



ARISE HIGH SCHOOL

Authenticity • Rigor • Inspiration • Success • Empowerment

LCAP Educational Partner Engagement

Agenda



- 1. Overview of Requirements**
- 2. Updated Budget Overview for Parents**
- 3. LCAP Annual Update**
- 4. 2021 Progress toward LCAP Goals (LCAP Outcomes)**
- 5. 2022-23 LCAP**
- 6. Educational Partner Input**

Local Control Accountability Plan (LCAP)



What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

Explaining how additional funds for higher need student groups (*Low Income, English Learner, and Foster Youth*) are utilized.

LCAP Components 2022-23



1. LCAP Supplement describing how additional funds are being utilized
2. Mid-Year 2021 Annual Update Board Presentation
 - LCAP Supplement
 - Outcomes
 - LCFF Financial Expenditures YTD
 - LCAP Actions Implementation Update

**One-time addition to
LCAP for this year**

3. 2022 LCAP

- Budget Overview for Parents
- Highlights, Successes and Needs, Education Partner Engagement
- 2021-22 Annual Update Actions and Expenditures
- 2022-23 Goals, Outcomes, Actions, Expenditures
- Increased and Improved Services Requirement

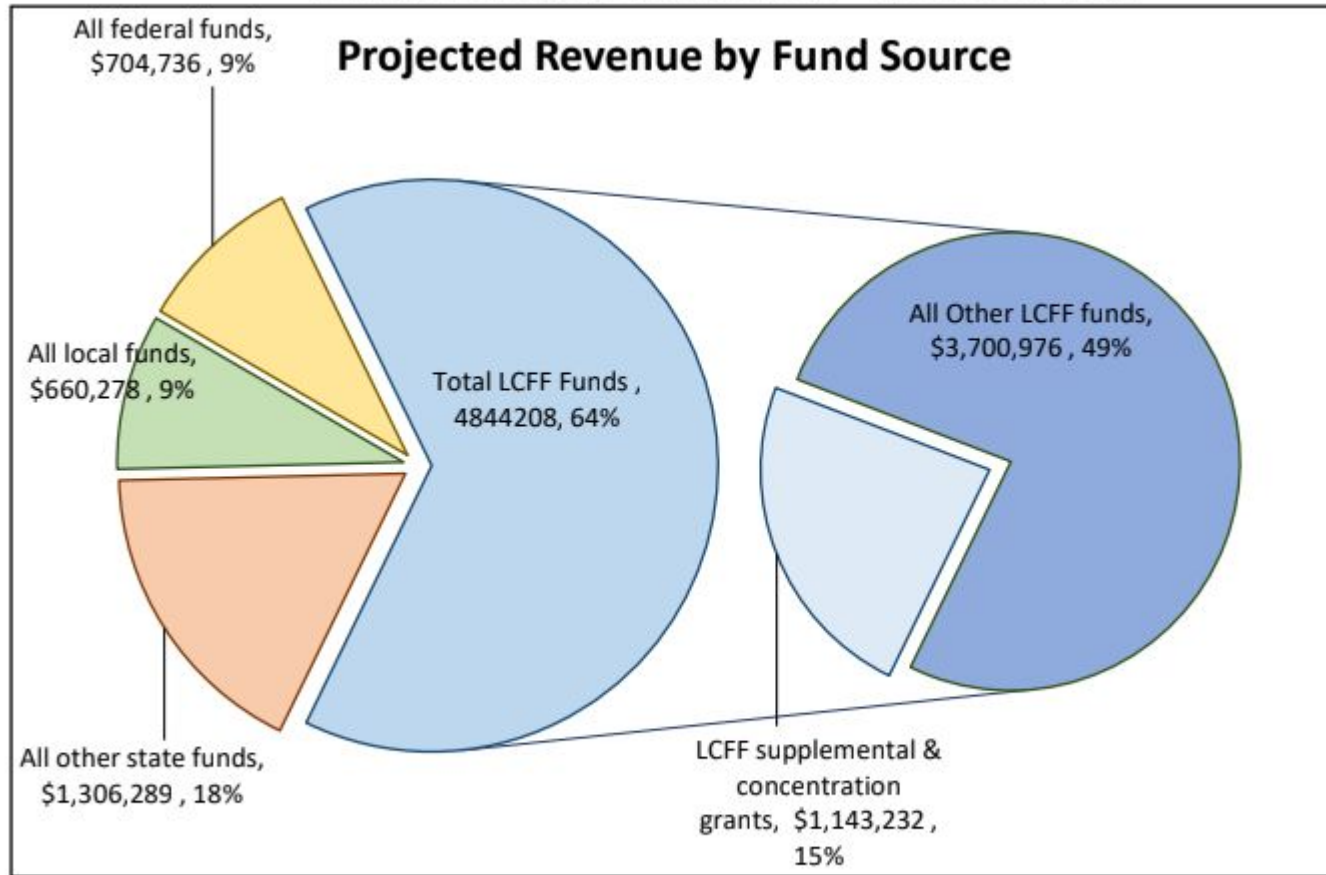
**Traditional
LCAP
Components**



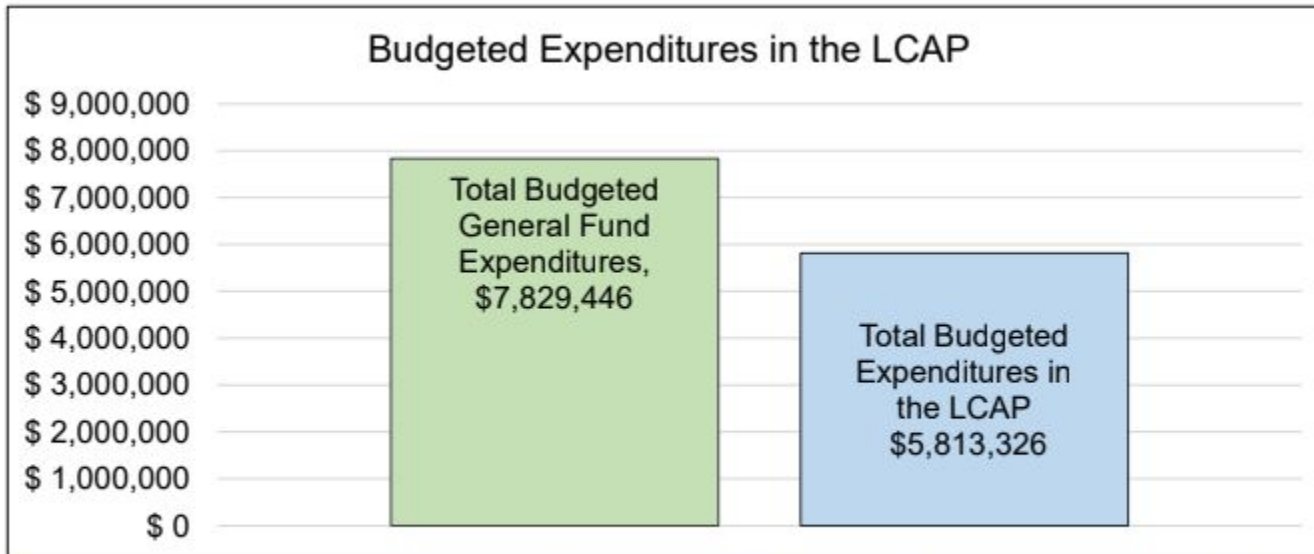
Budget Overview for Parents

A concise summary of revenues and expenditures for this year.

Budget Overview for the 2022 – 23 School Year



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



This chart provides a quick summary of how much ARISE High School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.



Goal Analysis

An analysis of how the 21-22 goals have been carried out during this current year.

Goal 1 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
<p>CAASPP ELA: Distance from Standard for all students and all statistically significant subgroups</p> <p>Source: CA Dashboard</p>	<p>2018-19 CAASPP ELA DFS:</p> <p>All students: 20.4</p> <p>SED: 20.7</p> <p>EL: -55.2</p> <p>Hispanic/Latinx: 19.6</p>	<p>2020-21</p> <p>All: -28</p> <p>SED: -23</p> <p>EL: * (fewer than 11 tested)</p> <p>HI: -24</p>	<p>All students: 28</p> <p>SED: 28</p> <p>EL: -40</p> <p>HI: 28</p>
<p>CAASPP Math: Distance from Standard for all students and all statistically significant subgroups</p> <p>Source: CA Dashboard</p>	<p>2018-19 CAASPP Math DFS:</p> <p>All students: -108</p> <p>SED: -105.2</p> <p>EL: -155.4</p> <p>Hispanic/Latinx: -112.3</p>	<p>2020-21</p> <p>All: -130</p> <p>SED: -131</p> <p>EL: * (fewer than 11 tested)</p> <p>HI: -128</p>	<p>All students: -65</p> <p>SED: -65</p> <p>EL: -90</p> <p>HI: -65</p>
<p>% of students meeting NWEA MAP growth targets in Reading and Math.</p> <p>Source: NWEA extract</p>	<p>Fall 2020-Winter 2021 61% of students met growth targets in Math.</p> <p>2019 - 2020: Fall - Winter 37% of students met growth targets in Math</p> <p>Fall 2018-Spring 2019: 49% met growth targets in Reading</p>		<p>Math: 65% meeting growth target</p> <p>Reading: 60% meeting growth target</p>

Goal 1 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
<p>% of ELs who make annual progress in English fluency as measured by the ELPAC</p> <p>Source: CA Dashboard</p>	2018-19: 53.5%	<p>2020-21</p> <p>Level 3 or 4: 33.3%</p> <p>Proficient: 12.5%</p> <p>ELPI not provided for 2021</p>	60%
<p>EL Reclassification Rate</p> <p>Source: DataQuest</p>	2019-20: 42.3%	<p>2020-21</p> <p>0%</p>	50%
<p>Youth Truth Student Survey: The degree to which students feel that they are being challenged by their coursework and teachers.</p> <p>Source: Annual student survey</p>	2020: 3.63	2021-22: 3.76	4.0

Goal 1 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
<p>% of teachers fully credentialed and appropriately placed and correctly assigned</p> <p>Source: SARC</p>	<p>2019-20 65% fully credentialed</p> <p>8 teachers of EL's misassigned</p>	<p>2020-21: 68% fully credentialed</p> <p>0 teachers of ELs misassigned</p>	<p>100%</p>
<p>% of students have access to their own copies of standards-aligned instructional materials for use at school and at home</p> <p>Source: Local measures</p>	<p>100%</p>	<p>2021-22</p> <p>100%</p>	<p>100%</p>
<p>Implementation of all adopted standards, including ELD standards and CTE model standards) AND access to broad course of study</p> <p>Source: Local measures</p>	<p>Met</p>	<p>2021-22</p> <p>100%</p>	<p>Met</p>

Goal 1 Implementation Successes & Challenges



Successes	Challenges
<p>Successes with better passing rates this year as a result of supports.</p> <ul style="list-style-type: none">• Academic mentor• More case managers to provide individualized student• Teacher coaches meet weekly with teachers• Every department has coaching to support with lesson planning, modeling, and in classroom support	<p>New teachers required a lot of support from coaches. Classroom management vs. content pedagogy</p>
<p>All classrooms were covered.</p>	<p>Student attendance and student endurance for academic work</p>
<p>Additional adult in the room hugely supportive.</p>	



Goal 2 Outcomes Highlights

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
Average daily attendance rate Source: Attendance Reports	2020-21: 97.95%	2021-22 88.06%	95%
Chronic Absence Rate for all students and all numerically significant subgroups Source: CA Dashboard California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS)	2018-19: All students: 20.8% SED: 20.2% EL: 24% SWD: 36.1% Hispanic/Latinx: 20.5%	2020-21 All Students: 4.6% SED: 4.7% EL: 8.4% SWD: 4.7% Hispanic/Latinx: 3.8%	<10%

Goal 2 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
<p>Suspension Rate for all students and all numerically significant subgroups</p> <p>Source: Data Quest</p>	<p>2019-20:</p> <p>All Students: 1.9%</p> <p>SED: 2.2%</p> <p>EL: 7.3%</p> <p>SWD: 0%</p> <p>African American/Black: 0%</p> <p>Hispanic/Latinx: 2%</p>	<p>2020-21</p> <p>All Students: 0%</p> <p>SED: 0%</p> <p>EL: 0%</p> <p>SWD: 0%</p> <p>African American: 0%</p> <p>Hispanic/LatinX: 0%</p>	<1%
<p>Expulsion Rate for all students and all numerically significant subgroups</p> <p>Source: DataQuest</p>	<p>2019-20:</p> <p>All Students: 0.3%</p> <p>SED: 0.3%</p> <p>EL: 0%</p> <p>SWD: 0%</p> <p>African American/Black: 0%</p> <p>Hispanic/Latinx: 0.3%</p>	<p>2020-21</p> <p>All Students: 0%</p> <p>SED: 0%</p> <p>EL: 0%</p> <p>SWD: 0%</p> <p>African American: 0%</p> <p>Hispanic/LatinX: 0%</p>	0%
<p>HS 4-Year Cohort Dropout Rate for all students and all numerically significant subgroups</p> <p>Source: DataQuest</p>	<p>2019-20:</p> <p>All students 4.4%</p> <p>SED: 4.5%</p> <p>EL: 6.7%</p> <p>Hispanic/Latinx: 4.8%</p>	<p>2020-21</p> <p>All: 11.0%</p> <p>HI: 10.3%</p> <p>EL: 15.0%</p> <p>SWD: 18.2%</p> <p>SED: 11.0%</p>	<2%

Goal 2 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
<p>% of teachers and parents feeling school is safe and that they are connected to school community Source: Annual parent/teacher survey</p>	<p>Baseline Spring 2021: Families: 95% Staff: 100%</p>	<p>Teachers: 82% (feel safe from harm); 90% (feel my work contributes to the goals of my school) Parents: 78% (safe place to learn); 92% (comfortable approaching teachers about child's progress)</p>	93%
<p>Youth Truth Student Survey: % of students who report being bullied or harassed Source: Annual student survey</p>	2020: 6%	2021-22 5%	3%
<p>Youth Truth Student Survey: The degree to which students believe that their school fosters a culture of respect and fairness Source: Annual student survey</p>	2020: 3.17	2021-22: 3.49	3.55 or 75th percentile
<p>Youth Truth Student Survey: The degree to which students feel welcome at their school and have collaborative relationships with their classmates Source: Annual student survey</p>	2020: 3.35	2021-22: 3.41	3.56 or 75th percentile

Goal 2 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
School Facilities in Good repair Source: Annual FIT survey	Overall Good Repair	2021-22 Overall Good Repair	Overall Good Repair
% parents attending two student-led conferences annually Source: Parent/Teacher/Student conference attendance logs	Baseline 95% for S1 96% for S2	2021-22 S1: 95% S2: 96%	98% for both semesters
% of families responding to family survey	Fall 2020: 13% Spring 2021: 10%	Fall 2021: 11% Spring 2022: 40%	50%



Goal 2 Implementation Successes & Challenges

Successes	Challenges
<p>Student exposure to such a range of activities, sports (3 additional), academic and emotional counseling providing greater support than ever before.</p> <p>Great attendance at Student Led Conferences and art showcase and Informative.</p>	<p>Celebrations were difficult because COVID made finding space difficult.</p>
<p>Youth Truth survey demonstrates success.</p>	<p>Students experiencing more anxiety due to being in quarantine and now being back with others and interacting in person in addition to the learning loss they have experienced in the academic with pressure this year.</p>
<p>Great attendance at Student Led Conferences and art showcase and Informative.</p>	<p>Student attendance has been a challenge this year. 1-3% drop in attendance.</p>

Goal 3 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
Cohort 4 & 5-Year Cohort Graduation Rate Source: CA Dashboard	2019-20: 94.1%	2020-21 All: 89.0% HI: 89.7% EL: 85.0% SWD: 81.8% SED: 89.0%	98%
% of students who graduate with UC/CSU eligibility Source: DataQuest	2019-20: 100% (Dataquest)	2020-21 All: 100% HI: 100% EL: 100% SWD: 100% SED: 100%	100%

Goal 3 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
<p>% of students who are college ready in ELA as measured by the UC/CSU Early Assessment Program (EAP)</p> <p>Source: DataQuest (CAASPP)</p>	<p>All Students</p> <p>2018-19 % of students Ready or Conditionally Ready: 66.7%</p> <p>SED</p> <p>2018-19 % of students Ready or Conditionally Ready: 64.3%</p> <p>Hispanic/Latino</p> <p>2018-19 % of students Ready or Conditionally Ready: 66.7%</p>	<p>2020-21</p> <p>All: 36%</p> <p>HI: 34%</p> <p>SWD: 8%</p> <p>SED: 37%</p>	80%
<p>% of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP)</p> <p>Source: DataQuest (CAASPP)</p>	<p>All Students</p> <p>2018-19 % of students Ready or Conditionally Ready: 7.8%</p> <p>SED</p> <p>2018-19 % of students Ready or Conditionally Ready: 9.3%</p> <p>Hispanic/Latino</p> <p>2018-19 % of students Ready or Conditionally Ready: 6.9%</p>	<p>2020-21</p> <p>All: 5%</p> <p>HI: 6%</p> <p>SWD: 0%</p> <p>SED: 6%</p>	50%

Goal 3 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
% of students who apply to one or more CSU Source: College counselor records	2020: 60%	2021-22 99%	100%
% of students who are accepted to a four-year college or university College counselor records	2020: 47%	2021-22	85%
% of seniors who have completed a pathway internship Source: College counselor records	2020: 90%	2021-22 On track for 100%	100%

Goal 3 Outcomes Highlights



Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
<p>% of students who demonstrate mastery of 21st century skills as measured by completion of 10th grade bridge presentation and senior seminar capstone defense Source: College counseling records</p>	2020: 70%	2021-22 On track for 100%	95%
<p>% Career technical education (CTE) pathway completers</p>	2020: 70%	2021-22 On track for 100%	100%
<p>% of graduating students who have completed 2+ college courses via concurrent and dual enrollment opportunities Source: College counseling records</p>	2020: 57%	2021-22 On track for 100%	100%



Goal 3 Implementation Successes & Challenges

Successes	Challenges
4 academic counselors taught a class to all 12th graders in the fall on college and career readiness and college applications.	Need for college readiness for 11th graders because we realized that the 12th graders that would have been better off if they had the class in 11th grade.
Every 12th graders had a point person for their app or career planning.	College applications were difficult for students because the lost time in school
The Advisory curriculum and college visits.	Many students need to work to help families and it is difficult for students to commit to college when they want to help families now.
Every senior has an internship or a training program that gets them certification.	Students weren't involved in extracurricular activities during pandemic so college apps are missing that.



22-23 Goals, outcomes, and actions

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



Goal 1 Actions

- Curriculum resources and Instructional Materials
- Develop and retain highly qualified, appropriately credentialed and assigned teachers
- Instructional Model
- Professional Development
- Expand data driven instruction
- ELD:
 - Provide all English Learners with integrated ELD instruction and designated ELD
 - Newcomer Supports
- Summer School
- Special Education
- Response to Intervention

Goal 1 Outcomes

- CAASPP ELA and Math: Distance from Standard
- % of students meeting NWEA MAP growth targets in Reading and Math.
- % of ELs who make annual progress in English fluency as measured by the ELPAC
- EL Reclassification Rate
- Youth Truth Student Survey
- % of teachers fully credentialed and appropriately placed (CCTC)
- All students have access to their own copies of standards-aligned instructional materials for use at school and at home
Implementation of all adopted standards
AND access to broad course of study



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

Goal 2 Actions

- Restorative Justice Model
- Positive School Culture
- Attendance Initiatives
- Health and Safety
- Enrichment
- Social Emotional Learning
- Wraparound Services/Holistic Student Supports
- Parent Engagement

Goal 2 Outcomes

- Average daily attendance rate
- Chronic Absence Rate
- Suspension Rate
- Expulsion Rate
- HS Dropout Rate
- % of teachers and parents feeling school is safe and that they are connected to school community
- Youth Truth Student Survey
- School Facilities in Good repair
- % parents attending two student-led conferences annually

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



Goal 3 Actions

- Integrate CTE public and community health pathway standards into courses
- College and Career Counseling
- Work Based Learning
- Pathway Coordinator
- Pathway Mentor and Student Support Manager:
- College and Career Prep Student Presentation
- Public and Community Health Coursework
- Public Health Speaker Series

Goal 3 Outcomes

- % of students who stay enrolled at ARISE
- Graduation Rate
- % of students who graduate with UC/CSU eligibility
- % of students who are college ready in ELA and Math
- % of students who apply to one or more CSU
- % of students who are accepted to a 4-year college or university
- % of seniors who have completed a pathway internship
- % of students who demonstrate mastery of 21st century skills
- % Career technical pathway completers
- % of graduating students who have completed 2+ college courses via concurrent and dual enrollment opportunities.



Increased/Improved Services

Plans to support our Foster Youth,
Low Income students, and English
Learners.

Increased/Improved Services for English Learners, Low Income, and Foster/Homeless Youth

**Professional
Development**

**Data Driven
Instruction**

**English
Language
Development**

**Response to
Intervention**

Enrichment

**Social Emotional
Learning**

**College &
Career
Counseling**

Input



Strengths	
Needs	
Suggestions	
Feedback on Use of Funding	