# Local Control and Accountability Plan

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

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| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
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## 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 % 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 well as 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 aare 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.

Identify student needs based on surveys, self assessments, focus groups, etc. TBD any additions from recent data.

### 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](#_heading=h.26in1rg)

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, 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. 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. The 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 for 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](#_heading=h.lnxbz9) 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 | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 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 | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | All students: -65  SED: -65  EL: -90  HI: -65 |
| % of students meeting NWEA MAP growth targets in Reading and Math.  Source: NWEA extract | Fall 2020-Winter 2021 61% of students met growth targets in Math.  2019 - 2020: Fall - Winter 37% of students met growth targets in Math  Fall 2018-Spring 2019: 49% met growth targets in Reading | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | Math: 65% meeting growth target  Reading: 60% meeting growth target |
| % of ELs who make annual progress in English fluency as measured by the ELPAC  Source: CA Dashboard | 2018-19: 53.5% |  |  |  | 60% |
| EL Reclassification Rate  Source: DataQuest | 2019-20: 42.3% |  |  |  | 50% |
| Youth Truth Student Survey: The degree to which students feel that they are being challenged by their coursework and teachers.  Source: Annual student survey | 2020: 3.63 |  |  |  | 4.0 |
| % of teachers fully credentialed and appropriately placed and correctly assigned  Source: SARC | 2019-20 65% fully credentialed  8 teachers of EL’s misassigned |  |  |  | 100% |
| % 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

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| --- | --- | --- | --- | --- |
| 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. | [$35,850.82 ] | N |
| 2 | Teacher Effectiveness | We will develop and retain highly qualified, appropriately credentialed and assigned teachers.   * + Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.   + Quarterly Instructional round observations executed by administration and Instructional Leadership team using ARISE’s Instructional Core Teaching Rubric. Data is used by coaches to inform whole school wide instruction as well as professional development areas of focus.   + Teacher Sustainability: Balance teacher salaries and work load | [$ 0.00] | N |
| 3 | Instructional Model | * + 4 X 4 block schedule to meet instructional demands with increased focus and rigor   + Hybrid schedule with most students on campus 2 days per week   + Double math instruction   + Mastery-based instruction and grading | [$ 0.00] | N |
| 4 | Professional Development | 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.   * + 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   + Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.   + 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.   + Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students.   + Support teachers in aligning curriculum to Linked Learning Pathway standards |  | Y |
| 5 | Data Driven Instruction | 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.   * + Teachers Assistants (20%) provide academic support and executive functioning coaching   + Quarterly audits of student data (mastery and percentage of mastered major assessments) by coach and teachers   + Review of data from teaching cycles in departments. Departments review lesson plans and data (NWEA, IXL) to inform upcoming instruction.   + Math quarterly review of NWEA data to provide targeted instruction small group instruction for students most below grade level   + Bimonthly grade level analysis of tier 1, 2 and 3 students done by each grade level   + Office Hours for student support     1. all teachers 3x week after school office hours     2. all students one hour weekly on campus office hours with each teacher |  | Y |
| 6 | English Language Development | 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.   * + EL Coordinator to monitor progress, teach, and provide coaching and professional development for teachers   + Majority of Teachers Assistants (80%) support EL students   + 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 several teachers who attend their 5-day seminar to develop expertise in literacy strategies.   + 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.   + Newcomer students at ARISE are assigned a designated TA in most or all of their classes to provide individual support. |  | Y |
| 7 | Summer School | Summer School   * + June for credit recovery (mastery-based hybrid courses in math, science, ELA, and social science)   + June WBL and internship program (21st century Skill building, training on resume-building, interviewing, and actual internship)   + Dual Enrollment enrichment courses for rising 11th graders in and around public and community health intro courses provided by Merritt College   + August 1-week Orientation incoming 9th graders (model, meet advisors, intro)   + 1-2 week Numeracy Summer Intensive “Step Up to Algebra” for incoming 9th graders based on data |  | Y |
| 8 | Special Education | Special Education   * + Full Inclusion Model   + 9/10th graders with IEPs have advisory with RSP teacher   + 21-22 Afterschool on-campus supports   + In April they had in-person option for additional support  1. Hired a third education specialist to service students with Individual Education Plans 2. Created a Director of Special Education position to oversee program 3. Hired an Ed Specialist intern to provide more individualized academic support to students with high needs 4. 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 5. Hired a new student support position that will hold 504 plans 6. Priority of summer school classes given to students with IEPs 7. In-person learning offered in April for highest-need students with disabilities |  | N |
| 9 | Response to Intervention | Our Dean of School Culture (30%) will expand and refine the Response to Intervention (RTI) program   * + 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.   + Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team. |  | 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](#_heading=h.lnxbz9) 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% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 95% |
| Chronic Absence Rate for all students and all numerically significant subgroups  Source: CA Dashboard | 2018-19:  All students: 20.8%  SED: 20.2%  EL: 24%  SWD: 36.1%  Hispanic/Latinx: 20.5% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | <10% |
| Suspension Rate for all students and all numerically significant subgroups  Source: CA Dashboard | 2019-20:  All Students: 1.9%  SED: 2.2%  EL: 7.3%  SWD: 0%  African American/Black: 0%  Hispanic/Latinx: 2% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | <1% |
| Expulsion Rate for all students and all numerically significant subgroups  Source: DataQuest | 2019-20:  All Students: 0.3%  SED: 0.3%  EL: 0%  SWD: 0%  African American/Black: 0%  Hispanic/Latinx: 0.3% |  |  |  | 0% |
| HS 4-Year Cohort Dropout Rate for all students and all numerically significant subgroups  Source: DataQuest | 2019-20:  All students 4.4%  SED: 4.5%  EL: 6.7%  Hispanic/Latinx: 4.8% |  |  |  | <2% |
| % of teachers and parents feeling school is safe and that they are connected to school community  Source: Annual parent/teacher survey | Baseline |  |  |  | 93% |
| Youth Truth Student Survey: % of students who report being bullied or harassed  Source: Annual student survey | 2020: 6% |  |  |  | 3% |
| Youth Truth Student Survey: The degree to which students believe that their school fosters a culture of respect and fairness  Source: Annual student survey | 2020: 3.17 |  |  |  | 3.55 or 75th percentile |
| 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 | 2020: 3.35 |  |  |  | 3.56 or 75th percentile |
| School Facilities in Good repair  Source: Annual FIT survey | Overall Good Repair |  |  |  | Overall Good Repair |
| % parents attending two student-led conferences annually  Source: Parent/Teacher/Student conference attendance logs | Baseline |  |  |  | Set Goal |
| % of families responding to family survey | Baseline |  |  |  | Set Target |

### 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:   * + School-wide discipline praxis   + Student Justice Panel, group of students trained in Restorative Justice to address issues in the school community | Pathway Student Support Coordinator, Pathway Mentor and Student Support Manager, Dean of School Culture 30% | Y |
| 2 | Positive School Culture | * + 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.   + Student Activities Class to organize events and build positive school culture | Pathway Mentor and Student Support Manager | N |
| 3 | Attendance Initiatives | * + Incentives for Regular Attendance   + Tiered Re-Engagement Model   + Personalized supports for students   + Prioritized on-campus opportunities     1. Students with lower attendance & SEL needs     2. African-American Students     3. Students with IEPs     4. English Learners | [$ 0.00] | Y |
| 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. |  | N |
| 5 | Enrichment | * + Clubs and activities: (Rowing, community service, Black Student Union, Guitar, Photography, Hiking, GLEE, Robotics)   + Athletics: Girls and Boys Soccer   + Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs. | Pathway Mentor and Student Support Manager  Activities Coordinator | N |
| 6 | Social Emotional Learning | * + Full time Clinician and Clinical Intern   + Dean of School Culture develops advisory curriculum   + Group therapy for students   + Group therapy for staff   + Group therapy for families   + Partnerships with La Clinica and Substance Abuse program   + Family education on SEL and Mental health   + Advisory Program (20% programming on mental health and wellness) |  | N |
| 7 | Parent Engagement | * + Hold weekly informal “Informative Monday” parent meetings and monthly formal Parent Meetings to engage parents in their students’ academic and personal development.   + Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees.   + 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 | Dean of Sch Culture 10% | 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]

ARISE LCAP

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

### [Goal](#_heading=h.lnxbz9) 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 | [Respond here] | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | Need Goal |
| Cohort 4 & 5-Year Cohort Graduation Rate  Source: CA Dashboard | 2019-20: 94.1% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 98% |
| % of students who graduate with UC/CSU eligibility  Source: DataQuest | 2019-20: 100% (Dataquest) | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 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 Conditionally Ready: 64.3%  Hispanic/Latino  2018-19 % of students Ready or Conditionally Ready: 66.7% |  |  |  | 80% |
| % of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP)  Source: DataQuest (CAASPP) | All Students  2018-19 % of students Ready or Conditionally Ready: 7.8%  SED  2018-19 % of students Ready or Conditionally Ready: 9.3%  Hispanic/Latino  2018-19 % of students Ready or Conditionally Ready: 6.9% |  |  |  | 50% |
| % of students who apply to one or more CSU  Source: College counselor records? Student survey? | 2020: 60% |  |  |  | 100% |
| % of students who are accepted to a four-year college or university  College counselor records? Student survey? | 2020: 47% |  |  |  | 85% |
| % of seniors who have completed a pathway internship  Source: ? | Need baseline data |  |  |  | Need Goal |
| % of students who demonstrate mastery of 21st century skills as measured by completion of 10th grade bridge presentation and senior seminar capstone defense  Source: ? | Need baseline data |  |  |  | 95% |
| % Career technical pathway completers | Need baseline data |  |  |  | Need Goal |
| % of graduating students who have completed 2+ college courses via concurrent and dual enrollment opportunities  Source: ? | Need baseline data |  |  |  | Need Goal |

### 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 $7,000)\*   * + every student completes pathway   + internship in public/community health   + capstone presentation senior year   + interdisciplinary projects   + Success 101 college/career preparedness | [$ 0.00] | [Y/N] |
| 2 | College and Career Counseling | * + Get Focused Stay Focused 9th grade advisory curriculum to identify career goals and aspirations and in creating an individualized 10-year college and career plan to reach those goals.   + 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.   + four college counselors 9-12   + Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities aligned to our linked learning pathway. | [$ 0.00] | [Y/N] |
| 3 | CTE Work Based Learning Liaison | 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):   * Engage with community partners * Establish and maintain internship/externship opportunities for students and staff * Lead PD around connecting WBL learning with classrooms learning * Co-produce weekly Linked Learning newsletter * Manage student off site internships, including during the school day * Execute MOU's and partnership agreements with partnership organizations * Meet with Admin Team and Linked Learning Design Team to develop and execute WBL goals and outcomes * Attend and participate in key CTE/Linked Learning conferences and workshops |  |  |
| 4 | CTE Pathway Coordinator | CTE Pathway Coordinator   * support all teachers, especially CTE teachers, with pathway implementation in their classroom. * manages the WBL Liaison to support student work based learning * designs and implements professional learning around linked learning, WBL, and our pathway * works directly with the Pathway Advisory Board * manages the Measure N grant, expenditures, site visits, and reports. * Co-produce weekly Linked Learning newsletter, * Execute MOU's and partnership agreements with partnership organizations, * manage and oversee Linked Learning certifications. |  |  |
| 5 | CTE Pathway Mentor and Student Support Manager: | The CTE Pathway Mentor and Student Support Coordinator will coordinate and manage mentorship, tutoring and individualized student support programs (91 juniors & 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.  -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.)  -Coordinate the mentor-mentee program, including establishing processes and procedures as well as follow up with mentors, mentees, parents, and staff (as needed).  -Develop and facilitate ARISE’s Peer Tutoring Program  -Coordinate 12th grade Senior Seminar Capstone mentorships  -Establish and facilitate other supports for student success in college courses, including review sessions, study skills sessions, writing tutors, etc.  -Complete associated paperwork data analysis, and evaluation as needed.  -Provide resources and referrals for services  -Pilot new Spring Mentoring program  -Support IEP students and other target population students in successfully achieving their learning goals  -Provide resources and referrals of services in coordination with the Pathway Case Manager | [$ 0.00] | [Y/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. |  |  |
| 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. 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 | CTE Intermediate Public and Community Health Teacher | 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) |  |  |
| 9 | Cafe Talks and 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. |  |  |
| 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. |  |  |

### 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](#bookmark=id.35nkun2) | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| [Insert percentage here]% | $1,032,262 |

**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 summer school for students in need of support and enrichment. 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.

Professional Development

Data Driven Instruction

English Language Development

Summer School

Response to Intervention

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. Insert 20-21 climate survey stats. 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. Key components of these additional efforts include our attendance initiatives that celebrate regular student attendance and provide support for students to enable regular attendance. We have also added training in Restorative Practices and plan to continue full implementation of these practices when our students return to campus. We will engage our parents through regular meetings, surveys, and communications translated into the appropriate language.

Restorative Justice

Attendance Initiatives

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.

[Provide description here]

## Instructions

[Plan Summary](#_heading=h.2et92p0)

[Stakeholder Engagement](#_heading=h.tyjcwt)

[Goals and Actions](#_heading=h.3dy6vkm)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#_heading=h.17dp8vu)

*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)).
  + Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  + 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:

* + - 1. 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.
      2. 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.
      3. 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.
      4. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
      5. 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 **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22**. |

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.