California Department of Education  
January 2021

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

## [Annual Update](#_heading=h.49x2ik5) for the 2019–20 Local Control and Accountability Plan Year

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| **Local Educational Agency (LEA) Name** | **Contact Name and Title** | **Email and Phone** |
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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

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

[State and/or Local Priorities](#_heading=h.2p2csry) addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

#### [Annual Measurable Outcomes](#bookmark=id.35nkun2)

|  |  |
| --- | --- |
| Expected | Actual |
| Percent of students who are level 3 or 4 in ELA as measured by the SBAC will increase by +1% until the goal of 75% is met overall and for all statistically significant subgroups.  2018-19 +1%, or goal met | All Students  2017-18 % of students at level 3 or 4 on SBAC 66.2%  2018-19 % of students at level 3 or 4 on SBAC 66.7%  2019-20 CAASPP testing cancelled  SED  2017-18 % of students at level 3 or 4 on SBAC 65%  2018-19 % of students at level 3 or 4 on SBAC 64.3%  Hispanic/Latino  2017-18 % of students at level 3 or 4 on SBAC 63.2%  2018-19 % of students at level 3 or 4 on SBAC 66.7% |
| The percent of students who are level 3 or 4 in math as measured by the SBAC will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups.  2018-19 +5%, or goal met | All Students  2017-18 % of students at level 3 or 4 on SBAC 17.2%  2018-19 % of students at level 3 or 4 on SBAC 7.8%  2019-20 CAASPP testing cancelled  SED  2017-18 % of students at level 3 or 4 on SBAC 15.3%  2018-19 % of students at level 3 or 4 on SBAC 9.3%  Hispanic/Latino  2017-18 % of students at level 3 or 4 on SBAC 14.3%  2018-19 % of students at level 3 or 4 on SBAC 6.9% |
| The percent of students who increase one band level as measured by the NWEA MAP Assessment in Reading will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups.  2018-19 +5%, or goal met | No data due to school closures |
| The percent of ELs who make annual progress in English fluency as measured by the CELDT / ELPAC will increase by +1.5% until the goal of 75% is met.  2018-19 +1.5%, or goal met | 2019-20: EL Reclassification Rate 42.3%  2018-19: EL Reclassification Rate 34.5%  Met: Increase of 7.8%  2017-18 Scoring 3 or 4: 38.6%  2018-19 Scoring 3 or 4: 59.2%  2019-20 Annual ELPAC cancelled |
| The average rating of academic instruction by students as measured by Dimension 6 (Learning and Assessment) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.  2018-19 +0.1, or goal met | Data no longer collected |
| The average rating of academic instruction as measured by Dimension 6 (Learning and Assessment) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.  2018-19 +0.1, or goal met | Data no longer collected |
| The average rating of voice in school decision-making and/or opportunity for feedback by students as measured by the SCAI (Question #45) will increase by 0.1 points until the goal of 3.5 or higher is met.  2018-19 +0.1, or goal met | Data no longer collected |
| The average rating of voice in school decision-making and/or opportunity for feedback by families as measured by the SCAI (Question #27) will increase by 0.1 points until the goal of 3.5 or higher is met.  2018-19 +0.1, or goal met | Data no longer collected |
| The percent of teachers who increase their average rubric score or reach an average rubric score of 3 on the ARISE teacher evaluation will increase by 1% until the goal of 75% is met. 2018-19 +1%, or goal met | 2019-20: 81%  Goal met |
| The percent of courses that have CTE Public and Community health standards integrated in the courses will increase by 10% until 100% | Data TBD |

#### [Actions / Services](#_heading=h.147n2zr)

|  |  |  |
| --- | --- | --- |
| Planned  Action/Service | Budgeted  Expenditures | Actual Expenditures |
| 1a. Ensure all students have access to and meet A-G coursework. | Funded in Action 4b  LCFF Base & Categorical  4000-4999 – Books, Materials, & Supplies | [Add actual expenditures here] |
| 1b. Ensure continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards. | $93,000  $23,250  $82,700  $20,675  LCFF Supplemental & Concentration  1301 – Dean of Instruction, Humanities  3000-3999 – Associated Benefits  1301- Dean of Instruction, STEM  3000-3999 – Associated Benefits | [Add actual expenditures here] |
| 1c. Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards and academic independence, as well as providing teachers with ongoing professional development to support implementation. | $14,000  $3,500  LCFF Supplemental & Concentration  1102 – Teacher Leadership Stipends  3000-3999 – Associated Benefits |  |
| d. Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career. | Funded in Action 1b  LCFF Supplemental & Concentration  1301 – Deans of Instruction |  |
| 1e. Expand data driven instruction to drive school wide instructional practices and student specific intervention. | $10,610  LCFF Supplemental & Concentration  4000 – Books, Materials, and Supplies (NWEA, Data Director, MDTP) |  |
| 1f. Expand and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy. | $78,000  $19,500  $325,000  LCFF Supplemental & Concentration  2000-2999 Classified Staff (Dean of Students, RtI Coordinator)  3000-3999 – Associated Benefits  5000-5999 Professional Services Contract (Seneca) |  |
| 1g. Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the new ELD standards and designed to support them in achieving English proficiency. | $19,200  $4,370  LCFF Supplemental & Concentration  5210 EL Achieve Contract  4325 EL Resources |  |
| 1h. Provide ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development. | Funded in Action 1b  $43,910  LCFF Supplemental & Concentration  1301 – Deans of Instruction  5210 – External PD |  |
| 1i. Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers. | Funded in Action 4a  LCFF Supplemental & Concentration  1301 - Principal |  |
| 1j. Increase teacher salaries to recruit and retain experienced quality teachers. | Funded in Action 4a  LCFF Supplemental & Concentration  1101 – Teacher Salary |  |
| 1k. Integrate CTE public and community health pathway standards into courses so that students are taking courses that emphasize 21st century skills in the public health sector. | LCFF Supplemental & Concentration |  |

#### Goal [Analysis](#_heading=h.3o7alnk)

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

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

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

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

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

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

### Goal 2

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

[State and/or Local Priorities](#_heading=h.2p2csry) addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

#### [Annual Measurable Outcomes](#bookmark=id.35nkun2)

|  |  |
| --- | --- |
| Expected | Actual |
| 2a. The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit.  2018-19 +1%,  or goal met | 2019-20: 2.28%  Goal met |
| 2b. The percent of students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit.  2018-19 -1%,  or goal met | 2017-18 Chronic Absenteeism 15.5%  2018-19 Chronic Absenteeism 20.8%  2019-20: Chronic Absenteeism 13.5% |
| 2c. The percent of suspensions will decrease by -1% until goal of 5% or less is reached.  2018-19 -1%,  or goal met | 2018-19 Suspension Rate 4.8%  2019-20 Suspension Rate 2.9%  goal met |
| 2d. The percent of expulsions will decrease by -0.5% until goal of 1% or less is reached.  2018-19 -0.5%,  or goal met | 2018-19: 0.6%  2019-20: 0.27%, goal met |
| 2e. The average rating of school safety/culture by students as measured by Dimension 3 (Student Interactions) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.  2018-19 +0.1, or goal met | Data no longer collected |
| 2f. The average rating of school safety/culture by families as measured by Dimension 3 (Student Interactions) of the School Climate Assessment Instrument (SCAI) will increase by 0.1 points until the goal of 3.5 or higher is met.  2018-19 +0.1, or goal met | Data no longer collected |

#### [Actions / Services](#_heading=h.147n2zr)

|  |  |  |
| --- | --- | --- |
| Planned  Action/Service | Budgeted  Expenditures | Actual Expenditures |
| 2a. Utilize a variety of structures including Advisory, RISE Up Assemblies, and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE’s core values. | Funded in Action 1f  LCFF Supplemental & Concentration  1301 Dean of Students | [Add actual expenditures here] |
| 2b. Codify a school-wide discipline praxis that supports students in expressing ARISE core values. | Funded in Action 1f  LCFF Supplemental & Concentration  1301 Dean of Students |  |
| 2c. Case manage student progress through the academic and personal development process using the structures of Advisory and Coordination of Services Team. | Funded in Action 1f  LCFF Supplemental & Concentration  1301 Dean of Students | [Add actual expenditures here] |
| 2d. Hold weekly informal “Informative Monday” parent meetings and monthly formal Parent Meetings to engage parents in their students’ academic and personal development. | $39,900  $9,975  LCFF Supplemental & Concentration  2201 – Parent Coordinator  3000-3999 – Associated Benefits |  |
| 2e. Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees. | Funded in Action 2d  Funded in Action 4a  LCFF Supplemental & Concentration  2000-2999 – Parent Coordinator  2000-2999 – Office Manager |  |

#### Goal [Analysis](#_heading=h.3o7alnk)

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

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

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

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

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

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

We held weekly meetings that really supported community engagement. Student and family engagement really increased once the pandemic began. Add survey from Spring data. We are very proud that our students and families felt so supported during this challenging time. Teachers and advisors provided office hours and guided small group time.The relationships that students formed with teachers and advisors during this time of common struggle were able to support them in achieving academic success.

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

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

### Goal 3

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

[State and/or Local Priorities](#_heading=h.2p2csry) addressed by this goal:

State Priorities: 7,8

Local Priorities:

#### [Annual Measurable Outcomes](#bookmark=id.35nkun2)

|  |  |
| --- | --- |
| Expected | Actual |
| 3a. The percent of students who stay enrolled at ARISE from May to May will increase by +1% until the goal of 85% or higher is met, as measured by enrollment audit.  2018-19 +1%,  or goal met | 2019-20: 90.5% Met |
| 3b. The cohort graduation rate will increase by +1% until goal of 75% is met, as measured by graduation audit.  2018-19 +1%,  or goal met | 2017-18 Graduation Rate 83.1%  2018-19 Graduation Rate 93%  2019-20 Four Year Cohort Graduation Rate: 94.1% |
| 3c. The percent of students who graduate with UC/CSU eligibility will increase by +1% until goal of 90% is met, as measured by transcript audit.  2018-19 +1%,  or goal met | 2019-20 100% of Four Year Cohort Graduates meeting UC/CSU requirements. |
| 3d. The percent of students who are college ready in ELA as measured by the UC/CSU Early Assessment Program (EAP) will increase by +1% until the goal of 75% is met overall and for all statistically significant subgroups.  2018-19 +1%,  or goal met | 2019-20 No EAP data available CAASPP testing cancelled  CA Dashboard: CCI Prepared  2018 46.2%  2019 36.4%  2020 27.9% |
| 3e. The percent of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP) will increase by +5% until the goal of 75% is met overall and for all statistically significant subgroups.  2018-19 +5%,  or goal met | 2019-20 No EAP data available since CAASPP testing cancelled  CA Dashboard: CCI Prepared  2018 46.2%  2019 36.4%  2020 27.9% |
| 3f. The percent of students who are accepted to a four-year college or university will increase by +1% until goal of 90% is met, as measured by transcript audit.  2018-19 +1%,  or goal met | 47% of students were accepted to a 4-year college |
| 3g. The percent of graduates who matriculate to a two- or four-year college or university will increase by +1% until goal of 90% is met, as measured by transcript audit.  2018-19 +1%,  or goal met | 65% of graduates matriculated to a two- or four-year college |
| 3h. The percent of seniors who have completed a pathway internship will increase by 2% until the goal of 90% is met.  Baseline |  |
| 3i. The percent of students who demonstrate mastery of 21st century skills as measured by completion of senior seminar capstone defense increase by 2% until the goal of 100%.  Baseline |  |
| 3j. Career technical pathway completers (for the 2020-2021 year) will increase by 1% until 90%.  2020-21 will be the baseline year |  |

#### [Actions / Services](#_heading=h.147n2zr)

|  |  |  |
| --- | --- | --- |
| Planned  Action/Service | Budgeted  Expenditures | Actual Expenditures |
| 3a. Engage students in a three-week post-session enrichment course that enables students to explore and discover passions, paths, and purpose. | Funded in Action 4a  LCFF Supplemental & Concentration  1000-1999 Certificated Staff  2000-2999 Classified Staff  3000-3999 Benefits | [Add actual expenditures here] |
| 3b. Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs. | $10,940  $0  LCFF Supplemental & Concentration  4300 College Going Culture  1301 Principal | [Add actual expenditures here] |
| 3c. Implement a career pathway option for students and provide opportunities for workplace learning through partnership with local employers and in alignment with Public and Community Health Pathway. | $62,900  $15,725  $36,600  $9,150  LCFF Supplemental & Concentration  2201 College & Career Program Manager  3000-3999 – Associated Benefits  2201 Student Success Advisor  3000-3999 – Associated Benefits |  |
| 3d. Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities. | Funded in Action 1d  LCFF Supplemental & Concentration  1301 Deans of Instruction – Humanities and STEM |  |
| 3e. Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, providing ongoing support and practice for students. | Funded in Actions 1d and 3b  LCFF Supplemental & Concentration  1301 Deans of Instruction – Humanities and STEM  4300 College Going Culture |  |
| 3f. Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills. | Funded in Action 1a  LCFF Supplemental & Concentration  1100 – Teacher Salaries  3000-3999 - Benefits |  |
| 3g. Track and engage ARISE Alumni to drive college readiness practices. | Funded in Action 3c  LCFF Supplemental & Concentration  2201 College & Career Program Manager |  |

#### Goal [Analysis](#_heading=h.3o7alnk)

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

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

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

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

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

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

### Goal 4

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

[State and/or Local Priorities](#_heading=h.2p2csry) addressed by this goal:

State Priorities: 1

Local Priorities:

#### [Annual Measurable Outcomes](#bookmark=id.35nkun2)

|  |  |
| --- | --- |
| Expected | Actual |
| Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.  Meet | [Add actual outcome here] |

#### [Actions / Services](#_heading=h.147n2zr)

|  |  |  |
| --- | --- | --- |
| Planned  Action/Service | Budgeted  Expenditures | Actual Expenditures |
| 4a. ARISE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions. | $1,899,980  $355,160  $741,275  LCFF Supplemental & Concentration  1000 – Certificated Personnel  2000 – Classified Personnel  3000 – Benefits | [Add actual expenditures here] |
| 4b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. | $298,300  LCFF Base & Categorical  4000 – Books, Materials and Supplies | [Add actual expenditures here] |
| 4c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support. | $1,248,100  LCFF Base & Categorical  5000 – Operating Expenses |  |
| 4d. Maintain depreciating capital as necessary to support strong school operations. | $56,560  LCFF Base & Categorical  6000 – Capital Depreciation |  |
| 4e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code. | $0  LCFF Base & Categorical  7000 – Other Outgo |  |

#### Goal [Analysis](#_heading=h.3o7alnk)

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

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

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

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

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

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

### In-Person Instructional Offerings

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

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
| Director of Operations salary so she can attend public health trainings, meetings, and then design, implement,  and manage safety protocols for in person instruction. | $15392.40 | $15,392 | Y |
| 2 custodians salary so they can attend public health trainings, meetings, and then design, implement, and manage safety protocols for in person instruction. | $62,781.55 | $62,782 | Y |
| PPE | $5000.00 |  | Y |
| Disinfecting stations and supplies | $5000.00 |  | Y |

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

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

#### Analysis of In-Person Instructional Offerings

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

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

### Distance Learning Program

#### Actions Related to the Distance Learning Program

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
| Schoology subscription | $12,000.00 | [$ 0.00] | Y |
| Zoom subscriptions | $5,000.00 | $5,348 | Y |
| New Computers for staff | $40,000.00 | $26,278 | Y |
| Dean of STEM Salary (20%) | $20,777.00 | $20,777 | Y |
| Chromebooks for students | $30,000.00 | $23,071 | Y |
| Hotspots for students | $20,000.00 | $ | Y |
| Interpreters | $40,000.00 |  | Y |
| Materials for students to take home for distance learning | $20,000.00 |  | Y |
| PE Materials for students | $2,000.00 |  | Y |
| Work From Home Stipends | $10,000.00 | $10,000 | Y |
| Parent Coordinator (100%) | $57,912.00 | $57,912 | Y |
| Director of Special Education(20%) | $15,921.00 | $15,921 | Y |
| Director of Teaching and Learning Salary (20%) | $20,961.00 | $20,961 | Y |
| Head of School Salary (20%) | $30,750.00 | $30,750 | Y |
| Dean of School Culture (20%) | $16,739.00 | $16,739 | Y |
| Data Coordinator Salary | $38,163.00 | $38,163 | Y |
| ELL support TAs | $50,000.00 | $50,000 | Y |

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

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

#### Analysis of the Distance Learning Program

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

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

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

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

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

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

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

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

### Pupil Learning Loss

#### Actions Related to the Pupil Learning Loss

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
| Salaries of those doing intervention | $70,000.00 | $70,000 | Y |
| IXL | $5,000.00 | [$ 0.00] | Y |
| NewsELA | $5,000.00 |  | Y |
| Summer School | $40,000.00 |  | Y |

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

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

#### Analysis of Pupil Learning Loss

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

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

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

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

The pandemic has had a considerable impact on the mental health of our students, families,and staff. Our multifaceted response has been successful at providing most of our students and staff the support they need at this time. Students value the time spent in their advisory period, where advisors hold weekly circles, individual check-ins, conduct weekly wellness surveys, and provide SEL lessons. The school newsletters and videos regularly communicate the importance the school places on being well. Additionally, we have an online referral system to our Adelante (COST) team that is open to any community members. Our Adelante team meets weekly to review referrals and ensure that any student referred is connected to the appropriate intervention. So far this year, 52 students have been referred to our Adelante team and all of them have been connected with appropriate services.

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

### Analysis of Pupil and Family Engagement and Outreach

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

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

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

### Analysis of School Nutrition

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

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

### Overall Analysis

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

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

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

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

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

[Add text here]

## Overall [Analysis](#_heading=h.3o7alnk) of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

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

## Instructions: Introduction

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

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

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

### Annual Update

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

#### Annual Measurable Outcomes

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

#### Actions/Services

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

#### Goal [Analysis](#_heading=h.23ckvvd)

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

* If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
* Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### Annual Update

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

### Actions Related to In-Person Instructional Offerings

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

#### Analysis of In-Person Instructional Offerings

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

### Actions Related to the Distance Learning Program

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

#### Analysis of the Distance Learning Program

* Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  + Continuity of Instruction,
  + Access to Devices and Connectivity,
  + Pupil Participation and Progress,
  + Distance Learning Professional Development,
  + Staff Roles and Responsibilities, and
  + Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

### Actions Related to Pupil Learning Loss

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

#### Analysis of Pupil Learning Loss

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

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

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

### Analysis of Pupil and Family Engagement and Outreach

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

### Analysis of School Nutrition

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

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

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

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

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

* Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  + As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
* Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
* Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall [Analysis](#_heading=h.23ckvvd) of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

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

California Department of Education  
January 2021