California Department of Education
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Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

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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 addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

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

and for all statistically significant subgroups. 2018-19 +1%, or goal met	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	Data no longer collected

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

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

1a. Ensure all students have access to and meet A-G coursework.	Funded in Action 4b 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,	Funded in Action 1b $43,910	

critical inquiry groups, department meetings, coaching cycles, and offsite professional development.	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

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

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

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2a. The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit.	2019-20: 2.28% Goal met

2018-19 +1%, or 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

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

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. <mark>Add survey from Spring data.</mark> We are very proud that our students and families felt so supported during this challenging time. Teachers and advisors provided office hours and guided small group time.The relationships that students formed with teachers and advisors during this time of common struggle were able to support them in achieving academic success.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7,8

Local Priorities:

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4a. ARISE will hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.	$1,899,980 $355,160 $741,275 LCFF Supplemental & Concentration 1000 – Certificated Personnel 2000 – Classified Personnel 3000 – Benefits	[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

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 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*.*

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

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

Plan Summary 2021-2022

General Information

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

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

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

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

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

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 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	Fall 2020-Winter 2021 61% of students met growth targets in Math.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Math: 65% meeting growth target

growth targets in Reading and Math. Source: NWEA extract	2019 - 2020: Fall - Winter 37% of students met growth targets in Math Fall 2018-Spring 2019: 49% met growth targets in Reading				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	2019-20 65% fully credentialed 8 teachers of EL's misassigned				100%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Instructional Materials	We will continue to purchase curriculum and align instructional materials aligned to adopted state standards (including Common Core State Standards, CA ELD standards, Linked Learning, and <mark>CTE model standards</mark>) 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.	[$35,850.82]	N
2	Teacher Effectiveness	We will develop and retain highly qualified, appropriately credentialed and assigned teachers. • Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers.	[$ 0.00]	N

		• 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		
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.		Y

		● Support teachers in aligning curriculum to Linked Learning Pathway standards		

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
		
		    i. all teachers 3x week after school office hours
		
		    ii. 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		Y

		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.		
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 2. Hired a third education specialist to service students with Individual Education Plans 3. Created a Director of Special Education position to oversee program 4. Hired an Ed Specialist intern to provide more individualized academic support to students with high needs		N

				Y
		5. 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 6. Hired a new student support position that will hold 504 plans 7. Priority of summer school classes given to students with IEPs 8. In-person learning offered in April for highest-need students with disabilities		
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 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	Baseline				93%

Source: Annual parent/teacher survey					
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	<mark>Baseline</mark>				<mark>Set Target</mark>

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
		   i. Students with lower attendance & SEL needs
		   ii. African-American Students
		   iii. Students with IEPs
		   iv. English Learners
			[$ 0.00]	Y

				N
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	Dean of Sch Culture 10%	Y

| | | ● Translation for all documents
 ● Interpreting for all meetings
 ● Student Led Conferences where students meet with advisors and families to discuss graduation tracks and progress | | |

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

ARISE LCAP

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who stay enrolled at ARISE from May to May Source: Re-enrollment rate based on CALPADS 8.1 reports	[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				80%

	2018-19 % of students Ready or Conditionally Ready: 66.7%				
% 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	Need baseline data				95%

21st century skills as measured by completion of 10th grade bridge presentation and senior seminar capstone defense Source: ?					
% 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	[$ 0.00]	[Y/N]

		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.		
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	[$ 0.00]	[Y/N]

		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		
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	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

<u>Needs, Conditions, Circumstances</u>

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%

<u>Actions</u>

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

<u>Expected Outcomes</u>

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

<u>Needs, Conditions, Circumstances</u>

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.

<u>Actions</u>

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

<u>Expected Outcomes</u>

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

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.

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:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **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.