCFF formula
- \$1B: Extended learning time, after school & summer enrichment for TK-6 w/highest UPP, five-year implementation, estimate of \$1100/K-6 student for 85% UPP in Y1



## One Time Funding

- \$3.3B: Teacher initiatives including \$1.5B Educator Effectiveness
- \$2.6B: Targeted interventions, intensive tutoring, 4.2% of LCFF
- \$2B: In-Person Health & Safety, COVID related, 3.3% of LCFF
- \$278M for one-time IDEA, estimate of \$50/ADA

# Positive 2021-22 May Revise



## Deferrals

- Only June deferral remains
- 100% of June to be deferred
- No early payback of Spring 2021 included



## In-Person Attendance

- Full day, in-person expected
- Amendments to independent study, more TBD on technology access, reengagement, daily participation tracking & teacher interaction



## Charter Renewals

- Two-year extension of charter terms

# May Revise Proposal Tracker



	Total 2021-22 Allocation	Methodology	Spend By
Targeted Intervention	\$2.6B	4.2% of LCFF	June 30, 2024
In-Person Health & Safety	\$2B	3.3% of LCFF	June 30, 2023
Educator Effectiveness	\$1.5B	~\$2400/FTE	June 30, 2024
Additional Staffing	\$1.1B	30% increase in concentration grant	Ongoing, match expense
Extended Learning Time	\$1B	~\$1100/ADA	Ongoing, match expense

# 2020-21 April Forecast Update

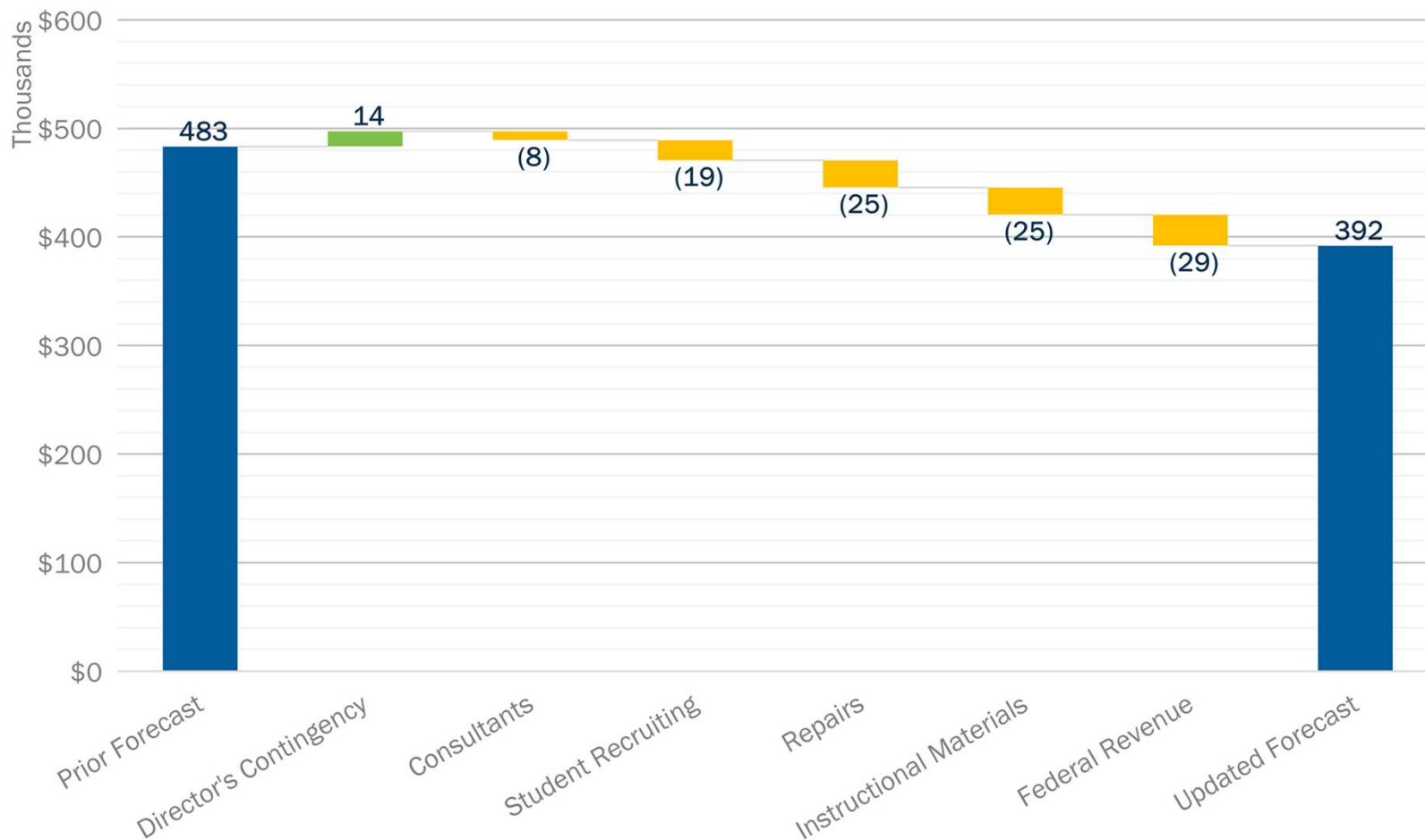
Actuals through 4/30/2021



# 20-21 Forecast Changes



## Increases in expenses and federal revenue shift have decreased forecast



# 20-21 Forecast



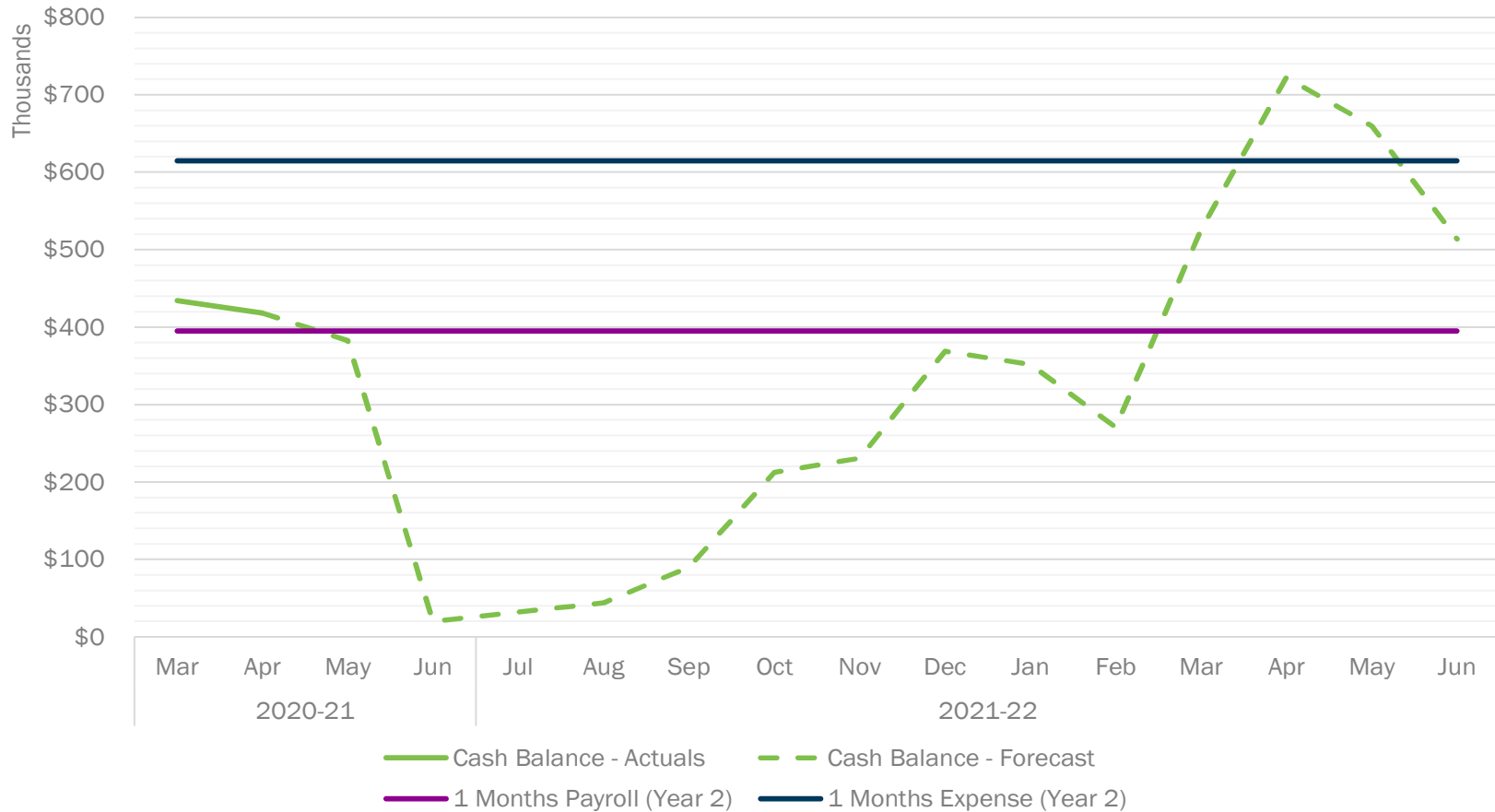
## Net \$92K decrease in operating income

		2020-21	2020-21	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	4,422,829	4,422,829	-
	Federal Revenue	775,039	746,392	(28,647)
	Other State Revenues	909,806	909,806	-
	Local Revenues	464,674	464,674	-
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>6,572,349</b>	<b>6,543,702</b>	<b>(28,647)</b>
Expenses	Compensation and Benefits	3,584,834	3,584,872	(38)
	Books and Supplies	441,983	466,983	(25,000)
	Services and Other Operating	1,725,747	1,763,591	(37,844)
	Depreciation	272,578	272,578	-
	Other Outflows	63,900	63,900	-
	<b>Total Expenses</b>	<b>6,089,043</b>	<b>6,151,925</b>	<b>(62,882)</b>
	<b>Operating Income</b>	<b>483,306</b>	<b>391,777</b>	<b>(91,529)</b>
	Beginning Balance (Unaudited)	1,558,778	1,558,778	-
	Operating Income	483,306	391,777	(91,529)
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>2,042,084</b>	<b>1,950,555</b>	<b>(91,529)</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>33.5%</b>	<b>31.7%</b>	<b>-1.8%</b>

# 20-21 and 21-22 Monthly Cash Flow Projection



**Cash reaches low point in June and then grows throughout next year**



**With decrease in cash over the summer, financing options are being pursued**



# Receivable Sale Financing

## Context

State delays in funding and slow reimbursement of grants have caused decrease in cash

Year end AR of \$1.875M is money earned, but not received

All schools are experience delays of 36% of State Aid funds, but more challenging at ARISE due to revenue structure

## Process

Investor purchases future state aid at a discount

School receives cash now; investor collects when delayed funding is distributed

Common source of financing as charter schools don't typically have strong credit profiles or assets to collateralize

## Amount/ Cost

ARISE would receive \$277K of funding 2-3 months early and pay \$5,500 in interest

Cost of capital is 2%, about 7.5% annualized

# ARISE Financial Dashboard

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Metric	Target	Legend	2020-21 Board Meetings					
			10/20	11/17	2/16	3/16	4/20	6/15
Enrollment	385	<ul style="list-style-type: none"> <li><span style="color: green;">■</span> &gt;385</li> <li><span style="color: orange;">■</span> 375-385</li> <li><span style="color: red;">■</span> &lt;375</li> </ul>	387	387	387	387	384	384
Attendance	93.5%	<ul style="list-style-type: none"> <li><span style="color: green;">■</span> &gt;94%</li> <li><span style="color: orange;">■</span> 92-94%</li> <li><span style="color: red;">■</span> &lt;92%</li> </ul>	93.5%	94.0%	94.0%	94.0%	94.0%	94.0%
Expense variance to budget	No more than 5%	<ul style="list-style-type: none"> <li><span style="color: green;">■</span> &lt;4%</li> <li><span style="color: orange;">■</span> 5% to 4%</li> <li><span style="color: red;">■</span> &gt;5%</li> </ul>	3.1%	2.8%	7.1%	8.5%	9.8%	11.0%
Uncategorized revenue & expense	<\$10,000	<ul style="list-style-type: none"> <li><span style="color: green;">■</span> &lt;\$10,000</li> <li><span style="color: orange;">■</span> \$5K-\$10K</li> <li><span style="color: red;">■</span> &gt;\$20,000</li> </ul>	\$17,000	\$23,995	\$0	\$0	\$756	\$11,697
Cash on hand	45 days' expense	<ul style="list-style-type: none"> <li><span style="color: green;">■</span> &gt;45</li> <li><span style="color: orange;">■</span> 30-45</li> <li><span style="color: red;">■</span> &lt;30</li> </ul>	24	29	29	29	27	25
Year-end fund balance (forecast)	20% of expenses	<ul style="list-style-type: none"> <li><span style="color: green;">■</span> &gt;20%</li> <li><span style="color: orange;">■</span> 15-20%</li> <li><span style="color: red;">■</span> &lt;15%</li> </ul>	41.0%	37.6%	35.3%	34.4%	33.5%	31.7%

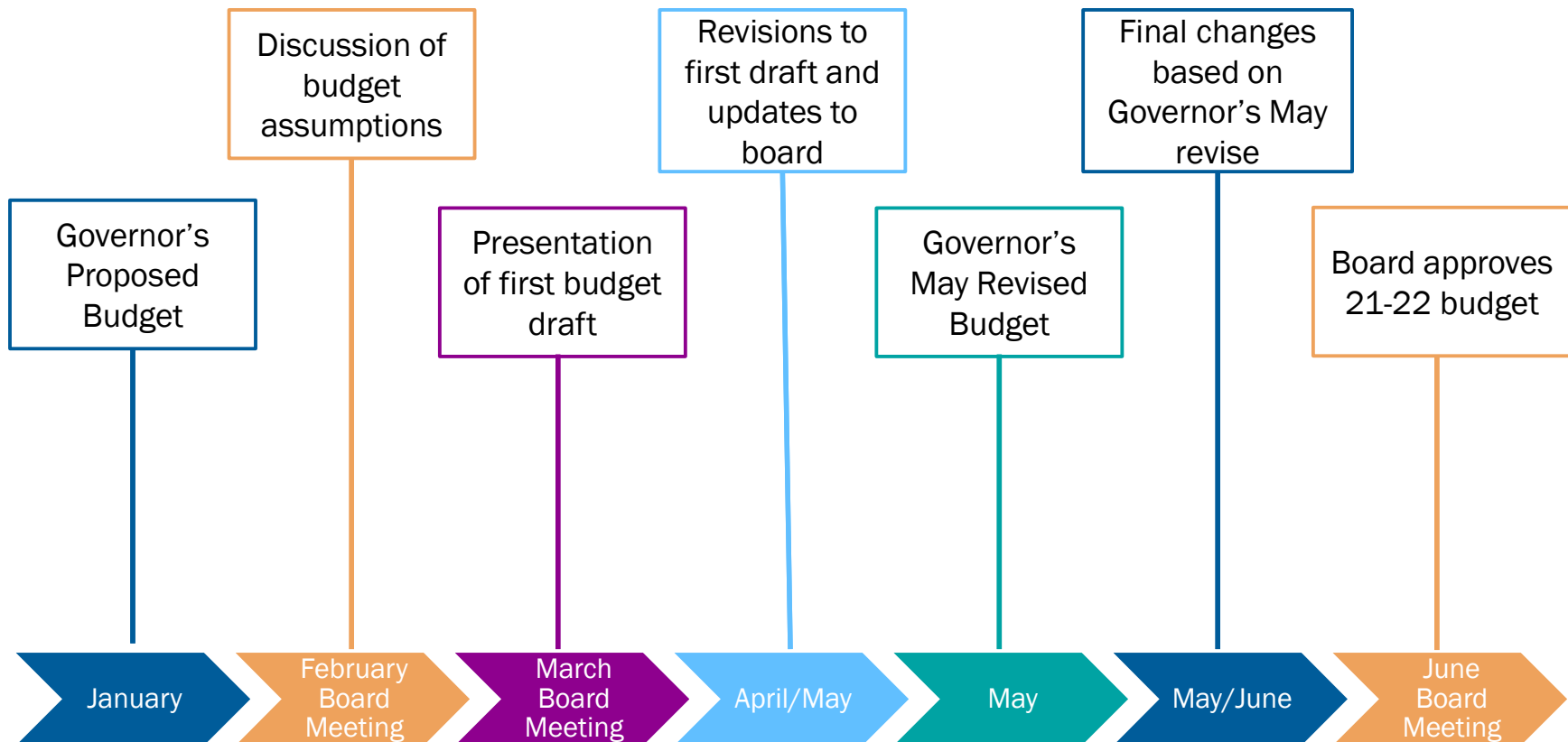
# 2021-22 Budget Update



# 21-22 Budget Development



**Final draft of budget to be approved by the board at June 15 meeting**



# 21-22 Budget Assumptions



## Enrollment

Projecting 400 (full planned enrollment)

## Grant Funding

CTEIG increasing by \$48K, Measure N increasing by \$122K

## COVID Relief

ESSER II (\$363K) and Expanded Learning (\$306K) both included in forecast,

## Payroll

3% raises for continuing staff, increase of 11 FTE

## SPED Contractors

More services being brought in-house; contractor budget reduced by \$300K

# Three-year budget

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## Operating income projected in each of the next three years

		2020-21	2021-22	2022-23	2023-24
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	4,422,829	4,923,189	5,056,183	5,212,859
	Federal Revenue	746,392	775,661	779,788	779,788
	Other State Revenues	909,806	1,138,996	833,166	833,458
	Local Revenues	464,674	631,793	631,793	631,793
	Fundraising and Grants	-	-	-	-
	<b>Total Revenue</b>	<b>6,543,702</b>	<b>7,469,639</b>	<b>7,300,930</b>	<b>7,457,898</b>
Expenses	Compensation and Benefits	3,584,872	4,742,556	4,784,817	4,927,837
	Books and Supplies	466,983	519,076	418,027	426,388
	Services and Other Operating	1,763,591	1,793,847	1,692,229	1,729,676
	Depreciation	272,578	272,578	266,917	262,863
	Other Outflows	63,900	49,606	39,917	45,116
	<b>Total Expenses</b>	<b>6,151,925</b>	<b>7,377,662</b>	<b>7,201,907</b>	<b>7,391,881</b>
	<b>Operating Income</b>	<b>391,777</b>	<b>91,977</b>	<b>99,023</b>	<b>66,017</b>
	Beginning Balance (Audited)	1,558,778	1,950,555	2,042,532	2,141,555
	Operating Income	391,777	91,977	99,023	66,017
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>1,950,555</b>	<b>2,042,532</b>	<b>2,141,555</b>	<b>2,207,572</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>31.7%</b>	<b>27.7%</b>	<b>29.7%</b>	<b>29.9%</b>

# 2021-22 Student Information



## Planning to increase to full enrollment next year

	FY20-21	FY21-22
Total Enrollment	387	400
9 <sup>th</sup> Grade Enrollment	110	120
10 <sup>th</sup> Grade Enrollment	105	110
11 <sup>th</sup> Grade Enrollment	90	95
12 <sup>th</sup> Grade Enrollment	82	75
Attendance Percentage	94.0%	93.5%
ADA	363.7	374.0
Unduplicated Pupil % (3-Year)	83.22%	86.85%

# 2021-22 Revenue Assumptions



## Growth in CTEIG and Measure N balance decrease in COVID funding

	FY20-21	FY21-22
LCFF Funding Per ADA (COLA 5.07%)	\$12,161	\$13,164
State Lottery Funding Per ADA	\$197	\$199
State SPED Funding Per ADA	\$625	\$634
Federal SPED Funding Per PY Enroll	\$125	\$125
Federal COVID Funding	\$419K	\$418K
State COVID Funding	\$35K	\$307K
Measure N	\$301K	\$423K
CTEIG	\$100K	\$148K
SB740 Facilities Funding	\$396K	\$423K
SWP	\$50K	\$0
Revenue Per ADA	\$17,992	\$19,972



# 2021-22 Payroll Projections



## Increase of 11 FTE for FY 21-22 (not counting additional TA budget)

	FY20-21	FY21-22
Percent Raise for Continuing Staff	1.6%	3.0%
Total FTE	38.3	49
Teacher FTE	22.1	26.10
Average Teacher Salary	\$66,101	\$71,657
Total Comp and Benefits	\$3.56M	\$4.74M

# 2021-22 Non Payroll Expenses



**Non personnel expenses remain similar overall, changes include:**

	FY20-21	FY21-22	Variance
Textbooks and Core Curriculum	\$12,000	\$60,000	\$48,000
Rent	\$742,362	\$841,148	\$98,785
Leadership Coach	\$16,000	\$29,000	\$13,000
Professional Development	\$500	\$45,000	\$44,500
Enrichment	\$0	\$80,000	\$80,000
Student Activities	\$15,000	\$80,000	\$65,000
SPED Contractors	\$338,147	\$40,000	<b>-\$298,147</b>

**ARISE High School**  
**Multi-year Projection**  
**As of Apr FY2021**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	4,422,829	4,923,189	5,056,183	5,212,859
Federal Revenue	746,392	775,661	779,788	779,788
Other State Revenues	909,806	1,138,996	833,166	833,458
Local Revenues	464,674	631,793	631,793	631,793
Fundraising and Grants	-	-	-	-
<b>Total Revenue</b>	<b>6,543,702</b>	<b>7,469,639</b>	<b>7,300,930</b>	<b>7,457,898</b>
<b>Expenses</b>				
Compensation and Benefits	3,584,872	4,742,556	4,784,817	4,927,837
Books and Supplies	466,983	519,076	418,027	426,388
Services and Other Operating Expenditures	1,763,591	1,793,847	1,692,229	1,729,676
Depreciation	272,578	272,578	266,917	262,863
Other Outflows	63,900	49,606	39,917	45,116
<b>Total Expenses</b>	<b>6,151,925</b>	<b>7,377,662</b>	<b>7,201,907</b>	<b>7,391,881</b>
<b>Operating Income</b>	<b>391,777</b>	<b>91,977</b>	<b>99,023</b>	<b>66,017</b>
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	1,558,778	1,950,555	2,042,532	2,141,555
Audit Adjustment				
Beginning Balance (Audited)	1,558,778	1,950,555	2,042,532	2,141,555
Operating Income	391,777	91,977	99,023	66,017
<b>Ending Fund Balance</b>	<b>1,950,555</b>	<b>2,042,532</b>	<b>2,141,555</b>	<b>2,207,572</b>
<b>Total Revenue Per ADA</b>	17,992	19,972	19,521	19,941
<b>Total Expenses Per ADA</b>	16,915	19,726	19,256	19,764
<b>Operating Income Per ADA</b>	1,077	246	265	177
<b>Fund Balance as a % of Expenses</b>	32%	28%	30%	30%

**ARISE High School**  
**Multi-year Projection**  
**As of Apr FY2021**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Key Assumptions</b>				
<b>Enrollment Breakdown</b>				
9	110	120	120	120
10	105	110	110	110
11	90	95	95	95
12	82	75	75	75
<b>Total Enrolled</b>	<b>387</b>	<b>400</b>	<b>400</b>	<b>400</b>
<b>ADA %</b>				
9-12	94.0%	93.5%	93.5%	93.5%
<b>Average ADA %</b>	<b>94.0%</b>	<b>93.5%</b>	<b>93.5%</b>	<b>93.5%</b>
<b>ADA</b>				
9-12	364	374	374	374
<b>Total ADA</b>	<b>364</b>	<b>374</b>	<b>374</b>	<b>374</b>
<b>Demographic Information</b>				
CALPADS Enrollment (for unduplicated % calc)	387	400	400	400
# Unduplicated (CALPADS)	342	353	353	353
# Free & Reduced Lunch (CALPADS)	330	341	341	341
# ELL (CALPADS)	81	84	84	84
New Students	18	13	-	-
<b>School Information</b>				
FTE's	38.5	49.0	49.0	49.0
Teachers	23	28	28	28
Certificated Pay Increases		3%	3%	3%
Classified Pay Increases		3%	3%	3%
# of school days	-	-	-	-
Default Expense Inflation Rate		2%	2%	2%

**ARISE High School**  
**Multi-year Projection**  
**As of Apr FY2021**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>REVENUE</b>	12,161	13,164		
<b>LCFF Entitlement</b>				
8011 Charter Schools General Purpose Entitlement - State Aid	2,540,963	2,988,088	3,121,082	3,277,758
8012 Education Protection Account Entitlement	847,889	871,841	871,841	871,841
8096 Charter Schools in Lieu of Property Taxes	1,033,977	1,063,260	1,063,260	1,063,260
<b>SUBTOTAL - LCFF Entitlement</b>	<b>4,422,829</b>	<b>4,923,189</b>	<b>5,056,183</b>	<b>5,212,859</b>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	48,841	48,375	50,000	50,000
8220 Child Nutrition Programs	137,846	137,846	137,846	137,846
8291 Title I	108,133	135,166	139,672	139,672
8292 Title II	15,534	19,418	20,065	20,065
8293 Title III	7,322	7,322	7,322	7,322
8294 Title IV	10,000	10,000	10,000	10,000
8299 All Other Federal Revenue	418,716	417,534	414,883	414,883
<b>SUBTOTAL - Federal Revenue</b>	<b>746,392</b>	<b>775,661</b>	<b>779,788</b>	<b>779,788</b>
<b>Other State Revenue</b>				
8319 Other State Apportionments - Prior Years	14,727	-	-	-
8381 Special Education - Entitlement (State	227,313	237,258	237,258	237,258
8382 Special Education Reimbursement (State	68,920	65,550	65,550	65,550
8520 Child Nutrition - State	26,833	11,834	11,834	11,834
8545 School Facilities Apportionments	396,397	422,770	422,770	422,770
8550 Mandated Cost Reimbursements	15,796	17,301	18,019	18,311
8560 State Lottery Revenue	74,834	77,735	77,735	77,735
8590 All Other State Revenue	84,987	306,548	-	-
<b>SUBTOTAL - Other State Revenue</b>	<b>909,806</b>	<b>1,138,996</b>	<b>833,166</b>	<b>833,458</b>
<b>Local Revenue</b>				
8650 Leases and Rentals	3,450	3,450	3,450	3,450
8660 Interest	360	360	360	360
8699 All Other Local Revenue	59,964	57,063	57,063	57,063
8701 Measure N	300,900	422,625	422,625	422,625
8702 CTEIG	100,000	148,295	148,295	148,295
<b>SUBTOTAL - Local Revenue</b>	<b>464,674</b>	<b>631,793</b>	<b>631,793</b>	<b>631,793</b>

**ARISE High School**  
**Multi-year Projection**  
**As of Apr FY2021**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Fundraising and Grants</b>				
<b>SUBTOTAL - Fundraising and Grants</b>	-	-	-	-
<b>TOTAL REVENUE</b>	<b>6,543,702</b>	<b>7,469,639</b>	<b>7,300,930</b>	<b>7,457,898</b>

**ARISE High School**  
**Multi-year Projection**  
**As of Apr FY2021**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>EXPENSES</b>				
<b>Compensation &amp; Benefits</b>				
<b>Certificated Salaries</b>				
1100 Teachers Salaries	1,421,963	1,669,005	1,719,075	1,770,647
1148 Teacher - Special Ed	169,291	369,739	380,831	392,256
1200 Certificated Pupil Support Salaries	34,957	258,772	266,535	274,531
1300 Certificated Supervisor & Administrator Salaries	446,432	467,261	481,279	495,717
1900 Certificated Other Salaries	24,318	15,579	16,046	16,528
<b>SUBTOTAL - Certificated Salaries</b>	<b>2,096,961</b>	<b>2,780,356</b>	<b>2,863,767</b>	<b>2,949,680</b>
<b>Classified Salaries</b>				
2100 Classified Instructional Aide Salaries	312,065	629,606	501,894	516,951
2200 Classified Support Salaries	76,305	35,020	36,071	37,153
2300 Classified Supervisor & Administrator Salaries	79,912	83,023	85,514	88,079
2400 Classified Clerical & Office Salaries	176,654	192,420	198,193	204,138
2928 Other Classified - Food	21,003	16,416	16,908	17,416
2930 Other Classified - Maintenance/grounds	83,523	65,200	67,156	69,171
<b>SUBTOTAL - Classified Salaries</b>	<b>749,462</b>	<b>1,021,685</b>	<b>905,736</b>	<b>932,908</b>
<b>Employee Benefits</b>				
3100 STRS	343,954	453,172	526,907	542,714
3300 OASDI-Medicare-Alternative	85,707	124,800	117,329	120,849
3400 Health & Welfare Benefits	219,044	274,570	282,807	291,291
3500 Unemployment Insurance	17,618	17,472	17,472	17,472
3600 Workers Comp Insurance	35,248	47,082	46,679	48,079
3900 Other Employee Benefits	36,879	23,418	24,121	24,845
<b>SUBTOTAL - Employee Benefits</b>	<b>738,449</b>	<b>940,515</b>	<b>1,015,315</b>	<b>1,045,250</b>
<b>Books &amp; Supplies</b>				
4100 Approved Textbooks & Core Curricula Materials	12,000	60,000	20,000	20,400
4200 Books & Other Reference Materials	10,000	10,200	10,404	10,612
4315 Custodial Supplies	10,000	10,200	10,404	10,612
4320 Educational Software	75,000	76,500	50,000	51,000
4325 Instructional Materials & Supplies	63,000	60,000	40,000	40,800

**ARISE High School**  
**Multi-year Projection**  
**As of Apr FY2021**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
4330 Office Supplies	6,000	15,000	15,300	15,606
4359 Student Awards/Appreciation	18,000	3,060	3,121	3,184
4360 College Application Fees	3,730	5,000	5,100	5,202
4410 Classroom Furniture, Equipment & Supplies	5,000	20,000	20,400	20,808
4420 Computers: individual items less than \$5k	60,000	50,000	30,000	30,600
4423 Computer Parts and Materials	4,000	4,080	4,162	4,245
4433 Staff Wellness Supplies	3,000	8,000	8,160	8,323
4710 Student Food Services	195,253	190,036	193,836	197,713
4720 Other Food	2,000	7,000	7,140	7,283
<b>SUBTOTAL - Books and Supplies</b>	<b>466,983</b>	<b>519,076</b>	<b>418,027</b>	<b>426,388</b>
<b>Services &amp; Other Operating Expenses</b>				
5210 Conference Fees	1,750	15,000	5,000	5,100
5220 Travel and Lodging	(631)	-	8,344	8,511
5300 Dues & Memberships	30,950	6,069	6,190	6,314
5400 Insurance	59,040	60,221	61,425	62,654
5605 Equipment Leases	62,130	63,373	64,640	65,933
5610 Rent	742,362	841,148	857,971	875,130
5615 Repairs and Maintenance - Building	35,000	10,000	10,200	10,404
5617 Repairs and Maintenance - Copier	840	857	874	891
5803 Accounting Fees	28,416	23,984	24,464	24,953
5809 Banking Fees	1,750	1,785	1,821	1,857
5812 Business Services	150,250	148,000	153,000	158,000
5813 TICC Services (Was BTSA)	5,963	7,000	7,140	7,283
5814 Vogel fees	18,075	-	-	-
5815 Consultants - Instructional	7,000	8,000	8,160	8,323
5820 Consultants - Non Instructional	20,000	43,000	-	-
5822 E-Rate	2,500	2,550	2,601	2,653
5824 District Oversight Fees	44,228	50,217	52,605	55,319
5826 Directors Contingency	13,500	7,500	-	-
5833 Fines and Penalties	390	398	406	414
5836 Fingerprinting	1,690	1,724	1,758	1,793
5845 Legal Fees	10,000	25,000	10,000	10,200
5851 Marketing and Student Recruiting	20,000	20,000	20,400	20,808
5857 Payroll Fees	5,000	5,100	5,202	5,306
5861 Prior Yr Exp (not accrued)	26,191	-	-	-
5863 Professional Development	491	45,000	15,300	15,606



**ARISE High School**  
**Multi-year Projection**  
**As of Apr FY2021**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
5865 College And Career	-	15,000	15,300	15,606
5866 Enrichment	-	80,000	81,600	83,232
5869 Special Education Contract Instructors	338,147	40,000	40,800	41,616
5872 SPED Admin Fees	8,285	8,740	8,966	9,145
5874 Sports	-	6,000	6,120	6,242
5875 Staff Recruiting	5,000	5,100	5,202	5,306
5877 Student Activities	15,000	80,000	45,000	45,900
5878 Student Assessment	9,480	9,670	9,863	10,060
5880 Student Health Services	7,500	7,650	3,000	3,060
5881 Student Information System	22,674	23,159	23,622	24,095
5884 Substitutes	-	30,000	30,600	31,212
5887 Technology Services	40,000	40,800	41,616	42,448
5893 Transportation - Student	-	30,000	30,600	31,212
5896 Internet/Website consulting	3,000	3,060	3,121	3,184
5898 Bad Debt Expense	(559)	-	-	-
5915 Postage and Delivery	3,000	3,060	3,121	3,184
5920 Communications - Telephone & Fax	25,180	25,684	26,197	26,721
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,763,591</b>	<b>1,793,847</b>	<b>1,692,229</b>	<b>1,729,676</b>
<b>Depreciation Expense</b>				
6900 Depreciation	272,578	272,578	266,917	262,863
<b>SUBTOTAL - Depreciation Expense</b>	<b>272,578</b>	<b>272,578</b>	<b>266,917</b>	<b>262,863</b>
<b>Other Outflows</b>				
7438 Long term debt - Interest	63,900	49,606	39,917	45,116
<b>SUBTOTAL - Other Outflows</b>	<b>63,900</b>	<b>49,606</b>	<b>39,917</b>	<b>45,116</b>
<b>TOTAL EXPENSES</b>	<b>6,151,925</b>	<b>7,377,662</b>	<b>7,201,907</b>	<b>7,391,881</b>

# Cover Sheet

## Approve Budget Overview for Parents

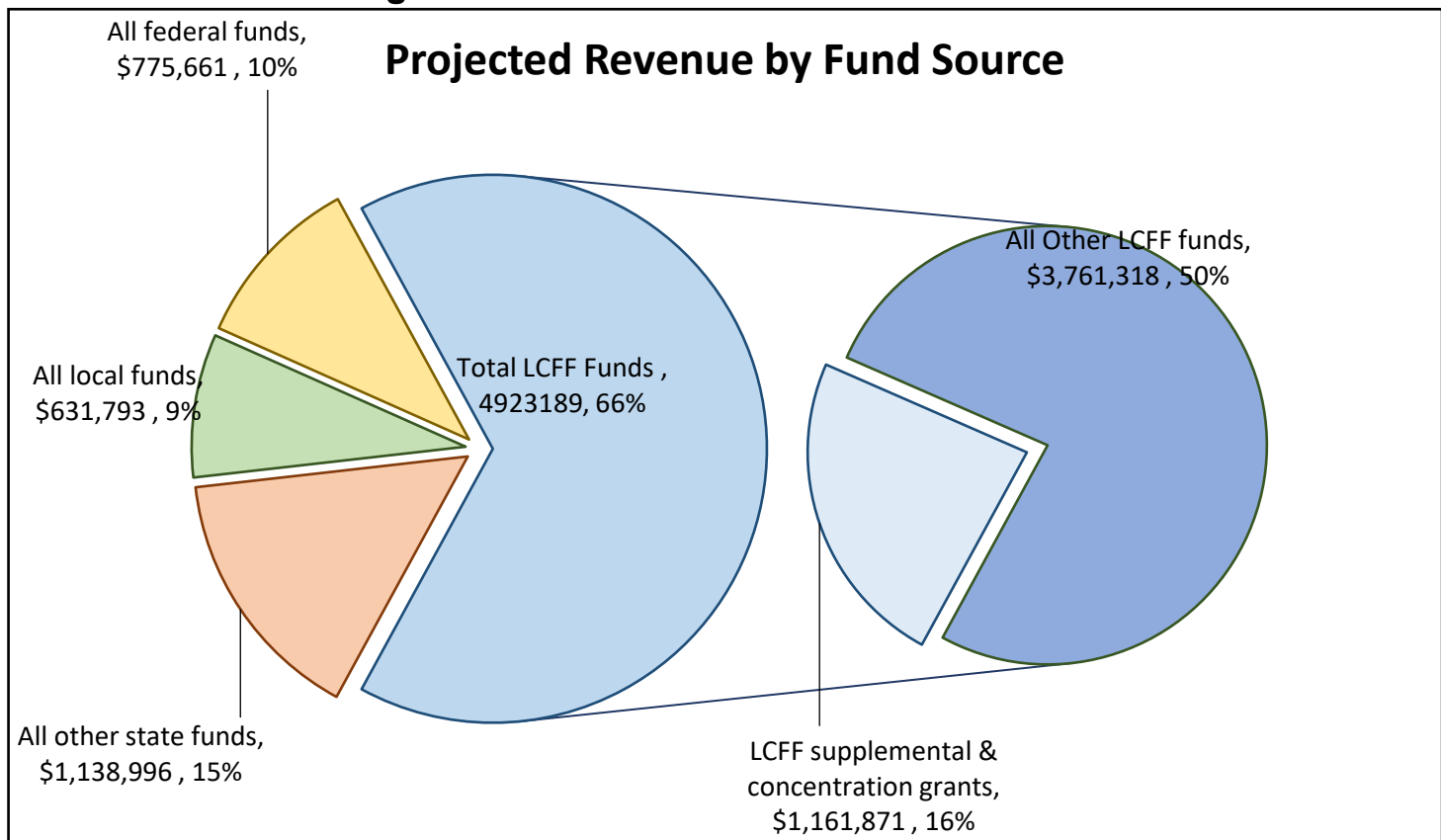
**Section:** VI. Finance  
**Item:** B. Approve Budget Overview for Parents  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ARISE\_LCAP\_2021\_BoardApproved.pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ARISE High  
 CDS Code: 01 61259 0115238  
 School Year: 2021 – 22  
 LEA contact information: Karla Gandiaga; Head of School; karla@arisehighschool.org; (510) 436-5487

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

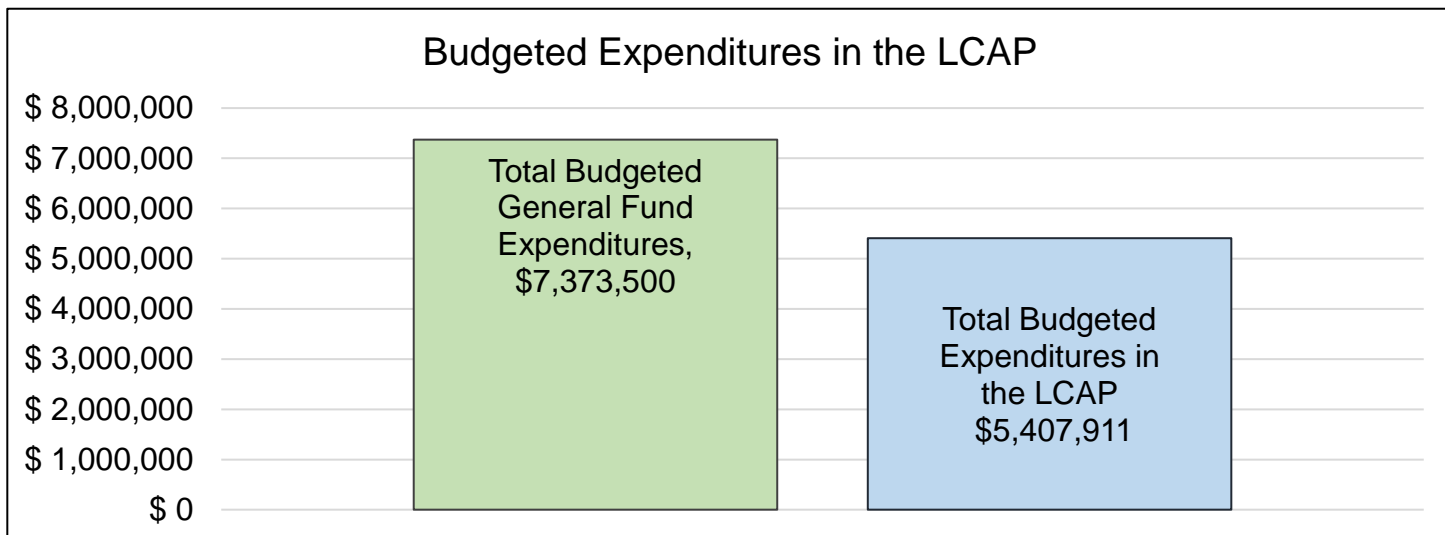


This chart shows the total general purpose revenue ARISE High expects to receive in the coming year from all sources.

The total revenue projected for ARISE High is \$7,469,639.00, of which \$4,923,189.00 is Local Control Funding Formula (LCFF), \$1,138,996.00 is other state funds, \$631,793.00 is local funds, and \$775,661.00 is federal funds. Of the \$4,923,189.00 in LCFF Funds, \$1,161,871.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much ARISE High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

ARISE High plans to spend \$7,373,500.00 for the 2021 – 22 school year. Of that amount, \$5,407,911.00 is tied to actions/services in the LCAP and \$1,965,589.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

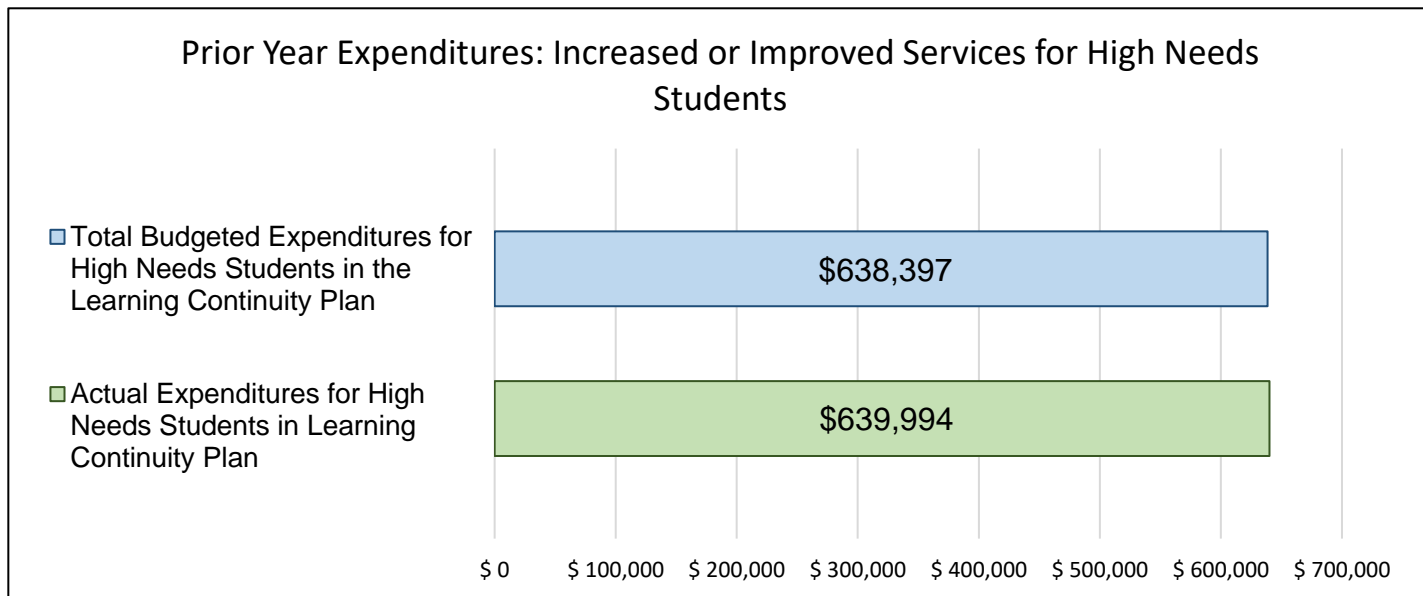
business services, district oversight, legal fees, insurance and substitutes

### Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, ARISE High is projecting it will receive \$1,161,871.00 based on the enrollment of foster youth, English learner, and low-income students. ARISE High must describe how it intends to increase or improve services for high needs students in the LCAP. ARISE High plans to spend \$1,176,606.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what ARISE High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what ARISE High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, ARISE High's Learning Continuity Plan budgeted \$638,397.00 for planned actions to increase or improve services for high needs students. ARISE High actually spent \$639,994.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education  
January 2021

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ARISE High School	Karla Gandiaga, Head of School	karla@arisehighschool.org 617-816-4721

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

ARISE students will be immersed in common-core, NGSS, and CTE aligned curriculum and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Percent of students who are level 3 or 4 in ELA as measured by the SBAC will increase by +1% until the goal of 75% is met overall	All Students 2017-18 % of students at level 3 or 4 on SBAC 66.2%

<p>and for all statistically significant subgroups. 2018-19 +1%, or goal met</p>	<p>2018-19 % of students at level 3 or 4 on SBAC 66.7% 2019-20 CAASPP testing cancelled SED 2017-18 % of students at level 3 or 4 on SBAC 65% 2018-19 % of students at level 3 or 4 on SBAC 64.3% Hispanic/Latino 2017-18 % of students at level 3 or 4 on SBAC 63.2% 2018-19 % of students at level 3 or 4 on SBAC 66.7%</p>
<p>The percent of students who are level 3 or 4 in math as measured by the SBAC will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups. 2018-19 +5%, or goal met</p>	<p>All Students 2017-18 % of students at level 3 or 4 on SBAC 17.2% 2018-19 % of students at level 3 or 4 on SBAC 7.8% 2019-20 CAASPP testing cancelled SED 2017-18 % of students at level 3 or 4 on SBAC 15.3% 2018-19 % of students at level 3 or 4 on SBAC 9.3% Hispanic/Latino 2017-18 % of students at level 3 or 4 on SBAC 14.3% 2018-19 % of students at level 3 or 4 on SBAC 6.9%</p>
<p>The percent of students who increase one band level as measured by the NWEA MAP Assessment in Reading will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups. 2018-19 +5%, or goal met</p>	<p>No data due to school closures</p>
<p>The percent of ELs who make annual progress in English fluency as measured by the CELDT / ELPAC will increase by +1.5% until the goal of 75% is met. 2018-19 +1.5%, or goal met</p>	<p>2019-20: EL Reclassification Rate 42.3% 2018-19: EL Reclassification Rate 34.5% Met: Increase of 7.8%  2017-18 Scoring 3 or 4: 38.6% 2018-19 Scoring 3 or 4: 59.2% 2019-20 Annual ELPAC cancelled</p>
<p>The average rating of academic instruction by students as</p>	<p>Data no longer collected</p>

measured by Dimension 6 (Learning and Assessment) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met	
The average rating of academic instruction as measured by Dimension 6 (Learning and Assessment) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met	Data no longer collected
The average rating of voice in school decision-making and/or opportunity for feedback by students as measured by the SCAI (Question #45) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met	Data no longer collected
The average rating of voice in school decision-making and/or opportunity for feedback by families as measured by the SCAI (Question #27) will increase by 0.1 points until the goal of 3.5 or higher is met. 2018-19 +0.1, or goal met	Data no longer collected
The percent of teachers who increase their average rubric score or reach an average rubric score of 3 on the ARISE teacher evaluation will increase by 1% until the goal of 75% is met. 2018-19 +1%, or goal met	2019-20: 81% Goal met
The percent of courses that have CTE Public and Community health standards integrated in the courses will increase by 10% until 100%	100%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1a. Ensure all students have access to and meet A-G coursework.	Funded in Action 4b	Funded in Action 4b



	LCFF Base & Categorical 4000-4999 – Books, Materials, & Supplies	LCFF Base & Categorical 4000-4999 – Books, Materials, & Supplies
1b. Ensure continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards.	\$93,000 \$23,250 \$82,700 \$20,675 LCFF Supplemental & Concentration 1301 – Dean of Instruction, Humanities 3000-3999 – Associated Benefits 1301- Dean of Instruction, STEM 3000-3999 – Associated Benefits	\$93,000 \$23,250 \$82,700 \$20,675 LCFF Supplemental & Concentration 1301 – Dean of Instruction, Humanities 3000-3999 – Associated Benefits 1301- Dean of Instruction, STEM 3000-3999 – Associated Benefits
1c. Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards and academic independence, as well as providing teachers with ongoing professional development to support implementation.	\$14,000 \$3,500 LCFF Supplemental & Concentration 1102 – Teacher Leadership Stipends 3000-3999 – Associated Benefits	\$14,000 \$3,500 LCFF Supplemental & Concentration 1102 – Teacher Leadership Stipends 3000-3999 – Associated Benefits
d. Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.	Funded in Action 1b LCFF Supplemental & Concentration 1301 – Deans of Instruction	Funded in Action 1b LCFF Supplemental & Concentration 1301 – Deans of Instruction

1e. Expand data driven instruction to drive school wide instructional practices and student specific intervention.	\$10,610 LCFF Supplemental & Concentration 4000 – Books, Materials, and Supplies (NWEA, Data Director, MDTP)	\$10,610 LCFF Supplemental & Concentration 4000 – Books, Materials, and Supplies (NWEA, Data Director, MDTP)
1f. Expand and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy.	\$78,000 \$19,500 \$325,000 LCFF Supplemental & Concentration 2000-2999 Classified Staff (Dean of Students, Rtl Coordinator) 3000-3999 – Associated Benefits 5000-5999 Professional Services Contract (Seneca)	\$78,000 \$19,500 \$344,324 LCFF Supplemental & Concentration 2000-2999 Classified Staff (Dean of Students, Rtl Coordinator) 3000-3999 – Associated Benefits 5000-5999 Professional Services Contract (Seneca)
1g. Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the new ELD standards and designed to support them in achieving English proficiency.	\$19,200 \$4,370 LCFF Supplemental & Concentration 5210 EL Achieve Contract 4325 EL Resources	\$19,200 \$4,370 LCFF Supplemental & Concentration 5210 EL Achieve Contract 4325 EL Resources
1h. Provide ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development.	Funded in Action 1b \$43,910 LCFF Supplemental & Concentration	Funded in Action 1b \$43,910 LCFF Supplemental & Concentration

	1301 – Deans of Instruction 5210 – External PD	1301 – Deans of Instruction 5210 – External PD
1i. Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.	Funded in Action 4a LCFF Supplemental & Concentration 1301 - Principal	Funded in Action 4a LCFF Supplemental & Concentration 1301 - Principal
1j. Increase teacher salaries to recruit and retain experienced quality teachers.	Funded in Action 4a LCFF Supplemental & Concentration 1101 – Teacher Salary	Funded in Action 4a LCFF Supplemental & Concentration 1101 – Teacher Salary
1k. Integrate CTE public and community health pathway standards into courses so that students are taking courses that emphasize 21st century skills in the public health sector.	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students, except we did not increase teacher salaries. We surveyed our teachers about their preference between receiving a higher salary or teaching fewer classes and they preferred to have fewer classes. Teachers now teach five out of the seven periods, whereas before they taught six out of the seven periods. Teachers do have the option to teach an additional class for additional salary. This initiative is part of our teacher sustainability campaign to ensure we can retain our teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

It has been very challenging this year to provide students with the supports they need to maximize academic achievements. Our math support campaign, specifically for our 11th grade students to support with achievement on the SBAC assessment and our incoming 9th grade students to support with numeracy had to be cancelled due to the pandemic.

Providing support for our English Learners and students with disabilities became very challenging when we transitioned to distance learning because these students and their families had difficulties navigating the technology. We did a lot of training to support the students in accessing the technology.

We have found that some of our students that were struggling with in person instruction prior to the school closure, were successful with asynchronous instruction. Many of our students reported that being able to access materials and teachers on their own as needed helped them be more successful in their classes. There is certainly a benefit to having videos of recorded lectures available to go back to, so we are exploring how to continue to offer some type of online platform to support these students going forward.

## Goal 2

The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
2a. The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit. 2018-19 +1%, or goal met	2019-20: 2.28% Goal met
2b. The percent of students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit.	2017-18 Chronic Absenteeism 15.5% 2018-19 Chronic Absenteeism 20.8% 2019-20: Chronic Absenteeism 13.5%

<p>2018-19 -1%, or goal met</p>	
<p>2c. The percent of suspensions will decrease by -1% until goal of 5% or less is reached.</p> <p>2018-19 -1%, or goal met</p>	<p>2018-19 Suspension Rate 4.8% 2019-20 Suspension Rate 2.9% goal met</p>
<p>2d. The percent of expulsions will decrease by -0.5% until goal of 1% or less is reached.</p> <p>2018-19 -0.5%, or goal met</p>	<p>2018-19: 0.6% 2019-20: 0.27%, goal met</p>
<p>2e. The average rating of school safety/culture by students as measured by Dimension 3 (Student Interactions) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.</p> <p>2018-19 +0.1, or goal met</p>	<p>Data no longer collected</p>
<p>2f. The average rating of school safety/culture by families as measured by Dimension 3 (Student Interactions) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.</p> <p>2018-19 +0.1, or goal met</p>	<p>Data no longer collected</p>

**Actions / Services**

<p><b>Planned Action/Service</b></p>	<p><b>Budgeted Expenditures</b></p>	<p><b>Actual Expenditures</b></p>
<p>2a. Utilize a variety of structures including Advisory, RISE Up Assemblies, and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE's core values.</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>

<p>2b. Codify a school-wide discipline praxis that supports students in expressing ARISE core values.</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>
<p>2c. Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team.</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>	<p>Funded in Action 1f LCFF Supplemental &amp; Concentration 1301 Dean of Students</p>
<p>2d. Hold weekly informal “Informative Monday” parent meetings and monthly formal Parent Meetings to engage parents in their students’ academic and personal development.</p>	<p>\$39,900 \$9,975 LCFF Supplemental &amp; Concentration 2201 – Parent Coordinator 3000-3999 – Associated Benefits</p>	<p>\$39,900 \$9,975 LCFF Supplemental &amp; Concentration 2201 – Parent Coordinator 3000-3999 – Associated Benefits</p>
<p>2e. Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees.</p>	<p>Funded in Action 2d Funded in Action 4a LCFF Supplemental &amp; Concentration 2000-2999 – Parent Coordinator 2000-2999 – Office Manager</p>	<p>Funded in Action 2d Funded in AcLCFF Supplemental &amp; Concentration 2000-2999 – Parent Coordinator 2000-2999 – Office Managertion 4a</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We are proud of the work we have done this year to shift our school culture to one that is truly student-centered and justice-oriented. The leadership transition at the beginning of the year was challenging as the change management process takes time. We did a lot of work to communicate values and for all stakeholders to understand the shift to restorative justice and student ownership. As part of this process and shift to student ownership, students redesigned the school logo and then redesigned the school sweatshirts. We purchased sweatshirts for all students to enhance their sense of connectedness and ownership of the school community.

We also shifted our approach to discipline to be less punitive and instead our Dean of School Culture has focused on developing a positive school culture. We established a School Justice Panel with a diverse student panel, and trained them in PBIS. When a student needs assistance, they fill out a form and the panel will provide support. We purchased materials and provided summer and monthly PBIS professional development for teachers. A lot of collaboration time in staff meetings has focused on improving our school culture. We have also provided PBIS training and included information in our newsletters for families. Specific groups have been formed to support students around individual needs, such as substance abuse or trauma. Prior to the school closure we held a number of student activities: first friday bbq's, nature club with hiking trips after school (target struggling students, especially students at-risk of behavior incidents), among others.

When school closed in March, we delivered Chromebooks to students who couldn't come to school for pick up and we started delivering food to 150-190 students each week. We conducted a weekly survey for students and families to determine their academic, physical, and mental health needs. We bought groceries for families and delivered them and supported families with completing unemployment or aid applications.

We held weekly meetings that really supported community engagement. Student and family engagement really increased once the pandemic began. Families reported feeling supported by ARISE (94%) and agreed that they received consistent and helpful information about the school's response to Covid-19 (97%). While many students indicated that they were struggling with motivation (51%), most reported that their remote assignments were engaging (79%) and they were getting enough individualized support from their teachers (71%). We are very proud that our students and families felt so supported during this challenging time. Teachers and advisors provided

office hours and guided small group time. The relationships that students formed with teachers and advisors during this time of common struggle were able to support them in achieving academic success.

Since we had to cancel our traditional graduation ceremony, the Head of School went to 70 houses for 70 full graduations to ensure our students felt celebrated for their accomplishment and did not miss out on this important milestone.

Having our Student Leadership class and our Wolf Pack (group of families and students) help us design online learning and planning for Fall was a huge success and an example of our commitment to stakeholder ownership and involvement.

### Goal 3

Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 7,8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
3a. The percent of students who stay enrolled at ARISE from May to May will increase by +1% until the goal of 85% or higher is met, as measured by enrollment audit. 2018-19 +1%, or goal met	2019-20: 90.5% Met
3b. The cohort graduation rate will increase by +1% until goal of 75% is met, as measured by graduation audit. 2018-19 +1%, or goal met	2017-18 Graduation Rate 83.1% 2018-19 Graduation Rate 93% 2019-20 Four Year Cohort Graduation Rate: 94.1%



<p>3c. The percent of students who graduate with UC/CSU eligibility will increase by +1% until goal of 90% is met, as measured by transcript audit.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>2019-20 100% of Four Year Cohort Graduates meeting UC/CSU requirements.</p>
<p>3d. The percent of students who are college ready in ELA as measured by the UC/CSU Early Assessment Program (EAP) will increase by +1% until the goal of 75% is met overall and for all statistically significant subgroups.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>2019-20 No EAP data available CAASPP testing cancelled CA Dashboard: CCI Prepared 2018 46.2% 2019 36.4% 2020 27.9%</p>
<p>3e. The percent of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP) will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups.</p> <p style="text-align: center;">2018-19 +5%, or goal met</p>	<p>2019-20 No EAP data available since CAASPP testing cancelled CA Dashboard: CCI Prepared 2018 46.2% 2019 36.4% 2020 27.9%</p>
<p>3f. The percent of students who are accepted to a four-year college or university will increase by +1% until goal of 90% is met, as measured by transcript audit.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>47% of students were accepted to a 4-year college</p>
<p>3g. The percent of graduates who matriculate to a two- or four-year college or university will increase by +1% until goal of 90% is met, as measured by transcript audit.</p> <p style="text-align: center;">2018-19 +1%, or goal met</p>	<p>65% of graduates matriculated to a two- or four-year college</p>
<p>3h. The percent of seniors who have completed a pathway internship will increase by 2% until the goal of 90% is met.</p> <p style="text-align: center;">Baseline</p>	<p>No internships due to pandemic</p>

<p>3i. The percent of students who demonstrate mastery of 21st century skills as measured by completion of senior seminar capstone defense increase by 2% until the goal of 100%. Baseline</p>	<p>No data due to the pandemic</p>
<p>3j. Career technical pathway completers (for the 2020-2021 year) will increase by 1% until 90%. 2020-21 will be the baseline year</p>	<p>95% in 2020-21</p>

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3a. Engage students in a three-week post-session enrichment course that enables students to explore and discover passions, paths, and purpose.</p>	<p>Funded in Action 4a LCFF Supplemental &amp; Concentration 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits</p>	<p>Funded in Action 4a LCFF Supplemental &amp; Concentration 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits</p>
<p>3b. Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs.</p>	<p>\$10,940 \$0 LCFF Supplemental &amp; Concentration 4300 College Going Culture 1301 Principal</p>	<p>\$10,940 \$0 LCFF Supplemental &amp; Concentration 4300 College Going Culture 1301 Principal</p>
<p>3c. Implement a career pathway option for students and provide opportunities for workplace learning through partnership with local employers and in alignment with Public and Community Health Pathway.</p>	<p>\$62,900 \$15,725 \$36,600 \$9,150</p>	<p>\$62,900 \$15,725 \$36,600 \$9,150</p>

	<p>LCFF Supplemental &amp; Concentration                  2201 College &amp; Career Program Manager                  3000-3999 – Associated Benefits                  2201 Student Success Advisor                  3000-3999 – Associated Benefits</p>	<p>LCFF Supplemental &amp; Concentration                  2201 College &amp; Career Program Manager                  3000-3999 – Associated Benefits                  2201 Student Success Advisor                  3000-3999 – Associated Benefits</p>
<p>3d. Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities.</p>	<p>Funded in Action 1d                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM</p>	<p>Funded in Action 1d                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM</p>
<p>3e. Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students.</p>	<p>Funded in Actions 1d and 3b                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM                  4300 College Going Culture</p>	<p>Funded in Actions 1d and 3b                  LCFF Supplemental &amp; Concentration                  1301 Deans of Instruction – Humanities and STEM                  4300 College Going Culture</p>
<p>3f. Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.</p>	<p>Funded in Action 1a                  LCFF Supplemental &amp; Concentration                  1100 – Teacher Salaries                  3000-3999 - Benefits</p>	<p>Funded in Action 1a                  LCFF Supplemental &amp; Concentration                  1100 – Teacher Salaries                  3000-3999 - Benefits</p>

3g. Track and engage ARISE Alumni to drive college readiness practices.	Funded in Action 3c LCFF Supplemental & Concentration 2201 College & Career Program Manager	Funded in Action 3c LCFF Supplemental & Concentration 2201 College & Career Program Manager
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented, except we were unable to provide the three-week post-session enrichment course that enables students to explore and discover passions, paths, and purpose. These funds were allocated in Goal 4a. We were also unable to track our alumni, which was also a duplicate expense from Goal 3c.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We had some successes in providing services to ensure our graduates go on to be successful in college and career. We hired a full-time Work-Based Learning Liaison and Pathway Coordinator to put students in internships and build out our CTE pathways, as well as an additional full-time CTE instructor. Students received internship preparation and during weeks 4 or 5 of internships, they had to be canceled due to the pandemic. We were able to provide college visits for our students in the fall, but the Spring visits had to be cancelled.

We held monthly cafe talks with community members that discussed careers. Community members also came to capstone classes for Seniors. We provided two classes where students were dual enrolled for college credit. Due to the pandemic, our 10th grade Bridge Presentations had to be cancelled. Our 12th grade oral defense was cancelled, but they still completed the written thesis project.

Although we did not have the capacity to track our alumni last year, we are proud that we were able to hire eight ARISE alumni in 2020-21.

## Goal 4

ARISE is an operationally-sound organization with the capacity to carry out Goals 1-3.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update. Meet	Met

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4a. ARISE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	\$1,899,980 \$355,160 \$741,275 LCFF Supplemental & Concentration 1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits	\$1,725,611 \$682,212 \$651,390 LCFF Supplemental & Concentration 1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits
4b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.	\$298,300 LCFF Base & Categorical 4000 – Books, Materials and Supplies	\$210,240 LCFF Base & Categorical 4000 – Books, Materials and Supplies

<p>4c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.</p>	<p>\$1,248,100 LCFF Base &amp; Categorical 5000 – Operating Expenses</p>	<p>\$1,459,819 LCFF Base &amp; Categorical 5000 – Operating Expenses</p>
<p>4d. Maintain depreciating capital as necessary to support strong school operations.</p>	<p>\$56,560 LCFF Base &amp; Categorical 6000 – Capital Depreciation</p>	<p>\$34,207 LCFF Base &amp; Categorical 6000 – Capital Depreciation</p>
<p>4e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.</p>	<p>\$0 LCFF Base &amp; Categorical 7000 – Other Outgo</p>	<p>\$0 LCFF Base &amp; Categorical 7000 – Other Outgo</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We are proud of the work we have done this year to reorganize our systems and personnel this year to streamline operations. Lack of organization was an area of concern for teachers and one reason that teachers reported leaving ARISE, but teachers report that the systems are now more organized and they know who to go to for support in a specific area. There is more administrative transparency and clear processes for procuring supplies and ensuring financial responsibility.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	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.	\$15392.40	\$15,392	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	\$62,782	Y
PPE	\$5000.00	\$5,000	Y
Disinfecting stations and supplies	\$5000.00	\$5,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

With the frequent changes in guidance from public health authorities, it has been a challenge to determine what supplies would be necessary to safely reopen for in person instruction, but we feel confident that enough is now known about the transmission of the virus, that we have the necessary supplies. We have conducted surveys, focus groups and held individual meetings with families, students, and staff around what they need to feel safe coming back. Due to high levels of COVID-19 in our community, and current public health orders, we were unable to return for in person instruction until April. Since 95% of our staff is already vaccinated and our community virus numbers continue to decline we opened up small groups of in person instruction on campus. Because the school is now open on Fridays for safe food and supply distribution, and we had the necessary PPE, cleaning supplies, and safety protocols in place, we were ready to safely open for limited in person instruction. We invited small pods of English Learners, students with disabilities, students struggling with mental health issues and/or lack of engagement back to campus. These students will still engage in distance learning with their classmates, but they also had on campus support.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Schoology subscription	\$12,000.00	\$12,000	Y
Zoom subscriptions	\$5,000.00	\$5,348	Y
New Computers for staff	\$40,000.00	\$26,278	Y
Dean of STEM Salary (20%)	\$20,777.00	\$20,777	Y
Chromebooks for students	\$30,000.00	\$23,071	Y
Hotspots for students	\$20,000.00	\$20,000	Y



Interpreters	\$40,000.00	\$40,000	Y
Materials for students to take home for distance learning	\$20,000.00	\$20,000	Y
PE Materials for students	\$2,000.00	\$2,000	Y
Work From Home Stipends	\$10,000.00	\$31,850	Y
Parent Coordinator (100%)	\$57,912.00	\$57,912	Y
Director of Special Education(20%)	\$15,921.00	\$15,921	Y
Director of Teaching and Learning Salary (20%)	\$20,961.00	\$20,961	Y
Head of School Salary (20%)	\$30,750.00	\$30,750	Y
Dean of School Culture (20%)	\$16,739.00	\$16,739	Y
Data Coordinator Salary	\$38,163.00	\$38,163	Y
ELL support TAs	\$50,000.00	\$50,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.

### **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Continuity of Instruction:** We set up our schedule with the support of our Wolf Pack, leadership students in Fall and then revised again in January for more synchronous time. The schedule allows us to go back and forth between distance and in person learning if necessary.

**Access to Devices and Connectivity:** We have ensured every student has a Chromebook and hotspots if needed. Due to the successes with food delivery, we have been successful with delivering technology as well. Tech support has been available for families and students and has been utilized greatly to support Schoology and Zoom implementation because we did not use these tools last year. Connectivity continues to be a challenge for some of our students even with the provided hotspots.

**Pupil participation and progress:** We are proud of our 2020-21 97.95% attendance rate. Our students are attending and engaged in their classes. During classroom observations, 81% of classrooms demonstrated the teacher using a range of strategies (one mic, positive narration, urgency, equitable participation protocols, etc) to maintain a high level of online engagement. Our advisory period helps students maintain a sense of connectedness. Students and families enjoy a weekly show that promotes student connectedness with the Director and Dean of School Culture, as well.

**Professional Development:** In August and September we provided professional development on using Zoom, Nearpod, Jamboard, and other online applications to engage students in distance learning. We also spent a lot of time redefining what engagement looks like in distance learning to ensure common expectations. It helped that we went fully online in June of 2020, as teachers reported they felt like that gave them a head start to prepare for this year.

**Staff roles and responsibilities and Support for Pupils with Unique Needs:** We have adopted the case manager model where different staff are supporting students in different ways. Staff are assigned to support students who are struggling with grades, mental health or attendance. We hired alumni TA's and they come into classes and provide individual student support.

Each of our English Learners is assigned a case manager; in every one of their classes they have either a case manager or a TA to provide support. English learners also receive priority with office hours and guided group time and in person tech support to ensure they can access distance learning.

Each of our students with disabilities is also provided with a case manager that meets with them daily to help manage their workload and support with assignments, executive functioning, and mental health. Our students with disabilities receive additional supports with a RSP teacher leading an advisory group, other RSP teachers joining the other advisories, and a special schedule of office hours and guided group time.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Salaries of those doing intervention	\$70,000.00	\$70,000	Y
IXL	\$5,000.00	\$5,000	Y
NewsELA	\$5,000.00	\$5,000	Y
Summer School	\$40,000.00	\$40,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our teachers are administering their own assessments and then we are also assessing with IXL and NWEA MAP. Currently our data is not showing significant learning loss. We are planning continued interventions as we know when we return to campus, we will not have the same number of instructional hours. We will provide summer school this year and then continue to provide wrap around services next year.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The pandemic has had a considerable impact on the mental health of our students, families, and staff. Our multifaceted response has been successful at providing most of our students and staff the support they need at this time. Students value the time spent in their advisory period, where advisors hold weekly circles, individual check-ins, conduct weekly wellness surveys, and provide SEL lessons. The school newsletters and videos regularly communicate the importance the school places on being well. 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. So far this year, 52 students have been referred to our Adelante team and all of them have been connected with appropriate services.

We now have a bilingual clinician for students in need of individual therapy and our Dean of School Culture provides direct services and facilitates mental health groups for students and staff. Despite all of our engagement efforts, some students have been hard to reach and some of our students have deeply been affected because of the disproportionate impact on our community with illness and unemployment.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The system of communication with families and students through texts, social media, and advisory slides has been challenging but it has allowed us to reach more students and families. Our supply and food delivery has been a successful way to engage families and students. Continuing to provide wrap-around services like our vaccination drive to help families get vaccination appointments and providing assistance with COVID relief, unemployment benefits, and accessing COVID testing has also kept our families and students connected to the school. When surveyed, 92% of families respond positively that the Head of School cares about them and is available to support them.

The biggest challenge with student engagement continues to be the lack of sufficient bandwidth necessary to successfully engage with distance learning. Even with the provided hotspots, many students do not have enough bandwidth and grow frustrated with the distance learning experience.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We provide our families five days of breakfast and lunch and snacks either through pick up from the school site or home delivery by our staff. We have also been able to provide groceries in the form of three to four days of shelf stable foods through our partnership with Alameda County. We have provided food to up to 190 families each week.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on rigorous instruction, academic Intervention, Career Technical Education, Social Emotional Learning, and mental health support have been critical during this year and will continue going forward. Based on the data and input from this year we plan to continue implementing our model and the supports added this year and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue our assessment system and additional distance learning components as needed in the coming years. We are planning for double math instruction, a block schedule, and a mastery-based approach to meet the instructional demands with increased focus and rigor. We will maintain the system of assessment, data analysis and intervention that we implemented during 20-21. We have also incorporated plans for summer school offerings into our plan as an additional support.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Some actions that were initially marked as contributing to increased or improved services were funded by COVID relief funds. These include custodial services, PPE and equipment, Zoom, staff and student computers, hotspots, distance learning materials for students, work from home stipends, IXL, and NewsELA. The supplemental funds budgeted for those actions were used to support Response to Intervention, Professional Development, attendance initiatives, and Social Emotional Learning and mental well being of students.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the ARISE High School instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments and intervention as well as continued focus on Career Technical Education and Work-based Learning.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.



## Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ARISE High School	Karla Gandiaga, Head of School	karla@arisehighschool.org 510.436.5487

## Plan Summary 2021-2022

### General Information

A description of the LEA, its schools, and its students.

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community. At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society. ARISE High School has been honored to serve the Oakland community for nearly 10 years and looks forward to continuing this service during our next charter term. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools that sought to shift the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

In 2017, ARISE became a Linked Learning Pathway with a theme of Public and Community Health for the People. Our pathway focuses on the four pillars of Linked Learning: Rigorous Academics, Career Technical Education, Work Based Learning, Individualized Student Support.

The ARISE High School educational philosophy is rooted in educational research, our own original and innovative practices, and informed by an abolitionist and anti-racist framework, placing our students at the heart of all curricular and instructional design. We believe learning best occurs when students are fully engaged participants in a challenging college and career-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. Furthermore, we believe this curriculum must be enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our families, teachers, socio-emotional counselors, college and career advisors, post secondary mentors, public health partners, and community members.

In 2019-20 ARISE High School served approximately 369 students in grades 9-12 preparing students from low-income families to be the first to attend college. Approximately 299 (81%) of our students qualify for free and reduced lunch; 64 (17.3%) students are English Learners; and 254 (69%) students are Redesignated Fluent English Proficient. In addition, about 41 (11.1%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 86.85% Approximately, 91% of ARISE's students identify as being Hispanic or Latino.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for ARISE high School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: ARISE students will be immersed in common-core, NGSS, CTE, and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment. The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead. Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of ARISE High School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In this past year at ARISE we have built new classrooms, adapted to a pandemic, added fantastic new members to our staff, connected as a community at various events, celebrated a new class of graduates, and more. This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21 at 97.95% average daily attendance as of 2/28/21, and this allowed us to keep our students on track academically as evidenced by the increase in students performing at grade level on the NWEA MAP math assessment in 2020-21 compared to 2019-20.

In 2019-20, we increased, not only the graduation rate to 94.4%, but also our 4-Year Cohort UC/CSU eligibility rate is now 100%. We continued to increase our EL Reclassification rate to 42.3%. Additionally, we decreased our suspensions in alignment with our targets. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents, students, and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community. We are proud to offer opportunities in Career Technical Education (CTE) and Work Based Learning. We are a Silver Certified Linked Learning school, and we have earned grants through CTE Innovation, K-12 Strong Workforce Grants, and other accolades and accomplishments.

Last year, we assessed that our need for mental health support far outweighed our capacity. In 2020-21 we have increased our mental health and wellness support. We have expanded our student support services team to include a graduate school therapy trainee to support with mental health referrals allowing us to provide therapy on site to a greater proportion of our student body. We have also integrated wellness and mental health curriculum into our weekly advisory lessons. 100% of students who were referred to our student support services team were screened and referred to support services when deemed appropriate. We have also developed a clinical training program that has the ability to create even more capacity for additional therapy support to be provided on campus in the future.

Last year we identified that many of our students have academic support needs beyond our capacity to support as a significant number of our students begin high school behind grade level abilities in most subjects. As such, we have expanded our SPED team, and have brought on a Pathway Mentor and Tutoring Coordinator to develop a robust tutoring and mentoring program to connect our students to individualized academic supports.

What makes us most proud is the leadership and love that our students bring every day. They have organized and started the restorative student justice panel, redesigned the logo, helped design our learning model during the pandemic, organized marches for social justice, and have recently begun to amplify their voices and understand that at ARISE we need to they are the leaders that change this world to be fair to all. We are also proud to welcome back ARISE alumni serving as teacher assistants.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. The 2019 CA Dashboard data indicated Mathematics achievement as an acute area of need. We will continue to implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention.

In response to our challenges with student engagement, last year we expanded our Student Engagement Committee and redesigned the model to consistently review students data and prioritize case management of students who were identified as high needs based on grades and attendance. Through this work, our case managers have identified a need for additional language support for many of our students. The vast majority of ARISE students are either Reclassified or English Learners, we have few students for whom English is their first language. As such, we have determined that a number of our students are missing key elements of instruction due to language barriers. This year we have partnered our students who recently arrived and have low English proficiency with a language support staff, however we recognize there are many more students who would benefit from some additional support in understanding the curriculum. Additionally, we would benefit from having someone who specializes in ELL support who can train our teachers in taking steps to make curriculum more accessible to all of our students, particularly those with low English proficiency.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

**GOAL 1: ARISE students will be immersed in common-core, NGSS, CTE, and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment.** In terms of academic achievement and preparation for college and career (Goal 1), we will continue providing a comprehensive standards-aligned instructional program and intervention including Common Core State Standards, CA ELD Standards, Linked Learning, and CTE model standards with double math instruction and mastery-based instruction and grading. We will support our teachers through ongoing professional development targeting performance assessments and data driven instruction, CTE alignment, and culturally responsive practices. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs.

**GOAL 2: The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.** ARISE will promote a positive culture and climate (Goal 2) through implementation of a restorative justice model, attendance initiatives, activities and enrichment opportunities, social emotional learning, and family engagement. We will ensure a safe and well-maintained physical environment. We will provide wraparound services to support students in need.

**GOAL 3: Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.** We will provide students with support and opportunities to prepare for college and career (Goal 3). We will integrate CTE public and community health pathway standards into courses, provide additional coursework in these areas, provide work based learning opportunities, and integrate college and career preparation throughout our program. Students will receive mentoring and college and career counseling.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

## Parents

Families met weekly for feedback sessions as well as monthly for longer meetings. We surveyed our parents three times per year. We also received input through one-on-one connections such as text, calls, and Zoom meetings.

## Teachers/Other Staff

Teachers participated twice weekly in Academic Familia Meetings, weekly Whole School Meetings, and three Focus Groups in the year. We also surveyed our teachers three times. We captured additional input through one-on-one meetings.

## Students

Students provided input through quarterly surveys, weekly surveys, twice weekly Leadership course meetings, and through one-on-one meetings.

## Mixed Groups

Our Wolfpack Planning Committee was composed of families and students and met biweekly throughout the year to reflect on data and provide input on plan development.

Our board meets monthly as a public hearing with the opportunity for public comment. Our board met October 25, November 17, December 8, 2020, February 16, March 9, April 20, and May 11, 2021 We promoted parent participation in public meetings and public hearings through emails, phone calls, website and agenda posting. An LCAP public hearing was held on 5/11/21. The LCAP was approved by the Board on 6/15/21. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.

A summary of the feedback provided by specific stakeholder groups.

## Parents

Our parents loved the COVID support and consistency in services. They expressed they want continued 1:1 supports available for their students in the form of case managers, Academic Mentors, clinicians, etc. Parents want safety to be prioritized. Parents want increased partnerships, engagement and enrichment opportunities, and to keep the tight knit family feel.

## Teachers/School Staff/Administrators

Teachers and staff expressed that they appreciate the clarity they have experienced in COVID response and support. Teachers and staff want to continue to prioritize safety. Teachers appreciate the increased student support and want to maintain that. Teachers noted that guided groups were supportive for students. Teachers expressed that their coaching feels supportive, and that p.d. has been the best received.

### **Students**

Students expressed that guided groups were supportive of them. They appreciated advisory for connections and announcements. Students want more enrichment opportunities. Students expressed that teachers, mentors, and case managers are helpful and supportive socio-emotionally and academically. Students like having time to complete assignments and a consistent platform for submission.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

### **Parents**

We will continue our efforts in COVID support and consistency in services. We have incorporated continued supports such as case management, Academic mentors, clinicians, and college and career counseling. We will continue to prioritize safety. We have planned for a full program of student and parent engagement in order to bring everyone together in support of our goals and to maintain the tight knit family feel. We also plan to offer a variety of clubs and activities, athletics, and extended opportunities for students.

### **Teachers/School Staff/Administrators**

We will continue our efforts in COVID support and consistency in services. We will continue to prioritize safety. We have planned for continued student supports and guided groups for students. We have designed p.d. and coaching plans to continue providing high quality p.d. and supportive coaching.

### **Students**

We have planned for continued student supports and guided groups for students. We have planned for continued academic and social emotional supports. We will continue offering enrichment opportunities and look to expand the options for students. We have planned to continue using a unified platform for students to submit work and to take a mastery-based approach that allows time for learning.

# Goals and Actions

## Goal 1

Goal #	Description
1	ARISE students will be immersed in common-core, NGSS, and CTE aligned curriculum and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment.

An explanation of why the LEA has developed this goal.

The majority of ARISE students are performing below grade level when they arrive as 9th graders, and we must provide the necessary meaningful, standards-based and CTE-aligned instruction to ensure they are ready for college and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: Distance from Standard for all students and all statistically significant subgroups Source: CA Dashboard	2018-19 CAASPP ELA DFS: All students: 20.4 SED: 20.7 EL: -55.2 Hispanic/Latinx: 19.6				All students: 28 SED: 28 EL: -40 HI: 28
CAASPP Math: Distance from Standard for all students and all statistically significant subgroups Source: CA Dashboard	2018-19 CAASPP Math DFS: All students: -108 SED: -105.2 EL: -155.4 Hispanic/Latinx: -112.3				All students: -65 SED: -65 EL: -90 HI: -65
% of students meeting NWEA MAP	Fall 2020-Winter 2021 61% of students met growth targets in Math.				Math: 65% meeting growth target

<p>growth targets in Reading and Math. Source: NWEA extract</p>	<p>2019 - 2020: Fall - Winter 37% of students met growth targets in Math</p> <p>Fall 2018-Spring 2019: 49% met growth targets in Reading</p>				<p>Reading: 60% meeting growth target</p>
<p>% of ELs who make annual progress in English fluency as measured by the ELPAC Source: CA Dashboard</p>	<p>2018-19: 53.5%</p>				<p>60%</p>
<p>EL Reclassification Rate Source: DataQuest</p>	<p>2019-20: 42.3%</p>				<p>50%</p>
<p>Youth Truth Student Survey: The degree to which students feel that they are being challenged by their coursework and teachers. Source: Annual student survey</p>	<p>2020: 3.63</p>				<p>4.0</p>
<p>% of teachers fully credentialed and appropriately placed and correctly assigned</p>	<p>2019-20 65% fully credentialed</p> <p>8 teachers of EL's misassigned</p>				<p>100%</p>

Source: SARC					
% of students have access to their own copies of standards-aligned instructional materials for use at school and at home Source: Local measures	100%				100%
Implementation of all adopted standards, including ELD standards and CTE model standards) AND access to broad course of study Source: Local measures	Met				Met

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Instructional Materials	We will continue to purchase curriculum and align instructional materials aligned to adopted state standards (including Common Core State Standards, CA ELD standards, Linked Learning, and CTE model standards) to ensure all students have access to rigorous content that prepares them for college and career. This includes digital platforms and licences such as Schoology, IXL, Paxton Patterson and Newsela.	\$240,000	N
2	Teacher Effectiveness	<p>We will develop and retain highly qualified, appropriately credentialed and assigned teachers.</p> <ul style="list-style-type: none"> <li>Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.</li> </ul>	\$5,000	N

		<ul style="list-style-type: none"> <li>Quarterly Instructional round observations executed by administration and Instructional Leadership team using ARISE's Instructional Core Teaching Rubric. Data is used by coaches to inform whole school wide instruction as well as professional development areas of focus.</li> <li>Teacher Sustainability: Balance teacher salaries and work load</li> </ul>		
3	Instructional Model	<ul style="list-style-type: none"> <li>4 X 4 block schedule to meet instructional demands with increased focus and rigor</li> <li>Hybrid schedule with most students on campus 2 days per week</li> <li>Double math instruction</li> <li>Mastery-based instruction and grading</li> </ul>	\$1,785,000	N
4	Professional Development	<p>Our Director of Teaching and Learning and Deans of Instruction ensure continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards.</p> <ul style="list-style-type: none"> <li>Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards and academic independence, as well as providing teachers with ongoing professional development to support implementation</li> <li>Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.</li> <li>Provide ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development.</li> <li>Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students.</li> </ul>	\$55,750	Y

		<ul style="list-style-type: none"> <li>Support teachers in aligning curriculum to Linked Learning Pathway standards</li> </ul>		
5	Data Driven Instruction	<p>We will expand data driven instruction to drive school wide instructional practices and student specific intervention with the support of a Data Coordinator and our Intervention Teachers.</p> <ul style="list-style-type: none"> <li>Teachers Assistants (20%) provide academic support and executive functioning coaching</li> <li>Quarterly audits of student data (mastery and percentage of mastered major assessments) by coach and teachers</li> <li>Review of data from teaching cycles in departments. Departments review lesson plans and data (NWEA, IXL) to inform upcoming instruction.</li> <li>Math quarterly review of NWEA data to provide targeted instruction small group instruction for students most below grade level</li> <li>Bimonthly grade level analysis of tier 1, 2 and 3 students done by each grade level</li> <li>Office Hours for student support                             <ul style="list-style-type: none"> <li>i. all teachers 3x week after school office hours</li> <li>ii. all students one hour weekly on campus office hours with each teacher</li> </ul> </li> </ul>	\$28,800	Y
6	English Language Development	<p>Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the ELD standards and designed to support them in achieving English proficiency.</p> <ul style="list-style-type: none"> <li>EL Coordinator to monitor progress, teach, and provide coaching and professional development for teachers</li> <li>Majority of Teachers Assistants (80%) support EL students</li> <li>Partner with EL Achieve as part of our whole-school literacy model, which uses their Constructing Meaning program as a foundation for all teachers integrating EL-focused literacy strategies in every classroom. Teachers at ARISE are trained in the Constructing Meaning program, including</li> </ul>	\$256,886	Y

		<p>several teachers who attend their 5-day seminar to develop expertise in literacy strategies.</p> <ul style="list-style-type: none"> <li>● ARISE has one multi-level designated EL support class for students who are scoring mostly in the Beginning to Develop (1) or the Somewhat Developed (2) assessment levels on the ELPAC.</li> <li>● Newcomer students at ARISE are assigned a designated TA in most or all of their classes to provide individual support.</li> </ul>		
7	Summer School	<p>Summer School</p> <ul style="list-style-type: none"> <li>● June for credit recovery (mastery-based hybrid courses in math, science, ELA, and social science)</li> <li>● June WBL and internship program (21st century Skill building, training on resume-building, interviewing, and actual internship)</li> <li>● Dual Enrollment enrichment courses for rising 11th graders in and around public and community health intro courses provided by Merritt College</li> <li>● August 1-week Orientation incoming 9th graders (model, meet advisors, intro)</li> <li>● 1-2 week Numeracy Summer Intensive “Step Up to Algebra” for incoming 9th graders based on data</li> </ul>	\$12,000	Y
8	Special Education	<p>Special Education</p> <ul style="list-style-type: none"> <li>● Full Inclusion Model</li> <li>● 9/10th graders with IEPs have advisory with RSP teacher</li> <li>● 21-22 Afterschool on-campus supports</li> <li>● In April they had in-person option for additional support</li> <li>● Hired a third education specialist to service students with Individual Education Plans</li> <li>● Created a Director of Special Education position to oversee program</li> </ul>	\$354,038	N



		<ul style="list-style-type: none"> <li>● Director of SPED will plan initial and ongoing professional development to work with teachers in how to best support students with disabilities</li> <li>● Hired an Ed Specialist intern to provide more individualized academic support to students with high needs</li> <li>● Continue to use Adelante referrals to identify and evaluate potential students with disabilities. This referral can be completed by any member of the ARISE community including teachers, support staff, and families</li> <li>● Hired a new student support position that will hold 504 plans</li> <li>● Priority of summer school classes given to students with IEPs</li> <li>● In-person learning offered in April for highest-need students with disabilities</li> </ul>		
9	Response to Intervention	<p>Our Dean of School Culture (30%) will expand and refine the Response to Intervention (RTI) program</p> <ul style="list-style-type: none"> <li>● Identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy.</li> <li>● Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team.</li> </ul>	\$665,647	Y

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Goal 2

Goal #	Description
2	The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.

An explanation of why the LEA has developed this goal.

Student engagement as a whole is an ongoing area for growth. We have identified through our Student Engagement Committee (SEC) team that while our overall attendance is generally high, the number of students who do not attend one or more classes in any given week is significant. Local data indicates that Chronic Absenteeism continues to be an area of need as well.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average daily attendance rate Source: Attendance Reports	2020-21: 97.95%				95%
Chronic Absence Rate for all students and all numerically significant subgroups	2018-19: All students: 20.8% SED: 20.2%				<10%

<p>Source: CA Dashboard</p>	<p>EL: 24%                  SWD: 36.1%                  Hispanic/Latinx: 20.5%</p>				
<p>Suspension Rate for all students and all numerically significant subgroups</p> <p>Source: CA Dashboard</p>	<p>2019-20:                  All Students: 1.9%                  SED: 2.2%                  EL: 7.3%                  SWD: 0%                  African American/Black: 0%                  Hispanic/Latinx: 2%</p>				<p>&lt;1%</p>
<p>Expulsion Rate for all students and all numerically significant subgroups</p> <p>Source: DataQuest</p>	<p>2019-20:                  All Students: 0.3%                  SED: 0.3%                  EL: 0%                  SWD: 0%                  African American/Black: 0%                  Hispanic/Latinx: 0.3%</p>				<p>0%</p>
<p>HS 4-Year Cohort Dropout Rate for all students and all numerically significant subgroups</p> <p>Source: DataQuest</p>	<p>2019-20:                  All students 4.4%                  SED: 4.5%                  EL: 6.7%                  Hispanic/Latinx: 4.8%</p>				<p>&lt;2%</p>

<p>% of teachers and parents feeling school is safe and that they are connected to school community Source: Annual parent/teacher survey</p>	<p>Baseline Spring 2021: Families: 95% Staff: 100%</p>				<p>93%</p>
<p>Youth Truth Student Survey: % of students who report being bullied or harassed Source: Annual student survey</p>	<p>2020: 6%</p>				<p>3%</p>
<p>Youth Truth Student Survey: The degree to which students believe that their school fosters a culture of respect and fairness Source: Annual student survey</p>	<p>2020: 3.17</p>				<p>3.55 or 75th percentile</p>
<p>Youth Truth Student Survey: The degree to which students feel welcome at their school and have collaborative relationships with their classmates Source: Annual student survey</p>	<p>2020: 3.35</p>				<p>3.56 or 75th percentile</p>
<p>School Facilities in Good repair Source: Annual FIT survey</p>	<p>Overall Good Repair</p>				<p>Overall Good Repair</p>

% parents attending two student-led conferences annually Source: Parent/Teacher/Student conference attendance logs	Baseline 95% for S1 96% for S2				98% for both semesters
% of families responding to family survey	Fall 2020: 13% Spring 2021: 10%				50%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Restorative Justice	Our Dean of School Culture will utilize a Restorative Justice Model based on a school-wide discipline praxis that supports students in expressing ARISE core values: <ul style="list-style-type: none"> <li>● School-wide discipline praxis</li> <li>● Student Justice Panel, group of students trained in Restorative Justice to address issues in the school community</li> </ul>	\$98,193	Y
2	Positive School Culture	<ul style="list-style-type: none"> <li>● Advisory, RISE Up Assemblies, and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE's core values.</li> <li>● Student Activities Class to organize events and build positive school culture</li> </ul>	\$98,193	N
3	Attendance Initiatives	<ul style="list-style-type: none"> <li>● Incentives for Regular Attendance</li> <li>● Tiered Re-Engagement Model</li> <li>● Personalized supports for students</li> <li>● Prioritized on-campus opportunities                             <ul style="list-style-type: none"> <li>i. Students with lower attendance &amp; SEL needs</li> <li>ii. African-American Students</li> </ul> </li> </ul>	\$50,500	Y

## iii. Students with IEPs

## iv. English Learners

4	Health and Safety	We will provide regular clearing and maintenance of our facilities, as well as improve our facilities as needed and according to health and safety guidance from local officials.	\$480,299	N
5	Enrichment	<ul style="list-style-type: none"> <li>Clubs and activities: (Rowing, community service, Black Student Union, Guitar, Photography, Hiking, GLEE, Robotics)</li> <li>Athletics: Girls and Boys Soccer</li> <li>Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs.</li> </ul>	\$160,000	N
6	Social Emotional Learning	<ul style="list-style-type: none"> <li>Full time Clinician and Clinical Intern</li> <li>Dean of School Culture develops advisory curriculum</li> <li>Group therapy for students</li> <li>Group therapy for staff</li> <li>Group therapy for families</li> <li>Partnerships with La Clinica and Substance Abuse program</li> <li>Family education on SEL and Mental health</li> <li>Advisory Program (20% programming on mental health and wellness)</li> </ul>	\$159,767	N
7	Parent Engagement	<ul style="list-style-type: none"> <li>Hold weekly informal "Informative Monday" parent meetings and monthly formal Parent Meetings to engage parents in their students' academic and personal development.</li> <li>Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees.</li> </ul>	\$49,460	Y

- Hold family meetings, focus groups, and manage surveys to get input and feedback on our school wide plans.
- Newsletter, Social Media, Parent Communication through email and Powerschool
- Translation for all documents
- Interpreting for all meetings
- Student Led Conferences where students meet with advisors and families to discuss graduation tracks and progress

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal 3

Goal #	Description
3	Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.

An explanation of why the LEA has developed this goal.

We are proud of the number of students that continue on to college after they graduate from ARISE. However, we can continue to increase the level of college preparation to ensure our graduates will be successful in college and career readiness. We can also continue to improve upon our college preparedness metrics for our subgroup populations, especially our African-American students, students with disabilities, and English Learners.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who stay enrolled at ARISE from May to May Source: Re-enrollment rate based on CALPADS 8.1 reports	98%				95%
Cohort 4 & 5-Year Cohort Graduation Rate Source: CA Dashboard	2019-20: 94.1%				98%
% of students who graduate with UC/CSU eligibility Source: DataQuest	2019-20: 100% (Dataquest)				100%
% of students who are college ready in ELA as measured by the UC/CSU Early Assessment Program (EAP)  Source: DataQuest (CAASPP)	All Students  2018-19 % of students Ready or Conditionally Ready: 66.7%  SED  2018-19 % of students Ready or				80%



	<p>Conditionally Ready: 64.3%</p> <p>Hispanic/Latino</p> <p>2018-19 % of students Ready or Conditionally Ready: 66.7%</p>				
<p>% of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP)</p> <p>Source: DataQuest (CAASPP)</p>	<p>All Students</p> <p>2018-19 % of students Ready or Conditionally Ready: 7.8%</p> <p>SED</p> <p>2018-19 % of students Ready or Conditionally Ready: 9.3%</p> <p>Hispanic/Latino</p> <p>2018-19 % of students Ready or Conditionally Ready: 6.9%</p>				50%
<p>% of students who apply to one or more CSU</p> <p>Source: College counselor records</p>	<p>2020: 60%</p>				100%
<p>% of students who are accepted to a four-year college or university</p> <p>College counselor records</p>	<p>2020: 47%</p>				85%
<p>% of seniors who have completed a pathway internship</p>	<p>2020: 90%</p>				100%

Source: College counselor records				
% of students who demonstrate mastery of 21st century skills as measured by completion of 10th grade bridge presentation and senior seminar capstone defense Source: College counseling records	2020: 70%			95%
% Career technical education (CTE) pathway completers	2020: 70%			100%
% of graduating students who have completed 2+ college courses via concurrent and dual enrollment opportunities Source: College counseling records	2020: 57%			100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE standards integration	<p>Integrate CTE public and community health pathway standards into courses so that students are taking courses that emphasize 21st century skills in the public health sector. (teacher stipends \$7,000)*</p> <ul style="list-style-type: none"> <li>● every student completes pathway</li> <li>● internship in public/community health</li> <li>● capstone presentation senior year</li> <li>● interdisciplinary projects</li> <li>● Success 101 college/career preparedness</li> </ul>	\$7,000	N
2	College and Career Counseling	<ul style="list-style-type: none"> <li>● Get Focused Stay Focused 9th grade advisory curriculum to identify career goals and aspirations and in creating an</li> </ul>	\$457,378	Y

		<p>individualized 10-year college and career plan to reach those goals.</p> <ul style="list-style-type: none"> <li>● Counselor ensures students are getting individualized support completing and enhancing their Get Focused Stay Focused 10 year plan, developing evidence for the college and career portfolio, succeeding in their CTE course to become pathway completers, A-G course requirements, and including additional support with pathway orientation.</li> <li>● four college counselors 9-12</li> <li>● Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities aligned to our linked learning pathway.</li> </ul>		
3	CTE Work Based Learning Liaison	<p>CTE Work Based Learning Liaison -With the addition of internships built into the school day, we see an even greater need for a full time employee to help with the following (but not limited to):</p> <ul style="list-style-type: none"> <li>● Engage with community partners</li> <li>● Establish and maintain internship/externship opportunities for students and staff</li> <li>● Lead PD around connecting WBL learning with classrooms learning</li> <li>● Co-produce weekly Linked Learning newsletter</li> <li>● Manage student off site internships, including during the school day</li> <li>● Execute MOU's and partnership agreements with partnership organizations</li> <li>● Meet with Admin Team and Linked Learning Design Team to develop and execute WBL goals and outcomes</li> <li>● Attend and participate in key CTE/Linked Learning conferences and workshops</li> </ul>	\$87,000	N
4	CTE Pathway Coordinator	<p>CTE Pathway Coordinator</p> <ul style="list-style-type: none"> <li>● support all teachers, especially CTE teachers, with pathway implementation in their classroom.</li> <li>● manages the WBL Liaison to support student work based learning</li> <li>● designs and implements professional learning around linked learning, WBL, and our pathway</li> <li>● works directly with the Pathway Advisory Board</li> </ul>	\$103,000	N

		<ul style="list-style-type: none"> <li>manages the Measure N grant, expenditures, site visits, and reports.</li> <li>Co-produce weekly Linked Learning newsletter,</li> <li>Execute MOU's and partnership agreements with partnership organizations,</li> <li>manage and oversee Linked Learning certifications.</li> </ul>		
5	CTE Pathway Mentor and Student Support Manager:	<p>The CTE Pathway Mentor and Student Support Coordinator will coordinate and manage mentorship, tutoring and individualized student support programs (91 juniors &amp; 84 seniors, with a special concentration on students with IEP's and/or in our dual enrollment program), occurring during school, after school and during summer bridge.</p> <p>-Develop and implement a system for tracking individualized supports for pathway students, especially our target student population (includes peer and professional mentoring, peer tutoring, work with college tutors, etc.)</p> <p>-Coordinate the mentor-mentee program, including establishing processes and procedures as well as follow up with mentors, mentees, parents, and staff (as needed).</p> <p>-Develop and facilitate ARISE's Peer Tutoring Program</p> <p>-Coordinate 12th grade Senior Seminar Capstone mentorships</p> <p>-Establish and facilitate other supports for student success in college courses, including review sessions, study skills sessions, writing tutors, etc.</p> <p>-Complete associated paperwork data analysis, and evaluation as needed.</p> <p>-Provide resources and referrals for services</p> <p>-Pilot new Spring Mentoring program</p> <p>-Support IEP students and other target population students in successfully achieving their learning goals</p> <p>-Provide resources and referrals of services in coordination with the Pathway Case Manager</p>	\$131,000	N
6	College and Career Prep Student Presentations	Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.	\$15,000	N
7	Capstone Defense	Continue to use the graduate profile as the guiding principle of the CTE Pathway Senior Seminar: Advanced Public and Community Health Capstone Defense. Continue to use 21st century skills in classrooms.	\$0	N

		Continue to incorporate Get Focused Stay Focused - My 10 Year Plan into senior defense. Students use their internship that they participate in during the winter as part of their capstone defense, emphasizing their internship and/or working experience.		
8	Public and Community Health Coursework	CTE Intermediate Public and Community Health Teacher (salary and benefits) As we strive for gold certification with the Linked Learning Alliance, we must ensure that we have CTE certified teachers teaching the CTE classes and pathway sequenced courses. All CTE instructors implement course work that emphasizes the four pillars of linked learning to increase student engagement and knowledge, specifically: WBL, internships, college and career readiness, guest speakers and industry partnerships that link student learning to the real world. (CTE Public and Community health instructor holds all CTE junior classmen, total of 91 students)	\$90,000	N
9	Public Health Speaker Series	Cafe Talks: Public Health Speaker Series. Guest Speaker Stipends and Organization Honorariums for our Pathway Themed discussions. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE.	\$3,000	N
10	Student Stipend Internships	Student Stipend Internships: To pay for the student stipends for ARISE students participating in WBL internships (we hope to connect with rising seniors with internships during the summer). Approximately 35 -100 students at \$600 - \$240 per stipend.	\$15,000	N

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.77%	\$1,161,871

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action 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 goals for these students.

### A- Academic Growth and Achievement

#### Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find our Socioeconomically Disadvantaged students at the Yellow level for ELA and the Orange level for math. There is no CA Dashboard indicator for our English Learners. We had low performance in 2019 on the English Learner Progress Indicator, with 53.5% of students making progress towards English language proficiency. In 2019-20, our EL Reclassification rate was 42.3%

#### Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We provide comprehensive professional development to support teachers in creating scopes and sequences integrating state content standards, ELD standards, and Linked Learning pathway standards. Teachers will analyze student data regularly to ensure high quality data driven instruction is provided with the support of our Data Coordinator and Intervention teachers. We will also provide enrichment opportunities, such as clubs, student activities, and athletics to ensure that our low income students, English learners, and foster youth have access to these opportunities. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates. We will also expand our Response to Intervention programs with specific supports targeting English Learners and Socioeconomically disadvantaged students with a focus on literacy. We have added robust college and career counseling to our program to ensure that our students receive intensive support in progress monitoring, college and career exploration, and applications and matriculation.

Professional Development

Data Driven Instruction

English Language Development

Enrichment

Response to Intervention

College & Career Counseling

### Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 8 points growth within the next three years for both ELA and 43 points growth within the next three years in Math (see expected outcomes in Goal 1), and 6.5 points' growth in the English Learner Progress Indicator and maintenance of our high English Learner Reclassification rate. We plan to use NWEA MAP data to gauge progress throughout the year.

## **B- Climate, Culture, and Family Engagement**

### Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students were at the Orange level and our English Learners were at the Yellow level for suspensions. Our Chronic Absence rate in 2019 was 20.2% for our Socioeconomically disadvantaged students and 24% for our English Learners. In 2020-21, 95% of parents responded positively to survey questions about school safety and connectedness. We know that parents of our socioeconomically disadvantaged students may benefit from additional communication that increases their ability to support their students' learning and parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

### Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. A key component of these additional efforts is our social emotional learning. We implement an advisory program specifically tailored to the needs of our low income students, English learners and foster youth. We provide mental health services to support our students who may otherwise not have access to these services. In our parent engagement action, we will engage our parents through regular meetings, surveys, and communications translated into the appropriate language.

Social Emotional Learning

Parent Engagement

### Expected Outcomes



By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain positive indicators that students feel safe and connected to the ARISE High School community. We will also measure progress toward high attendance and low suspensions and chronic absenteeism (see above).

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

## **1- Academic Growth and Achievement**

### Actions

Professional Development

Data Driven Instruction

English Language Development

Enrichment

Response to Intervention

College & Career Counseling

Data Driven Instruction adds high-quality assessment systems and staffing to coordinate the analysis and application of instructional data to inform instruction and intervention so that our English learners, low income students, and foster youth receive instruction tailored to their needs. Response to Intervention increases the amount of support available to English learners, low income students and foster youth by providing them additional opportunities outside of class time to receive support and tutoring, and by providing them technology that provides the opportunity to practice skills in adaptive online learning platforms.

English Language Development increases the amount of targeted support our English Learners receive in order to successfully progress in English Language proficiency and to reclassify.

Teacher Professional Development increases the quality of instruction by developing teachers' ability to provide English learners, low income students, and foster youth a rigorous academic model with high support.

College Counseling increases the support available to our English learners, low income students, and foster youth to learn about and complete the processes required to prepare for and apply to college and prepare for successful careers. They receive additional progress monitoring and hands-on support with credits monitoring, college and career exploration, and college applications.

We will monitor progress for our Unduplicated students in NWEA MAP three times annually and grades data quarterly to ensure the actions are bringing the expected progress for these students. The school leadership team will review the annual academic outcomes such as SBAC, AP, IEP goal completion, and survey data to ensure that our students make steady progress toward the measurable outcomes. The school leadership team will monitor progress for our English learners to determine the effectiveness of the integrated and designated ELD support. We will review the annual academic outcomes of Reclassification rates and ELPAC scores to ensure that our students make steady progress toward the measurable outcomes.

### **3- Engagement, Climate and Culture**

#### Actions

Social Emotional Learning

Parent Engagement

Our parent engagement action adds staffing of a parent coordinator so that the families of our English learners, low income and foster youth students receive additional outreach and opportunities to engage in our program in support of student success. Our Social Emotional Learning adds staffing in support of SEL instruction through advisory and provides mental health supports through added staffing in support of students' mental health needs. These actions remove barriers to learning, foster strong family-school partnerships, contribute to a positive climate and foster students' social emotional learning and mental well being.

## Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.



***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

**Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

**Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action 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 goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.



- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 1,176,606	\$ 1,176,606
<b>LEA-wide Total:</b>	\$ 1,176,606	\$ 1,176,606
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum & Instructional Materials				\$ 150,000	\$ 150,000
1	1						\$ -
1	1					\$ 50,000	\$ 50,000
1	1					\$ 40,000	\$ 40,000
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	2	Teacher Effectiveness				\$ 5,000	\$ 5,000
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	3	Instructional Model				\$ 1,785,000	\$ 1,785,000
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	4	Professional Development					\$ -
1	4						\$ -
1	4						\$ 17,750
1	4						\$ 2,000
1	4		LEA-wide	EL, Low Income, Foster		\$ 36,000	\$ 36,000
1	4						\$ -
1	4						\$ -
1	5	Data Driven Instruction	LEA-wide	EL, Low Income, Foster		\$ 10,000	\$ 10,000
1	5		LEA-wide	EL, Low Income, Foster		\$ 18,800	\$ 18,800
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	6	English Language Development	LEA-wide	EL		\$ 150,000	\$ 150,000
1	6		LEA-wide	EL		\$ 106,886	\$ 106,886
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	7	Summer School					\$ 12,000
1	7						\$ -
1	7						\$ -
1	7						\$ -
1	7						\$ -
1	7						\$ -
1	8	Special Education					\$ 314,038
1	8						\$ -
1	8						\$ 40,000
1	8						\$ -
1	8						\$ -
1	8						\$ -
1	8						\$ -
1	8						\$ -
1	9	Response to Intervention					\$ 133,912
1	9		LEA-wide	EL, Low Income, Foster		\$ 315,000	\$ 315,000
1	9						\$ 100,000
1	9		LEA-wide	EL, Low Income, Foster		\$ 66,735	\$ 66,735
1	9		LEA-wide	EL, Low Income, Foster		\$ 50,000	\$ 50,000
1	9						\$ -
1	9						\$ -
2	1	Restorative Justice Model				\$ 98,193	\$ 98,193
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	2	Positive School Culture				\$ 98,193	\$ 98,193
2	2						\$ -
2	2						\$ -

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2	2					\$	-
2	2					\$	-
2	2					\$	-
2	2					\$	-
2	2					\$	-
2	3	Attendance Initiatives			\$	27,500	\$ 27,500
2	3				\$	23,000	\$ 23,000
2	3					\$	-
2	3					\$	-
2	3					\$	-
2	3					\$	-
2	3					\$	-
2	4	Health & Safety			\$	10,000	\$ 10,000
2	4					\$	422,770
2	4					\$	-
2	4				\$	47,529	\$ 47,529
2	4					\$	-
2	4					\$	-
2	4					\$	-
2	4					\$	-
2	5	Enrichment	LEA-wide	Low Income, Foster	\$	80,000	\$ 80,000
2	5		LEA-wide	Low Income, Foster	\$	80,000	\$ 80,000
2	5					\$	-
2	5					\$	-
2	5					\$	-
2	5					\$	-
2	6	Social Emotional Learning				\$	71,771
2	6		LEA-wide	Low Income, Foster	\$	87,996	\$ 87,996
2	6					\$	-
2	6					\$	-
2	6					\$	-
2	6					\$	-
2	6					\$	-
2	7	Wraparound Services				\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	7					\$	-
2	8	Parent Engagement			\$	49,460	\$ 49,460
2	8					\$	-
2	8					\$	-
2	8					\$	-
2	8					\$	-
2	8					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
2	9					\$	-
3	1	CTE Standards Integration				\$	7,000
3	1					\$	-
3	1					\$	-
3	1					\$	-
3	1					\$	-
3	1					\$	-
3	2	College & Career Counseling	LEA-wide	EL, Low Income, Foster	\$	89,000	\$ 89,000
3	2				\$	17,000	\$ 196,000
3	2					\$	86,189
3	2		LEA-wide	EL, Low Income, Foster	\$	86,189	\$ 86,189
3	3	Work-Based Learning				\$	72,000
3	3					\$	15,000
3	3					\$	-
3	4	Pathway Coordination			\$	3,000	\$ 103,000
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	4					\$	-
3	5	Pathway Mentoring & Support				\$	78,000
3	5					\$	53,000
3	5					\$	-
3	5					\$	-
3	5					\$	-

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3	5				\$ -
3	5				\$ -
3	6	College & Career Student Presentations		\$ 15,000	\$ 15,000
3	6				\$ -
3	6				\$ -
3	6				\$ -
3	6				\$ -
3	6				\$ -
3	6				\$ -
3	7	Capstone Defense			\$ -
3	8	Public & Community Health Coursework			\$ 90,000
3	8				\$ -
3	8				\$ -
3	8				\$ -
3	8				\$ -
3	8				\$ -
3	8				\$ -
3	9	Public Health Speaker Series			\$ 3,000
3	9				\$ -
3	9				\$ -
3	9				\$ -
3	9				\$ -
3	9				\$ -
3	9				\$ -
3	9				\$ -
3	10	Student Stipend Internships			\$ 15,000
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -
3	10				\$ -

**Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,595,481	\$ 1,168,768	\$ 490,000	\$ 153,662	5,407,911	\$ 4,189,229	\$ 1,080,378

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum & Instructional Materials		\$ 150,000				\$ 150,000
1	1							\$ -
1	1			\$ 50,000				\$ 50,000
1	1			\$ 40,000				\$ 40,000
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	2	Teacher Effectiveness		\$ 5,000				\$ 5,000
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	3	Instructional Model		\$ 1,785,000				\$ 1,785,000
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	4	Professional Development						\$ -
1	4							\$ -
1	4						\$ 17,750	\$ 17,750
1	4						\$ 2,000	\$ 2,000
1	4			\$ 36,000				\$ 36,000
1	4							\$ -
1	4							\$ -
1	5	Data Driven Instruction		\$ 10,000				\$ 10,000
1	5			\$ 18,800				\$ 18,800
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	6	English Language Development		\$ 150,000				\$ 150,000
1	6			\$ 106,886				\$ 106,886
1	6							\$ -
1	6							\$ -
1	6							\$ -
1	6							\$ -
1	7	Summer School				\$ 12,000		\$ 12,000
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	8	Special Education			\$ 314,038			\$ 314,038
1	8							\$ -
1	8			\$ 40,000				\$ 40,000
1	8							\$ -
1	8							\$ -
1	8							\$ -
1	8							\$ -
1	9	Response to Intervention					\$ 133,912	\$ 133,912
1	9			\$ 315,000				\$ 315,000
1	9				\$ 100,000			\$ 100,000
1	9			\$ 66,735				\$ 66,735
1	9			\$ 50,000				\$ 50,000
1	9							\$ -
1	9							\$ -
2	1	Restorative Justice Model		\$ 98,193				\$ 98,193
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	2	Positive School Culture		\$ 98,193				\$ 98,193
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -

**Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,595,481	\$ 1,168,768	\$ 490,000	\$ 153,662	5,407,911	\$ 4,189,229	\$ 1,080,378

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2							\$ -
2	3	Attendance Initiatives		\$ 27,500				\$ 27,500
2	3			\$ 23,000				\$ 23,000
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	4	Health & Safety		\$ 10,000				\$ 10,000
2	4				\$ 422,770			\$ 422,770
2	4							\$ -
2	4			\$ 47,529				\$ 47,529
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	5	Enrichment		\$ 80,000				\$ 80,000
2	5			\$ 80,000				\$ 80,000
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	6	Social Emotional Learning			\$ 71,771			\$ 71,771
2	6			\$ 87,996				\$ 87,996
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	7	Wraparound Services						\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -
2	8	Parent Engagement		\$ 49,460				\$ 49,460
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
2	9							\$ -
3	1	CTE Standards Integration				\$ 7,000		\$ 7,000
3	1							\$ -
3	1							\$ -
3	1							\$ -
3	1							\$ -
3	1							\$ -
3	2	College & Career Counseling		\$ 89,000				\$ 89,000
3	2			\$ 17,000	\$ 134,000	\$ 45,000		\$ 196,000
3	2			\$ 86,189	\$ 86,189			\$ 86,189
3	2							\$ 86,189
3	3	Work-Based Learning				\$ 72,000		\$ 72,000
3	3					\$ 15,000		\$ 15,000
3	3							\$ -
3	4	Pathway Coordination		\$ 3,000		\$ 100,000		\$ 103,000
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	4							\$ -
3	5	Pathway Mentoring & Support				\$ 78,000		\$ 78,000
3	5					\$ 53,000		\$ 53,000
3	5							\$ -



# Cover Sheet

## Approve Charter School Capital Resolutions

<b>Section:</b>	VI. Finance
<b>Item:</b>	C. Approve Charter School Capital Resolutions
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Arise High School Ack Reso June 2021.pdf Arise High School June FY21 Funding Estimate.pdf



**ARISE HIGH SCHOOL**  
**ACKNOWLEDGEMENT RESOLUTIONS**

The undersigned, on behalf of Arise High School, a California nonprofit public benefit corporation (the “Company”), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the “Board”) of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and the Bylaws of the Company, at a duly noticed meeting held on June 15, 2021 at 6:00 p.m., Pacific Time via Zoom teleconference. A quorum of the Board was present at the meeting.

Sale of Receivables

WHEREAS, the Company receives and owns and will receive and own from time to time certain receivables or payments due from the State of California, Alameda County, the Alameda County Office of Education, the Alameda County Superintendent of Schools, Oakland Unified School District, the Special Education Local Plan Area (“SELPA”), and/or the United States federal government (in each case, the “Payor”).

WHEREAS, the Company instructs the Payor, pursuant to the Payor’s policies and procedures, as to the location and manner of payment of the Company’s receivables.

RESOLVED: That the Board deems it to be in the best interests of the Company to authorize the Company to sell receivables and payments (the “Receivables”) to Charter School Capital, Inc. (“CSC”) at a discount to face value in an amount not to exceed the lesser of (i) \$700,000.00 of gross receivables value and (ii) \$595,000.00 of initial purchase (face value).

RESOLVED FURTHER: That the Company is authorized and directed to sell the Receivables to CSC from time to time pursuant to one or more Receivables Purchase Agreements and related Terms Letters between the Company and CSC, substantially in the form reviewed by the Board, with such changes thereto consistent with these resolutions as an Authorized Officer of the Company shall approve, and including any amendments, supplements or modifications to the foregoing consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That each of Karla Gandiaga, as Head of School; Dave Bryson, as President; Julie Obbard, as Vice President; and Gihani Fernando, as a Board Member (such persons and their duly elected and qualified successors, the “Authorized Officers”) is authorized and directed to execute and deliver, on behalf of the Company, the Receivables Purchase Agreements, the Terms Letters, the Paying Agency Agreements and/or Account Control Agreements, and subject to the limitations set forth herein, such other

agreements and other documents and instruments as may be necessary or desirable to effectuate the sale of Receivables contemplated hereby, including, without limitation, agreements or documents as may be necessary to facilitate the sale of Receivables by CSC to an affiliate or third party to finance its purchase of the Receivables, and further including, without limitation, such amendments, supplements or other modifications to any or all of the documents described in this paragraph and consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That the Board of the Company deems it to be in the best interests of the Company to instruct the Payor, in the form provided by CSC, to make the payment of all revenues of the Company administered and paid by the Payor in the manner described in the applicable Receivables Purchase Agreement, the Terms Letter, Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That any two Authorized Officers will execute instructions to the Payor, in the form provided by CSC, directing the payment of all revenues of the Company in the manner described in the Receivables Purchase Agreement, the Terms Letter, the Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That the instructions described in the immediately preceding paragraph will not be altered in any manner nor any other instructions substituted in their place without the prior written approval of the two Authorized Officers and without the express written consent of CSC and that the Payor is to disregard any change in disbursement instructions that are not counter-signed by such two Authorized Officers and CSC.

RESOLVED FURTHER: That the Authorized Officers are, and each of them is, hereby authorized and directed, on behalf and in the name of the Company and subject to the limitations set forth herein, to make all such arrangements, to do and perform all such acts and things, and to execute and deliver all such instruments, certificates and other documents as he or she may deem necessary or appropriate in order to effectuate fully the purpose of each and all of the foregoing resolutions and the transactions contemplated thereby (hereby ratifying and confirming any and all actions taken heretofore and hereafter by such officers to accomplish such purposes).

The foregoing resolutions were passed by a vote of the Board of Directors and adopted at the meeting of the Board of Directors of the Company on the date referred to above, by the following vote:

Ayes: \_\_\_\_\_

Nays: \_\_\_\_\_

Absent: \_\_\_\_\_

Abstain: \_\_\_\_\_

The undersigned certifies further that the foregoing resolutions have not been modified, amended or rescinded and are in full force and effect as of the date hereof.

**ARISE HIGH SCHOOL**

By: \_\_\_\_\_

Name:

Title:

Date: June \_\_, 2021



# FUNDING ESTIMATE

## CONFIDENTIAL

Funding Estimate for Arise High School 05/27/21

Thank you for requesting information from the Charter School Capital team to support the educational efforts at Arise High School. Below please find the information requested.

Our team is committed to your success. We are here to help you access, leverage, and sustain the resources you need to thrive, so you can focus on what matters most – educating students. Since 2007, we have put more than \$2 billion to work for 700+ charter schools educating more than 1,250,000 students nationwide. We look forward to supporting your charter school.

**Questions? Please contact:**  
 Ryan Eldridge - (971) 269-6602  
 reldridge@charterschoolcapital.org

ARISE High School

Receivable	Target Funding Date	Gross Receivable Value	Initial Purchase Face Value	Max Def. Purchase Price	Discount	Discount %	Upfront Purchase Price
April (def to Sep) LCFF FY20-21	06/22/2021	\$ 165,892	\$ 141,000	\$ 24,892	\$ 3,150	2.23%	\$ 137,850
May (def to Aug) LCFF FY20-21	06/22/2021	\$ 166,587	\$ 141,500	\$ 25,087	\$ 2,337	1.65%	\$ 139,163
<b>Total</b>		<b>\$332,479</b>	<b>\$282,500</b>	<b>\$49,979</b>	<b>\$5,487</b>	<b>1.94%</b>	<b>\$277,013</b>

Initial Purchase Face	\$ 282,500
Discount	\$ 5,487
Upfront Purchase Price	\$ 277,013
Program Fee	\$ 0
Transaction Fee	\$ 0
<b>Net to School</b>	<b>\$ 277,013</b>

Estimates only. To be finalized at closing.

**CONFIDENTIALITY:** This Funding Estimate has been prepared for your school on a confidential basis. This Funding Estimate is the property of Charter School Capital and shall not be distributed to any third party without the express prior written consent of Charter School Capital.





# FUNDING ESTIMATE

## CONFIDENTIAL

### Important Information

1. The price at which Charter School Capital can purchase Receivables is based on short-term interest rates, including the official London Interbank Offered Rate, or LIBOR, and the Prime Rate, and any other interest rate as may be applicable to Purchaser from time to time and the characteristics of the Receivables to be purchased. The payment to your school will be based on realized attendance and the then-prevailing rate.
2. The Funding Estimate is based on an estimate of projected Receivables. This Funding Estimate is only a preliminary assessment, not a promise or guarantee to provide funding. Charter School Capital relies primarily on the credit markets to provide funds to charter schools. These markets necessarily carry risk regarding the timing and availability of funds. In addition, the actual financing is subject to completion of our due diligence, the execution and delivery of a receivables purchase agreement and related documentation, and the satisfaction of all the conditions to closing specified in the receivables purchase agreement.

Funding made or arranged pursuant to California Finance Lenders Law license #603F028,  
and Florida Commercial Collection Agency (FCCA) license #COM9900288.

**CONFIDENTIALITY:** This Funding Estimate has been prepared for your school on a confidential basis. This Funding Estimate is the property of Charter School Capital and shall not be distributed to any third party without the express prior written consent of Charter School Capital.

