LCFF Budget Overview for Parents

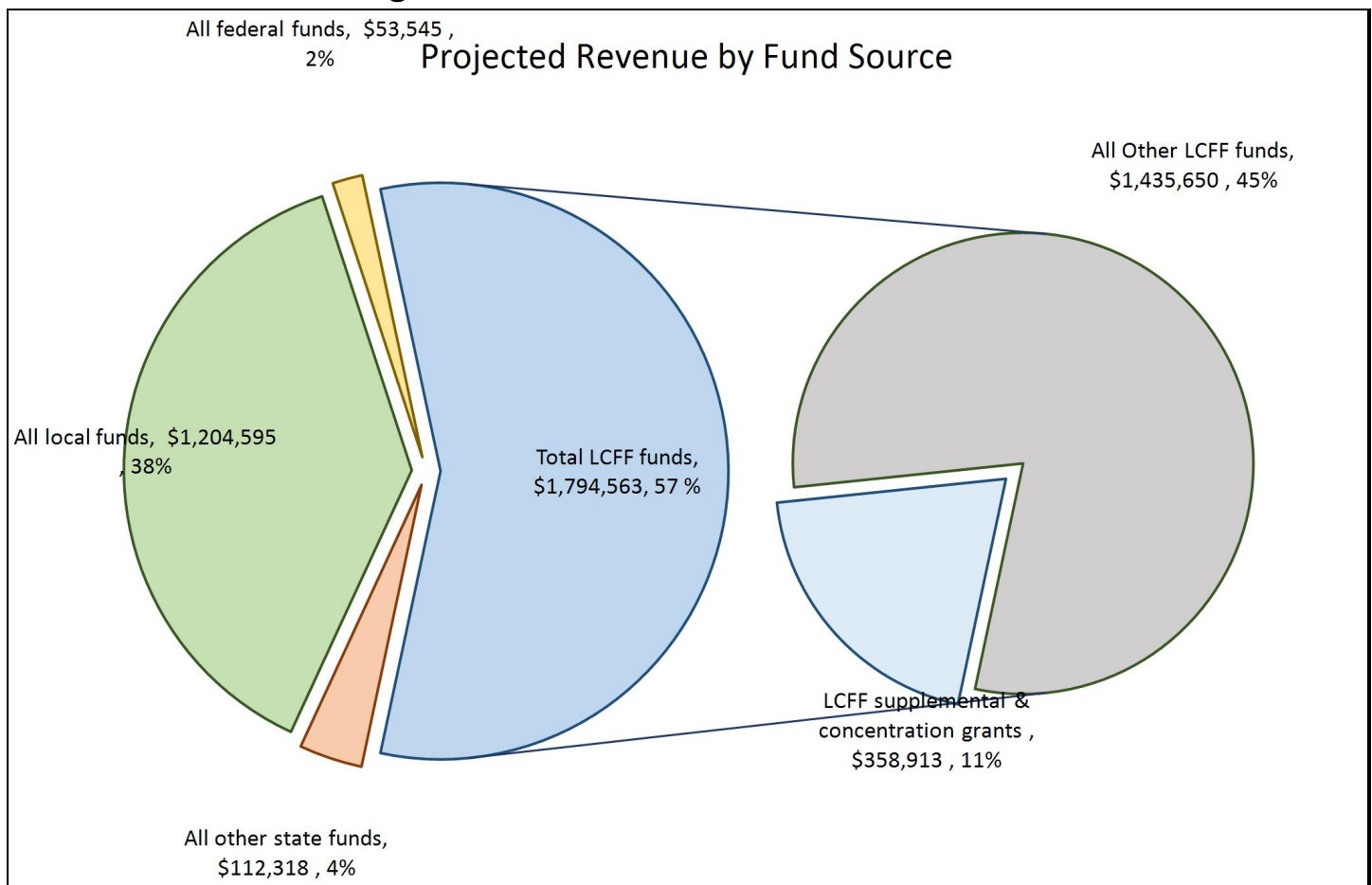Local Educational Agency (LEA) Name: Da Vinci RISE High School

CDS Code: 19101990138669

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kari Croft, Principal

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $53,545, 2%

All Other LCFF funds, $1,435,650, 45%

All local funds, $1,204,595, 38%

Total LCFF funds, $1,794,563, 57 %

LCFF supplemental & concentration grants, $358,913, 11%

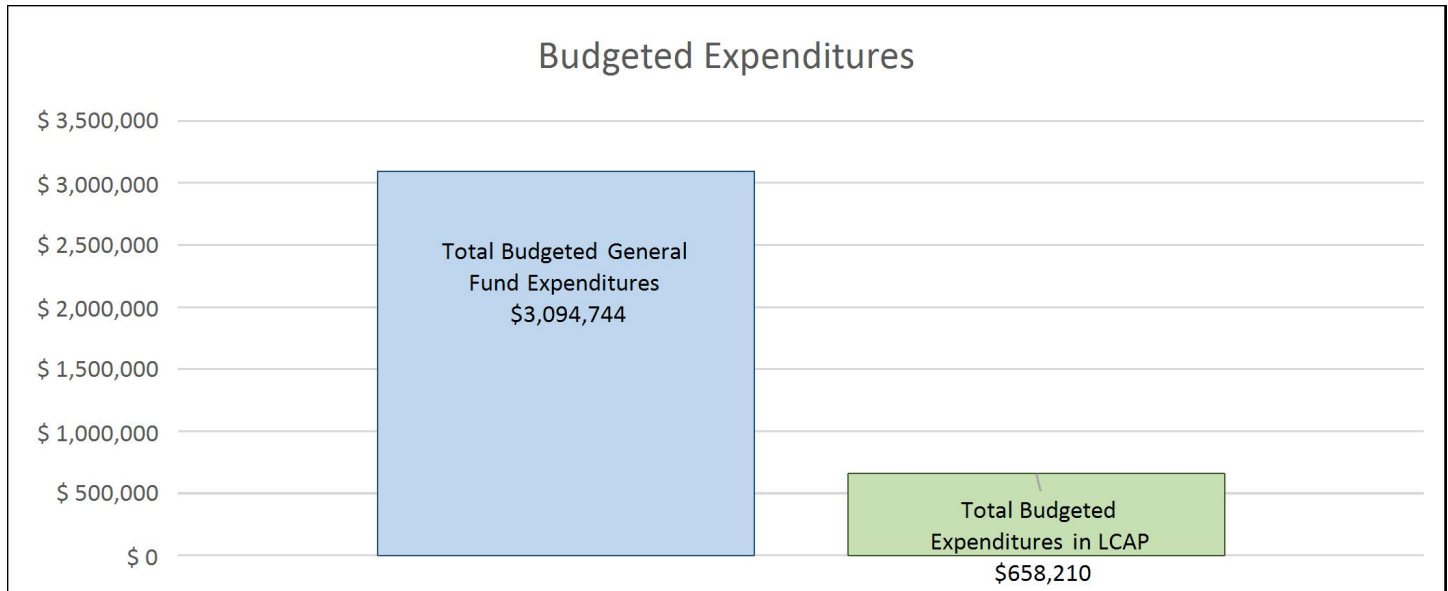All other state funds, $112,318, 4%

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

The total revenue projected for Da Vinci RISE High School is $3,165,021, of which $1794563 is Local Control Funding Formula (LCFF), $112318 is other state funds, $1204595 is local funds, and $53545 is federal funds. Of the $1794563 in LCFF Funds, $358913 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures $3,094,744

Total Budgeted Expenditures in LCAP $658,210

This chart provides a quick summary of how much Da Vinci RISE High School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Da Vinci RISE High School plans to spend $3094744 for the 2019-20 school year. Of that amount, $658210 is tied to actions/services in the LCAP and $2,436,534 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
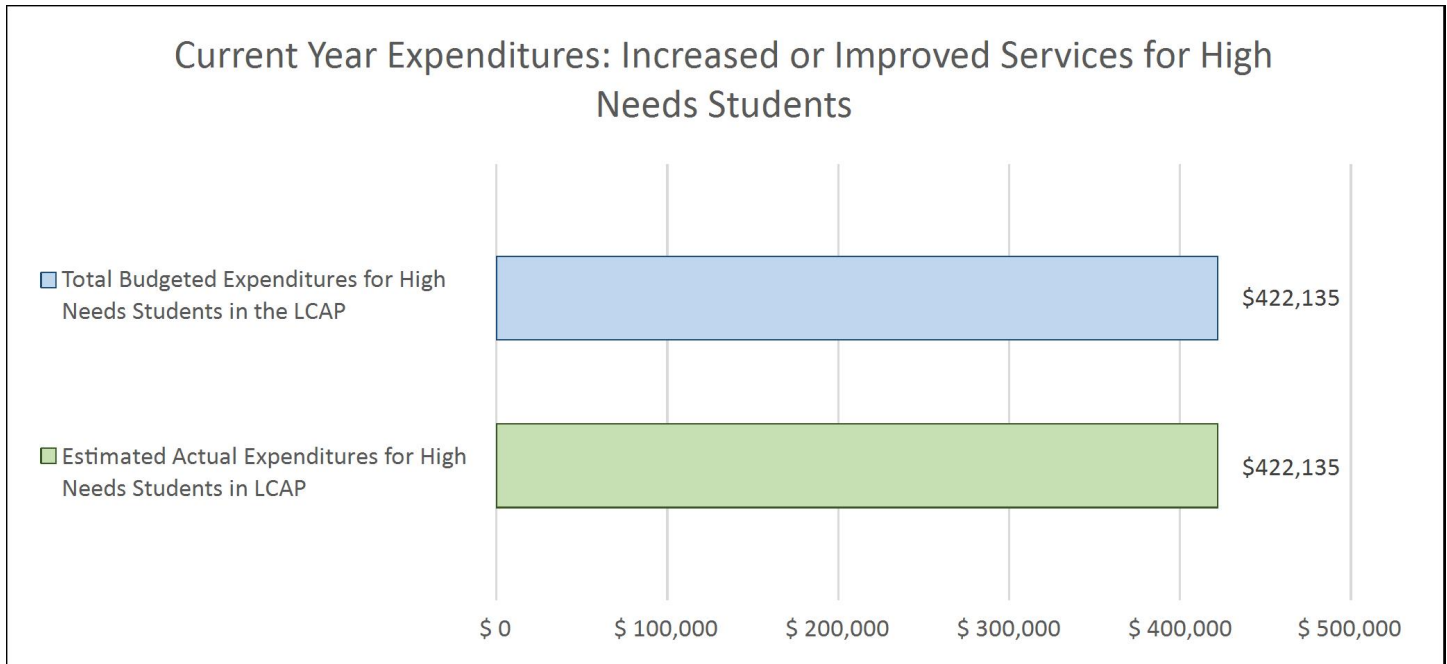
Salaries (certificated and classified staff), materials supplies, and equipment, technology, elective courses and materials.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Da Vinci RISE High School is projecting it will receive $358913 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci RISE High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Da Vinci RISE High School plans to spend $391210 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$422,135
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$422,135

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000

This chart compares what Da Vinci RISE High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Da Vinci RISE High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Da Vinci RISE High School's LCAP budgeted $422135 for planned actions to increase or improve services for high needs students. Da Vinci RISE High School estimates that it will actually spend $422135 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Da Vinci RISE High School	Kari Croft Principal	kcroft@davincischools.org

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

DV RISE High serves students who face challenges that make it difficult to be successful in traditional school systems. Specifically, RISE serves foster youth, students experiencing homelessness and housing instability, probation youth, and other students who experience disruptions in their educational journeys, such as those facing medical or mental health challenges. Students at RISE are able to attend classes and workshops on a flexible schedule that takes their other priorities and responsibilities into account. They have access to laptops and a tech platform that houses their class work so that they can make progress on their academic goals both in and out of the classroom. In-person sessions consist of project-based, real-world learning to ensure engagement and relevance, and students are encouraged to participate in work experiences as a means of both exploring future career options and developing their career readiness skills. Staff at RISE is trained in trauma-informed care and restorative practices in order to create a school environment that takes into account and responsive to the past experiences and current life situations of the students. Finally, RISE partners with local service providers to ensure students have access to wraparound services that meet their holistic needs. These include services such as counseling, legal support, meals and housing, case management, creative expressions, athletics, financial literacy, transportation, primary care, vision services, leadership development, and more.

In the 2019-2020 school year, RISE will continue to operate educational programs in two communities - Hawthorne, and South Central - while beginning to explore location & facility possibilities for the 2020-2021 school year. The South Central location operates in partnership with A Place Called Home (APCH), a nonprofit service provider who has partnered with the South Central community for over 20 years. Students enrolled in this program will be able to have full access to all of the services provided at APCH. We will be adding to our team to provide even more wraparound services for our students through case management, behavior intervention, attendance

support, & counseling. We are expecting to serve even more students, with up to 100 students at Hawthorne and 100 - 125 at APCH.

As we have begun to better understand the needs of our unique student population, we have adjusted course as necessary to ensure the allocated funds reflected in the LCAP are ever more intentional, targeted, and responsive. In wrapping up our second year as a school and our first year as a countywide benefit charter, we have learned how to better navigate the praxis of the many different partners, relationships, and organizations we work with to ensure we are best meeting our students' needs.

Updates to last year's goals are included, and several goals were rewritten or phased out from the 2018-2019 school year to more accurately reflect the needs of the students.

LCAP Highlights

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

Da Vinci RISE"s LCAP focuses on the following components:

1. Creation of a rigorous and personalized project-based instructional plan that uses the expertise of trained educators to implement a curriculum that is CCSS- and Next Gen-aligned while incorporating holistic instruction around life skills and ensuring alignment to students' post-secondary pathways of interest.

2. Adequate instructional and holistic support to meet the needs of English Learners and to address the socioemotional and mental health needs of our homeless, foster, probation, and low-income students.

3. Increased engagement of and partnership with parents, families, and other student supporters (such as mentors, older siblings, etc.) via a variety of outreach activities and materials, including a School Site Council , Parent/Family Workshop series, and creation & launch of an EL Advisory Committee.

4. Commitment to a safe school environment that implement restorative practices and trauma-informed care to consistently decrease the number of suspensions and expulsions and provide adequate behavioral supports for all students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Da Vinci RISE is finishing its first year as a county-wide benefit charter with Los Angeles County Office of Education and just recently completed its CAASPP, CAST, and ELPAC testing;

achievement data will be updated once results are made available, and goals may be adjusted to take into account the baseline data and create appropriate targets for the 2019-2020 school year.

Our greatest progress or areas of strength this year were seen in the following areas:

Access to Curriculum
- (Goal 1, Action 2 & 4) : RISE instructional staff worked hard with the leadership team to create and facilitate a curriculum that is CCSS- and Next Gen-Aligned, that is personalized to students' individual needs and graduation pathways, and that is relevant to their lives and experiences. All students were able to move at their own pace to attain mastery in the content and competencies.
- (Goal 1, Action 2; Goal 2, Action 2): RISE received WASC accreditation and, as a result, A-G certification of courses for the 2018-2019 school year and beyond.
- (Goal 1, Action 5) All students had 24/7 access to the curriculum platform via their Chromebooks, and, when necessary, WiFi jetpacks that could be checked out from the office.
- (Goal 1, Action 5): All students had access to a direct Academic Coach (at a 1:25 ratio) who supported them directly in instructional support and remediation.

Staff training and development (Goals 1 & 2):

- (Goal 1, Action 3; Goal 2, Action 4); All RISE staff had 2 weeks of professional development before the school year began, along with roughly PD day per month, 3 PD days before Quarter 3, and weekly 2-hour PD sessions over the course of the year. These trainings were focused on building a personalized, project-based curriculum; implementing restorative practices in classrooms; ensuring the cultivation of a trauma-responsive school environment; better understanding and meeting the needs of homeless, foster, and probation youth; case management structures; and supporting EL and SPED students.

Parent & Stakeholder Engagement (Goal 3)

- (Goal 3, Action 1): 70% of students had a parent/guardian, or other stakeholder attend a Student-Led Conference this year.

Provision of wraparound services (Goal 3, Action 4):

- Our Mental Health Team did a great job again this year at creating a wealth of structures and resources that have provided holistic care for our students. In addition to counseling and case management, they connected students to resources such as transportation via HopSkipDrive; internships and job opportunities through partner organizations such as APCH and CRCD; substance abuse and anger management counseling; and basic needs such as housing, food, and clothing. They partnered closely with attorneys, social workers, probation officers, wraparound teams, and more to schedule meetings as necessary to ensure all stakeholders were on the same team and that students were receiving the network of support they needed.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local

indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As stated previously, Da Vinci RISE is finishing it's first year under the new charter and is in the middle of CAASPP and CAST testing right now; achievement data will be updated once results are made available, and goals may be adjusted to take into account the baseline data and create appropriate targets for the 2019-2020 school year. Current data shows our areas of growth to be in the following areas:

Parent & Stakeholder Engagement
o (Goal 3, Action 6) Parent surveys: RISE High surveyed parents/guardians to garner feedback around how to best support students. We had a completion survey rate of 17%, which is significantly lower than we hoped or anticipated. We know we worked well with parents and stakeholders during the school year, so we believe can do much better at facilitating completion of the annual survey.
o (Goal 3, Action 3) Parent workshops: while we did launch our PTA and SSC this year, we did not have the capacity (as we thought) to launch parent and stakeholder workshop series. We have planned more strategically to launch these in the 2019-2020 school year, as we still believe they are an important part of partnering with families.

Academic Achievement
o (Goal 1, Actions 4 & 5) Literacy growth: This year our data showed that RISE students are entering at average reading levels significantly below grade-level. Now that we have more concrete information surrounding this data point, we are creating a plan to more closely monitor reading growth and to roll out school-wide literacy initiatives to ensure students are receiving remediation and support across their content courses.
o (Goal 2, Action 1) CAASPP & CAST scores: we are awaiting our final results, but preliminary data confirms what we know about reading levels and illuminates the need for foundational literacy (and numeracy) supports in place across courses.
o (Goal 2, Action 1) Credit completion: while students grew in the average number of credits completed each quarter over the course of the year, we still recognize the need for more consistent and strategic tracking to ensure students are recovering credits and making adequate progress towards graduation. We have several strategies in place for next year to ensure this is happening and to support students towards an even higher number of credits completed.

In addition to the aforementioned areas, RISE will prioritize the following areas of need for the 2019-2020 school year:
* Decrease in suspension rates
* Decrease in chronic absenteeism
* Increase in ADA

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

RISE completed ELPAC, CAASPP, and CAST testing within the last few weeks; achievement data will be updated once results are made available, and goals may be adjusted to take into account the baseline data and create appropriate targets for the 2019-2020 school year.

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 supported 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.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All RISE High students will have access to a high-quality, project-based education program leading to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of courses and teachers at RISE High appropriately assigned and with appropriately credentialed personnel. **18-19** 100% of teachers will hold a CTC certificate permit or other document equivalent to that which a teacher in other public schools would be required to hold **Baseline** 100% of teachers hold a CTC certificate	In 2018-19 100% of teachers had Full Credentials (0 teachers without Full Credentials). GOAL MET
Metric/Indicator Percent of RISE students who will have sufficient access to standards-aligned instructional materials.	In 2018-19 100% of students had access to instructional materials in print or electronic format. GOAL MET

Expected	Actual
18-19 100% of RISE High students will have access to standards-aligned instructional materials pursuant to Education Code section 60119 **Baseline** 100% of RISE High students had access to standards-aligned instructional materials pursuantto Education Code section 60119	
Metric/Indicator Percent of rooms (all) in good repair; RISE High administration will work with facilities personnel to ensure Learning Sites are maintained in good repair. **18-19** 100% of RISE students will have access to rooms and facilities that are in good repair. **Baseline** 100% of RISE students had access to rooms and facilities that are in good repair.	Facilities are clean, and well maintained based on January 2019 campus inspection with a "Fair" overall rating. GOAL MET

	School Facility Good Repair Status (Most
	Year and month in which data were collecte
System Inspected	**Repair Statu**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair
Interior: Interior Surfaces	Poor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair
Electrical: Electrical	Fair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair
Safety: Fire Safety, Hazardous Materials	Fair
Structural: Structural Damage, Roofs	Fair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good
Overall Rating	**Fair**

Expected	Actual
Metric/Indicator All instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.	In 2018-19 100% of instructional curriculum maps included corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design. GOAL MET

Expected	Actual
18-19 100% of instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design. **Baseline** 100% of instructional curriculum maps are inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.	
Metric/Indicator Percent of access to all available programs and services outlined in charter petition **18-19** 100% of RISE students will have access to all programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest. **Baseline** 100% of RISE students had access to all programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest.	In 2018-19 100% of students had access to all programs and services with consideration of student need and interest. GOAL MET

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

RISE High will maintain a credential review log for the teacher hiring process and will review the master schedule & teacher assignments to ensure compliance, thereby ensuring that all RISE students receive instruction from high quality teachers that meet applicable State certification and licensure requirements.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools
	RISE High will maintain a credential review log for the teacher hiring process and will review the master schedule & teacher assignments to ensure compliance, thereby ensuring that all RISE students receive instruction from high quality teachers that meet applicable State certification and licensure requirements.	Partial cost of Office Manager Salary to maintain necessary records for compliance 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,000
		
		CMO costs of HR support for teachers to ensure credentialing compliance 5800: Professional/Consulting Services and Operating Expenditures Base 4000
			Partial cost of Office Manager Salary to maintain necessary records for compliance 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000
			
			CMO costs of HR support for teachers to ensure credentialing compliance 5800: Professional/Consulting Services and Operating Expenditures Base 4000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	RISE will review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	Instructional books & materials 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000 partial cost of Office Managers' salaries to support purchase	Instructional books & materials 4000-4999: Books and Supplies Supplemental and Concentration 9360 partial cost of Office Managers' salaries to support purchase

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		orders, reimbursements, and instructional supply inventory 2000-2999: Classified Personnel Salaries Base 6000	orders, reimbursements, and instructional supply inventory 2000-2999: Classified Personnel Salaries Base 6000
Students to be Served			
English Learners			
Foster Youth			
Low Income			
Scope of Services			
LEA-wide			
Locations			
All Schools			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will conduct annual and monthly facility inspections at learning sites to screen for safety hazards, and daily cleaning by janitorial staff will maintain learning sites in good repair and adequate cleanliness.	RISE will conduct annual and monthly facility inspections at learning sites to screen for safety hazards, and daily cleaning by janitorial staff will maintain learning sites in good repair and adequate cleanliness.	Partial costs of custodial & maintenance staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4000	Partial costs of custodial & maintenance staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	

Students to be Served
  English Learners
  Foster Youth
  Low Income	

Scope of Services LEA-wide	
Locations All Schools	

Action 4

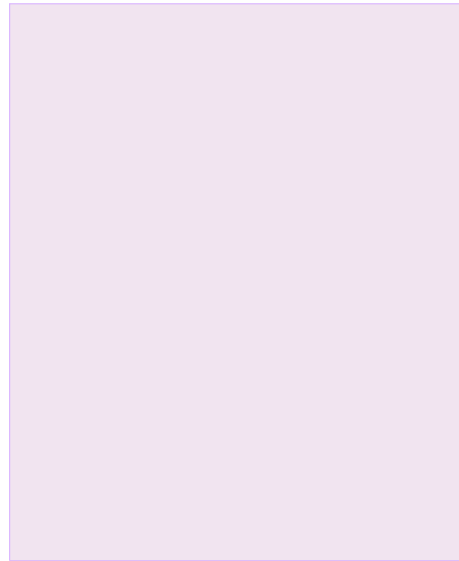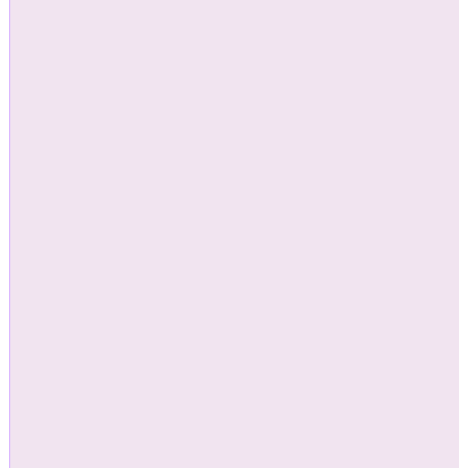| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will provide CCSS-aligned English & Math instruction using integrated ELD and SDAIE instructional strategies, and will provide PD to teachers for examining achievement data and regularly reviewing progress.	RISE will provide CCSS-aligned English & Math instruction using integrated ELD and SDAIE instructional strategies, and will provide PD to teachers for examining achievement data and regularly reviewing progress.	Partial cost of staff salaries to participate in PD days throughout year 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12500	Partial cost of staff salaries to participate in PD days throughout year 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12500

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools
		partial cost of Data & Accountability Manager salary for creation of achievement data reports 2000-2999: Classified Personnel Salaries Base 3000	partial cost of Data & Accountability Manager salary for creation of achievement data reports 2000-2999: Classified Personnel Salaries Base 3000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

RISE will provide all students with an array of courses, will ensure the curriculum & instruction reflect the needs of its students, and will provide 1:1, 24/7 technology access to curriculum.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  LEA-wide
 	
Locations
	RISE will provide all students with an array of courses, will ensure the curriculum & instruction reflect the needs of its students, and will provide 1:1, 24/7 technology access to curriculum.	1:1 Chromebooks & WiFi jetpacks 4000-4999: Books and Supplies Supplemental and Concentration 60,000	1:1 Chromebooks & WiFi jetpacks 4000-4999: Books and Supplies Supplemental and Concentration 47361

		Partial cost of instructional staff salaries for creation of curriculum 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000	Partial cost of instructional staff salaries for creation of curriculum 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000
		Additional Academic Coaches to ensure 1:1 and small group tutoring and remediation for foster, homeless, probation, EL, and other students who have traditionally struggled due to frequent transitions. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000	Additional Academic Coaches to ensure 1:1 and small group tutoring and remediation for foster, homeless, probation, EL, and other students who have traditionally struggled due to frequent transitions. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000
		Teacher Extra Duty/Stipends for teaching summer school and intersession courses to provide students additional opportunities to master content and recover credits Supplemental and Concentration 40,000	Teacher Extra Duty/Stipends for teaching summer school and intersession courses to provide students additional opportunities to master content and recover credits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 17386

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of actions/services was exactly as outlined in the 2018-2019 LCAP. Please see below analysis of the effectiveness of these actions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

RISE met all of the metrics for the 2018-2019 school year as it pertains to Goal 1, and the planned actions were key to achieving these metrics. The RISE High Office Managers worked closely with the Director of Employee Support Services to maintain an accurate credential review log that was updated and submitted to LACOE with the addition and/or exit of any RISE staff member. They also supported RISE leadership throughout the recruitment and hiring process of new staff members to ensure potential candidates possessed the required certifications and credentials to fill specific roles. Maintaining a high bar for teacher effectiveness was critical to ensuring all students had access to a high-quality education.

In regards to the instructional materials, RISE leadership (principal and assistant principal) worked closely with credentialed instructional staff to ensure all curriculum maps are CCSS- and Next-Gen aligned, that all necessary instructional materials were purchased and in good condition, and that adequate professional development was facilitated to ensure teacher growth. In addition to weekly classroom observations and coaching conversations, PDs were held specifically in the following areas, which ultimately assisted in achieving the outlined metrics for Goal 1:
- Supporting EL students via SDAIE instructional strategies
- Data deep dives for monitoring student achievement
- Instructional interventions for struggling students.

Further, RISE received WASC accreditation this spring, allowing us to proceed with submission of all courses to UCOP for A-G approval. All courses were submitted by the initial May 31, 2019 deadline and we are confident that courses will receive approval, thereby further supporting Goal 1 by giving all students access to A-G courses. These various actions helped to ensure that the RISE diploma is one that reflects academic rigor, and that students who wish to attend a 4-year college or university have the opportunity to do so.

While the teachers and the curriculum ensured a rigorous, college-readiness instructional core, the actions/services related to facilities and technology allowed students to access and focus on this instruction. The maintenance of safe and clean facilities eliminated distractions and helped to create a conducive learning environment, and the access to chromebooks and other supportive technology allowed access to the aforementioned rigorous, A-G curriculum outside of the hours and facility confines of the school day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only discrepancies in the budgeted and actual expenditures were in the following actions/services:

- Instructional books & materials (Action 2): Budgeted was $8,000 and Estimated Actuals are $9,360. We spent slightly more than budgeted because we didn't fully anticipate the increased costs of building out a library of instructional resources from scratch in Year 1.
- 1:1 Chromebooks & Jetpacks (Action 5): Budgeted was $60,000 and Estimated Actuals are $47,361. Upon final Chromebook inventory of the 2018-2019 school year, we found we had more computers in excellent working condition than we anticipated, which resulted in the purchase of fewer Chromebooks to ensure all students had 1:1 access.
- Teacher Extra Duty/Stipends for summers school & intersession: Budgeted was $40,000 and Estimated Actuals are only $17,386. The biggest challenge we faced in Intersession and Summer School was bolstering student participation and attendance. While students who did attend experienced an increase in academic achievement and credit attainment, we need to continue to increase student investment and motivation around attending classes during their perceived breaks.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Deletion of the following services to as to better maximize allocation of resources. Otherwise, goals, outcomes, metrics, and actions remain the same for the 2019-2020 school year:

o $4000 for partial cost of Office Manager salary to maintain necessary records for compliance: we found this could be primarily maintained moving forward by the HR staff at the CMO

o $600 for partial cost of Office Managers' salaries to support purchase orders, reimbursements, and instructional supply inventory: similarly, we found this could be completed primarily via admin and the CMO.

o $20,000 for Partial cost of instructional staff salaries for creation of curriculum: staff has created the core of their curriculum at this point.

o For all of the aforementioned, another factor in deletion of services attributed to LCFF costs was the desire to eliminate partial salary costs as much as possible to ensure accurate tracking of funds.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All RISE High students will have the right to a personalized and individualized education that includes technology skills development, financial literacy, life skills and more to ensure they graduate from RISE High college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP/CAA assessment system based on prior year data. **18-19** RISE High student significant subgroups will meet or exceed growth targets in ELA/Literacy and Math on the CAASPP (or CAA) assessment system at a rate of +/- 3 points from previous year. **Baseline** Baseline Data will be gathered when school opens in 2017-18.	Waiting to receive 2018-2019 CAASPP/CAST data to serve as baseline for goals for following year.
Metric/Indicator	

Expected	Actual
Percent of RISE students passing assigned UC/CSU A-G approved courses with "C" or better. **18-19** RISE students will take UC/CSU A-G approved core content courses and pass with a "C" or better, unless otherwise specified by IEP, an alternative curriculum, or exemptions for graduation purposes at an increase of 1% more than previous year. **Baseline** Baseline Data will be gathered when school opens in 2017-18.	
Metric/Indicator ELPAC assessments. **18-19** EL students will advance at least one proficiency level annually (benchmark +/-1.5%) **Baseline** Baseline Data will be gathered when school opens in 2017-18.	Waiting to receive 2018-2019 ELPAC data to serve as baseline for goals for following year.
Metric/Indicator EL reclassification rates. **18-19** RISE High will appropriately reclassify English Learners at a rate of +/- 1.5% from benchmark. **Baseline** Baseline Data will be gathered when school opens in 2017-18.	Waiting to receive 2018-2019 ELPAC data to serve as baseline for goals for following year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

RISE will carefully examine CAASPP and CAST scores, MAP scores, course grades, credit completion, and progress towards graduation and review progress towards targets with instructional staff.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools
	We still have not received our CAASPP or CAST scores, and we decided to go with STAR testing in place of MAP testing due to feedback from our teachers.	Implementation of MAP testing 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 4500
		
		Partial cost of Data & Accountability Manager salary for creation of data reports 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000
			Renaissance Testing (STAR test) 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 8230
			
			Partial cost of Data & Accountability Manager salary for creation of data reports 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will offer courses that meet UC/CSU admission requirements; will work with STAC Teams to create Personalized Learning Plans that outline individualized pathways towards graduation & post-grade plans, and will implement use of Advisors for tracking PLP goal attainment. .	RISE offered courses that meet UC/CSU admission requirements; worked with STAC Teams to create Personalized Learning Plans that outline individualized pathways towards graduation & post-grade plans, and implemented use of Advisors for tracking PLP goal attainment.	Cost of college counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 80,000	Cost of college counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 80,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	
English Learners	
Foster Youth	
Low Income	
Scope of Services	
Limited to Unduplicated Student Group(s)	
Locations	
All Schools	

Action 3

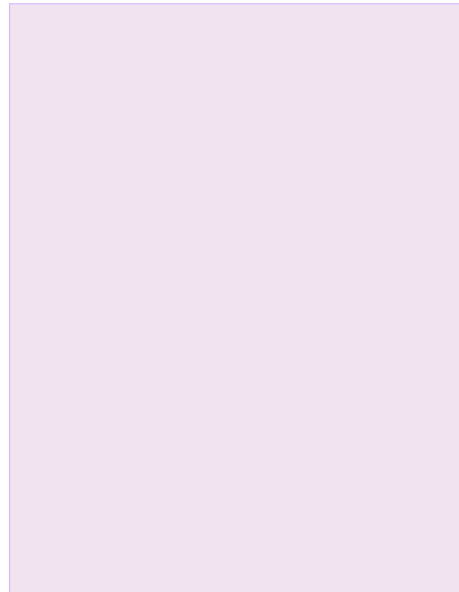| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will identify ELs by proficiency level, ensure ELD instruction is aligned to new standards, & monitor student progress in program implementation. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools	While we are waiting on the official ELPAC scores, our EL coordinator used practice tests to create differentiated support plans for improving English language proficiency.	Stipend for EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3000 partial cost of Office Managers' salaries to support logistical compliance of EL record keeping 2000-2999: Classified Personnel Salaries Base 2000	Stipend for EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3000 partial cost of Office Managers' salaries to support logistical compliance of EL record keeping 2000-2999: Classified Personnel Salaries Base 2000

Action 4

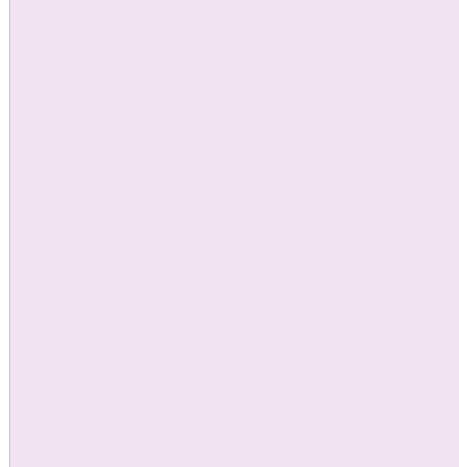| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will conduct ongoing PD sessions to inform & update instructional staff on progress of EL subgroup, ELPAC training, & reclassification awareness, in addition to explicit vocabulary instruction; implementation of scaffolds such as visuals, graphic organizers, and modeling; direct instruction for reading comprehension strategies; and structured time for practicing ELD across content areas and contexts, including reading, writing, speaking, and listening. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools	RISE conducted ongoing PD sessions to inform & update instructional staff on progress of EL subgroup, ELPAC training, & reclassification awareness, in addition to explicit vocabulary instruction; implementation of scaffolds such as visuals, graphic organizers, and modeling; direct instruction for reading comprehension strategies; and structured time for practicing ELD across content areas and contexts, including reading, writing, speaking, and listening.	Professional development sessions for instructional staff 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 4000	Professional development sessions for instructional staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE budget will be reviewed every year to ensure adequate budget appropriated for EL instructional materials, and will add	RISE budget is reviewed every year to ensure adequate budget appropriated for EL instructional	EL Curriculum and materials, including Rosetta Stone 4000-4999: Books and Supplies	EL Curriculum and materials, including Rosetta Stone 4000-4999: Books and Supplies

supports for EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL instructional needs
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	materials, and will add supports for EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL instructional needs
	
	(additional supports will be put in place for the 2019-2020 school year)
		Supplemental and Concentration 2500	Supplemental and Concentration 10,025

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

RISE will provide CCSS-aligned ELA and math instruction used both designated and integrated ELD instruction
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	RISE provided CCSS-aligned ELA and math instruction used in both designated and integrated ELD instruction	Academic Coach training and support specifically for EL students across content mastery and language acquisition 2000-2999: Classified Personnel Salaries Base 10,000	Academic Coach training and support specifically for EL students across content mastery and language acquisition 2000-2999: Classified Personnel Salaries Base 10,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Counseling and instructional staff will review course passing data at progress reports for EL students in order to proactively support students towards academic success in core English courses.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools
	Counseling and instructional staff reviewed course passing data at progress reports for EL students in order to proactively support students towards academic success in core English courses.	partial costs of college counselor to support in EL progress tracking (as well as in academic progress tracking for RFEF students to ensure continued growth) 1000-1999: Certificated Personnel Salaries Base 5000	Partial costs of college counselor to support in EL progress tracking (as well as in academic progress tracking for RFEF students to ensure continued growth) 1000-1999: Certificated Personnel Salaries Base 5000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There were a few changes in the implementation of services due to the desire to be responsive to student needs and teacher requests regarding some of the assessment methods. The two major changes in implementation were that the teachers chose to pilot Renaissance testing versus MAP tests, and that the EL Coordinator and English teachers implemented Achieve3000 as a means of ongoing English Language Development support as an addition to the use of Rosetta Stone and other ELD curricula. The other change in implementation was the use of the EL Coordinator and Assistant Principal to facilitate EL professional development for staff rather than use an outside facilitator. Otherwise, the implementation of services/actions was carried out as outlined in the LCAP. Please see below for analysis of the effectiveness of these actions/services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are still collecting achievement data via end-of-year testing and do have yet have information as to baseline data that will serve as our metrics moving forward. As far as the effectiveness of actions and services, we found that the implementation of MAP testing did not serve our students as well as we had hoped. Upon feedback from our math teachers, we decided to pursue alternative possibilities for measuring growth in numeracy. Our teachers have narrowed the options down to three and are currently working with the English teachers to determine best assessment options for RISE students for the 2019-2020 school year.

We found that other actions, such as ensuring access UC-approved courses were successful, as we were granted WASC accreditation and have now met the requirements for A-G course approval. Professional development provided to staff, as well as the support of counseling and mental health teams to monitor academic progress also proved to be effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

* Implementation of MAP testing: Budgeted was $4,500 and Estimated Actual Expenditures was $8,230 for Renaissance STAR testing instead.

- Professional development sessions for instructional staff (Action 4): was originally budgeted from code 5800, but we allocated from code 1000-1999:Certificated Personnel instead since we had in-house staff (i.e. EL Coordinator) lead training sessions for staff versus an outside facilitator.

- EL Curriculum and materials, including Rosetta Stone (Action 5): Budgeted costs were $2,500 and Estimated Actual Expenditures are $10,025 due to the addition of Achieve300 as a means of supporting English Language Development and monitoring progress in Lexile/reading comprehension growth.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to the metrics will be made once we have the achievement data for this year. The following metric was added to ensure all RISE students are receiving access to post-high school opportunities that will prepare them to be successful in the workplace:

- 100% of RISE students will engage with at least one real world learning experience to ensure exposure to a variety of career pathways and training that ensures career/college readiness.

The following services were added:

Action 1 (RISE will carefully examine CAASPP and CAST scores, Lexile levels, course grades, credit completion, and progress towards graduation and review progress towards targets with instructional staff) :

o $7000 for a stipend for Literacy Coordinator to create and facilitate strong plan for staff development around literacy instructional strategies, interventions, progress monitoring, coaching, and more

o $6000 for Professional development for staff around literacy, reading comprehension growth, and instructional strategies to support

o $7500 for instructional resources for facilitating school-wide literacy initiatives

The following action and services were added:

Action 8 (NEW ? Real World Coordinators will ensure students are connected to career readiness trainings and experiences via project-based learning, internships, field experiences, World of Work courses, guest speakers, and more):

o $14000 for Stipends for 2 Real World Coordinators to launch stronger programs, partnerships, and progress monitoring for student engagement in real world learning and career readiness.

o $5382 for materials and supplies for facilitating real world and career readiness experiences

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Every RISE student and their parents and other supportive/mentoring family members will access a safe and welcoming Learning Site and be provided opportunities to be heard and engaged in school life and decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of parents and other adult supporters attending events each quarter. **18-19** RISE High will promote monthly parent and family supporter/mentor participation in school life through presentations of learning, workshops and other Learning Site activities throughout the school year at a rate of 1% more than the benchmark in Y1. **Baseline** Data is currently being collected for the 2018-2019 school year.	
Metric/Indicator	

Expected	Actual
Analysis of attendance at bi-monthly SSC meetings, sign in sheets, and consistent membership. **18-19** RISE High School Site Council will be promoted and supported to be fully operational, with representation from each Learning Site, with at least 1 additional parent per learning site from the previous year. **Baseline** School site council was established with 2 parents from one learning site and 1 parent from another.	
Metric/Indicator ADA/Enrollment at P2 reporting date. **18-19** Increase in attendance rate from previous year by 1%. **Baseline** Despite an overall P2 (8/14-3/30) attendance rate of 62.24%, RISE has seen huge gains in ADA attendance over the course of the year. In the first month of school (8/14-9/8), RISE's ADA was 41%, and by the end of P2 (or month 8), it was 84.15%.	
Metric/Indicator Percent of cohort dropouts. **18-19** Lower than previous year	
Metric/Indicator Percent of student suspensions. **18-19** Previous year +/- .3% **Baseline** 3% suspension rate	
Metric/Indicator Percent of student expulsions. **18-19** Previous year +/- .3% **Baseline**	

Expected	Actual
0% expulsion rate	
Metric/Indicator Percent of parent participation completion of school climate survey. **18-19** Previous year +/- .5% **Baseline** Data is currently being collected for the 2018-2019 school year.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will engage at least one parent and/or involved family member in the student's STAC team to plan the student's PLP and engage in quarterly check-ins and ongoing home-school communications	RISE engaged at least one parent and/or involved family member in the student's STAC team to plan the student's PLP and engage in quarterly check-ins and ongoing home-school communications	Partial costs of office managers' salaries to coordinate communication with parents, families, & stakeholders and to schedule STAC meetings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000	Partial costs of office managers' salaries to coordinate communication with parents, families, & stakeholders and to schedule STAC meetings 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
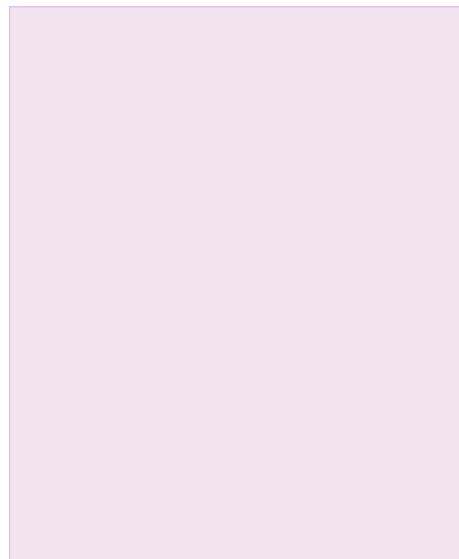
Students to be Served
   English Learners
   Foster Youth
   Low Income

Scope of Services
   LEA-wide

Locations
   All Schools

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE will create outreach media materials and resources in both English and Spanish to promote the school's vision and workshops, trainings, and other opportunities. .	While RISE ensured all outreach materials and communication with parents & stakeholders regarding school events were provided in English and Spanish, they did not create a full resource bank of outreach materials, nor did they implement the parent workshops as planned.	creation of outreach media materials 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 2000	creation of outreach media materials 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 500

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
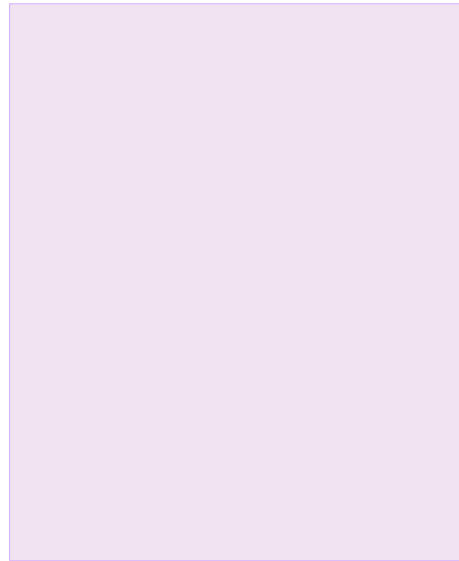
Students to be Served
   English Learners
   Foster Youth
   Low Income

Scope of Services
   LEA-wide

Locations
   All Schools

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE High will implement an annual parent workshop series, inclusive of LCAP, SARC,ELPAC, etc, to garner input from stakeholders.	While RISE High successfully rolled out Parent Teacher Association and School Site Council meetings that included input sessions around LCAP, School Safety Plan, and more, we did not successfully roll out the parent workshop series, primarily due to the fact that our Manager of Services & Partnerships' caseload was more overwhelmed than we anticipated.	Partial cost of salary for Manager of Services & Partnerships to coordinate workshop series 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000	Partial cost of salary for Manager of Services & Partnerships to coordinate workshop series 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
		outreach and communication materials; supplies necessary for effectively facilitating workshop series 5900: Communications Base 3000	outreach and communication materials; supplies necessary for effectively facilitating workshop series 5900: Communications Base 500

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE budget will be reviewed each year to ensure adequate allocation of resources for comprehensive support of foster, homeless, probation, and transient youth via PLPs and flexible schedules to meet student needs and reduce chronic absenteeism. They will provide culturally relevant and trauma-informed PD to all staff to ensure this comprehensive support.	RISE budget is reviewed each year to ensure adequate allocation of resources for comprehensive support of foster, homeless, probation, and transient youth via PLPs and flexible schedules to meet student needs and reduce chronic absenteeism. RISE provided culturally relevant and trauma-informed PD to all staff to ensure this comprehensive support.	Staff salary allocations for time in ongoing professional development for culturally-relevant and trauma-informed training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20000	Staff salary allocations for time in ongoing professional development for culturally-relevant and trauma-informed training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20000
		Outside facilitators to lead PD for staff 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 5000	Outside facilitators to lead PD for staff 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 10000
		transportation for foster, homeless, and probation youth via HopSkipDrive 5000-5999: Services and Other Operating Expenditures Base 10000	transportation for foster, homeless, and probation youth via HopSkipDrive 5000-5999: Services and Other Operating Expenditures Base 120,00

		4-day conference & school visit for entire RISE staff to learn from high-performing schools in NYC who serve foster, homeless, and probation youth 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 35000	4-day conference & school visit for entire RISE staff to learn from high-performing schools in NYC who serve foster, homeless, and probation youth 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 35,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE High will monitor and analyze course passing rates and credits for every student every quarter; will alter and adjust Learning Site schedules as needed to accommodate during-the-school-year intervention in order to allow students to earn credits and receive the support they need, and will review the budget every year to ensure adequate budget for comprehensive psychosocial support and guidance counseling is in place to ensure low mental health team and guidance/college counseling caseloads.	RISE High will monitored & analyzed course passing rates and credits for every student every quarter; altered & adjusted Learning Site schedules as needed to accommodate during-the-school-year intervention in order to allow students to earn credits and receive the support they need, and is currently reviewing the budget to ensure adequate budget for comprehensive psychosocial support and guidance counseling is in place to ensure low mental health team and guidance/college counseling caseloads.	Partial salary for School Psychologist for comprehensive psychosocial support & services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20000 Partial salary for counselor for provision of guidance counseling services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000 partial salary for case manager for creation of additional supportive wraparound services & for daily case management 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000	Partial salary for School Psychologist for comprehensive psychosocial support & services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20000 Partial salary for counselor for provision of guidance counseling services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000 partial salary for case manager for creation of additional supportive wraparound services & for daily case management 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
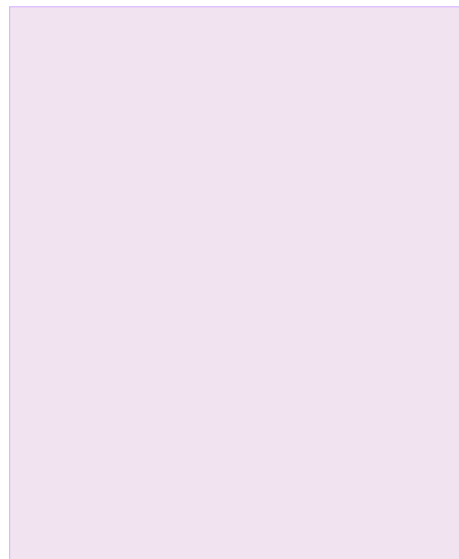
Students to be Served
English Learners
Foster Youth
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RISE High will assess discipline issues inclusive of suspensions and expulsions (if any) on a monthly basis and strive to implement alternatives to suspension and expulsion, such as through Restorative Practices, and will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	RISE High has assessed discipline issues inclusive of suspensions and expulsions (if any) on a monthly basis and has strived to implement alternatives to suspension and expulsion, such as through Restorative Practices. RISE established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations	Restorative Justice training for staff 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 12000	Restorative Justice training for staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12000
		SSICA program to monitor student sign-in and sign-out and contact families to inform of absences; used to strengthen daily attendance 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 5500	SSICA program to monitor student sign-in and sign-out and contact families to inform of absences; used to strengthen daily attendance 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 5500

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
  English Learners
  Foster Youth
  Low Income

Scope of Services
  LEA-wide

Locations
  All Schools

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• RISE High will survey all stakeholders at least once annually and will increase outreach activities for students and their family/mentor supporters to become more involved and access resources at our Learning Sites.	RISE High will survey all stakeholders at least once annually and will increase outreach activities for students and their family/mentor supporters to become more involved and access resources at our Learning Sites.	outreach activities for parents, families, & stakeholders 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 1135	outreach activities for parents, families, & stakeholders 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 1135

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
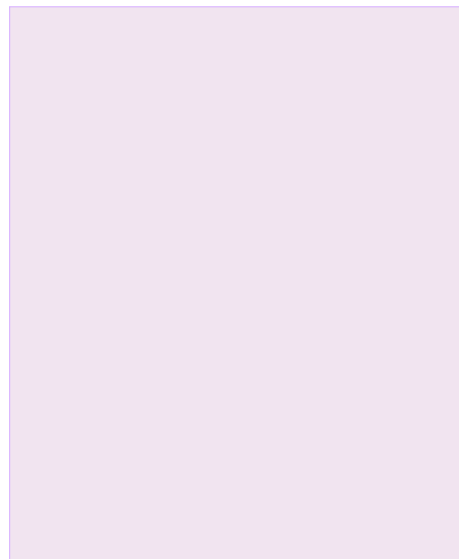
Students to be Served
   English Learners
   Foster Youth
   Low Income

Scope of Services
   LEA-wide

Locations
   All Schools

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was as described in the LCAP actions and services, with the exception of the launch of the Parent Workshop Series, which we did not have capacity to implement this year. We were able to rely upon outside PD Facilitators and make use of a 4-day conference in NYC that further equipped our staff to serve foster, homeless, and probation youth. We also continued to provide transportation services via HopSkipDrive, strengthened communication and collaboration with parents and stakeholders, and worked to ensure a school environment that is trauma-informed and that provides restorative responses to student behaviors. We also implemented SSICA to assist in communication in parents and families, provided restorative justice training to all staff, and launched family surveys at the end of the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While me made great strides in the extent to which we collaborated with and engaged parents and stakeholders, we also have room to grow in this area. Over 70 % of parents/guardians attended Student-Led Conferences and/or STAC meetings this year, but we were not able to launch the Parent Workshop Series. This allowed us to create a larger support network for students, but stifled growth in the ways we hope to empower families to further support their students at home.

In regards to wraparound and holistic support, the services definitely proved effective in supporting the actions and goals. Transportation was provided to more students than in the past, and even though it resulted in increased costs, we also saw increases

in attendance and academic achievement for students receiving rides. We also saw professional development continue to positively impact student behavior and academics. However, even with these actions and services in place, we still had a suspension rate above 6%, which we are committed to lowering in the 2019-2020 school year. We also still saw high rates of chronic absenteeism and an overall low ADA. While we know some of these challenges are inherent with the population we serve and the obstacles we face, we believe we can continue to do better in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Creation of outreach media materials (Action 2): Budgeted Expenditures were $2000 and Estimated Actual Expenditures was only $500. This was primarily due to the extended sick leave of an Office Manager who was tasked with these duties. Changes have been made for the 2019-2020 school year to ensure all actions re: parent & stakeholder engagement are achieved; these changes are outlined below.

- Partial cost of salary for Manager of Services & Partnerships to coordinate workshop series (Action 3): Budgeted Expenditures was $5,000, while Estimated Actual Expenditures was actually at zero dollars due to the maxed capacity of the Manager of Services and Partnerships and the lack of time within the schedule to effectively roll out the parent and stakeholder workshop series.

- Outreach & communication materials; supplies necessary for effectively facilitating workshop series (Action 3): Budgeted Expenditures was $3,000, while Estimated Actual Expenditures was closer to $500. While the workshop series was not rolled out, we did spend some funds on communication and outreach specifically for PTA and SSC meetings where we collected feedback on LCAP and School Safety Plan.

- Outside facilitators to lead PD for staff (Action 4) : Budgeted Expenditures were $5,000 and Estimated Actual Expenditures was double that at $10,000. The primary reasons for this were the addition of professional development sessions to provide staff with training and resources around trauma-informed care, combatting professional burnout (compassion fatigue and work-related stress), and collaborative experiences with staff from schools serving similar demographics.

- Transportation for foster, homeless, and probation youth via HopSkipDrive (Action 4): Budgeted Expenditures were $10,000, but the Estimated Actual Expenditures proved to be substantially higher at $120,000. This was due to the increase in the specialized population RISE serves, and the positive impact we saw transportation provision have on students' attendance and academic achievement.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We changed Action 1 from last year to this year, providing an opportunity to get more detailed in the ways in which we support attendance for our students. The following action & service was added as a means of increasing ADA, decreasing chronic absenteeism, and partnering more closely with parents, families & stakeholders:

- Action 1 (NEW: RISE will employ an Attendance & Enrollment Coordinator to provide more intensive monitoring and supports for students and families who struggle to attend school on a regular basis): $45,500 for the salary of Attendance & Enrollment Coordinator

We also changed the services attached to Action 3 (RISE High will implement an annual parent workshop series, inclusive of LCAP, SARC,ELPAC, etc, to garner input from stakeholders.) to ensure we are able to reach this goal while maintaining feasibility and sustainability of staff workload:
- $7000 for a stipend for Parent & Stakeholder Engagement Coordinator to plan and facilitate the parent workshop series
- $5000 for outreach, communication materials, and supplies necessary for effectively facilitating the workshop series
- $10,000 for continued use of the SSICA system to communicate with stakeholders

Substantially more funds are allocated for transportation via HopSkipDrive given the increase in rides provided as well as the academic and behavioral outcomes achieved via their use.

The restorative justice training was replaced with the addition of a Behavior Interventionist for the Hawthorne site to ensure continued behavioral support as a means of reducing suspensions.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Four PTA and two SSC meetings were held this year to garner feedback and input on the School Safety plan and on the LCAP goals, actions, services, and metrics. The LCAP draft goals were first shared with 18 SSC attendees across the two sites, and a survey was distributed to gather feedback on the appropriateness of the goals. At the second SSC meeting, another survey was distributed to the 10 attendees to garner feedback on the funds allocated to each of the actions and services. All feedback was taken into consideration in the edits and revisions made to the final LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All RISE High students will have access to a high-quality, project-based education program leading to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 2: State Standards (Conditions of Learning)
                        Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Need :It is essential that teachers possess the professional knowledge for both content and pedagogy in their area of instructional. Hiring practices guide this process of eliminating teacher candidates that are not qualified. Internal and external professional development provides a structure for building capacity within our teaching staff.   Further, it is imperative that teachers are adequately trained to provide additional supports to EL students, low-income students, and foster and homeless youth. 100% of teachers will be trained in best practices for EL students, Foster Youth Ed 101, Culturally-Relevant Pedagogy, and Restorative Practices

Need: Because of our students' life circumstances, they need 24/7 access to curriculum and coursework so they can complete their assignments at the time and in the place that works for them. Because of this, 100% of students have access standards-aligned instructional materials via a personal laptop, as well as online and print instructional materials.

Need: Our students come from very unique experiences and circumstances, and often times have experienced multiple disruptions in both their educational journeys and their home lives, often resulting in trauma that impacts them for years to come. These events increase the importance of safety, consistency, and comfort at their school sites. To this end, 100% of the students will be provided an individualized learning plan that takes into account their unique needs and tracks progress towards their personalized goals (both academic and professional).

Need: Students need instructional that is aligned not only to Common Core standards and higher level thinking skills, but also to their interests, to career readiness/career tech opportunities, and individual learning needs, including those of EL and SPED students. A robust curriculum will ensure alignment against all these standards to provide students access to a learning experience that is both rigorous and relevant. Given this, RISE staff will ensure that the curriculum is aligned to both CCSS as well as the English language development standards adopted by the state.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of courses and teachers at RISE High appropriately assigned and with appropriately credentialed personnel.	100% of teachers hold a CTC certificate	100% of teachers will hold a CTC certificate permit or other document equivalent to that which a teacher in other public schools would be required to hold GOAL MET	100% of teachers will hold a CTC certificate permit or other document equivalent to that which a teacher in other public schools would be required to hold Outcome: In 2018-19 100% of teachers had Full Credentials (0 teachers without Full Credentials). GOAL MET	100% of teachers will hold a CTC certificate permit or other document equivalent to that which a teacher in other public schools would be required to hold
Percent of RISE students who will have sufficient access to standards-aligned instructional materials.	100% of RISE High students had access to standards-aligned instructional materials pursuantto Education Code section 60119	100% of RISE High students will have access to standards-aligned instructional materials pursuant to Education Code section 60119 GOAL MET	100% of RISE High students will have access to standards-aligned instructional materials pursuant to Education Code section 60119 Outcome: In 2018-19 100% of students had access to instructional materials in print or	100% of RISE High students will have access to standards-aligned instructional materials pursuant to Education Code section 60119

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			electronic format. GOAL MET	
Percent of rooms (all) in good repair; RISE High administration will work with facilities personnel to ensure Learning Sites are maintained in good repair.	100% of RISE students had access to rooms and facilities that are in good repair.	100% of RISE students will have access to rooms and facilities that are in good repair. GOAL MET	100% of RISE students will have access to rooms and facilities that are in good repair. Outcome: Facilities are clean, and well maintained based on January 2019 campus inspection with a "Fair" overall rating. GOAL MET	100% of RISE students will have access to rooms and facilities that are in good repair.
All instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.	100% of instructional curriculum maps are inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.	100% of instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design. GOAL MET	100% of instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design. Outcome: In 2018-19 100% of instructional curriculum maps included corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design. GOAL MET	100% of instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.
Percent of access to all available programs and	100% of RISE students had access to all	100% of RISE students will have access to all	100% of RISE students will have access to all	100% of RISE students will have access to all

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
services outlined in charter petition	programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest.	programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest. GOAL MET	programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest. Outcome: In 2018-19 100% of students had access to all programs and services with consideration of student need and interest. GOAL MET	programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	RISE High will maintain a credential review log for the teacher hiring process and will review the master schedule & teacher assignments to ensure compliance, thereby ensuring that all RISE students receive instruction from high quality teachers that meet applicable State certification and licensure requirements.	RISE High will maintain a credential review log for the teacher hiring process and will review the master schedule & teacher assignments to ensure compliance, thereby ensuring that all RISE students receive instruction from high quality teachers that meet applicable State certification and licensure requirements.

Budgeted Expenditures

Amount		2,000	
Source		Supplemental and Concentration	
Budget Reference		2000-2999: Classified Personnel Salaries Partial cost of Office Manager Salary to maintain necessary records for compliance	
Amount		4000	4000
Source		Base	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services and Operating Expenditures CMO costs of HR support for teachers to ensure credentialing compliance	5000-5999: Services and Other Operating Expenditures CMO costs of HR support for teachers to ensure credentialing compliance

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

	New Action	Unchanged Action
	RISE will review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	RISE will review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.

Budgeted Expenditures

Amount		8,000	15,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Instructional books & materials	1000-1999: Certificated Personnel Salaries Instructional books & materials
Amount		6000	
Source		Base	
Budget Reference		2000-2999: Classified Personnel Salaries partial cost of Office Managers' salaries to support purchase orders, reimbursements, and instructional supply inventory	

Action 3

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	RISE will conduct annual and monthly facility inspections at learning sites to screen for safety hazards, and daily cleaning by janitorial staff will maintain learning sites in good repair and adequate cleanliness.	RISE will conduct annual and monthly facility inspections at learning sites to screen for safety hazards, and daily cleaning by janitorial staff will maintain learning sites in good repair and adequate cleanliness.

Budgeted Expenditures

Amount		4000	5000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Partial costs of custodial & maintenance staff	2000-2999: Classified Personnel Salaries Partial costs of custodial & maintenance staff

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	RISE will provide CCSS-aligned English & Math instruction using integrated ELD and SDAIE instructional strategies, and will	RISE will provide CCSS-aligned English & Math instruction using integrated ELD and SDAIE instructional strategies, and will

	provide PD to teachers for examining achievement data and regularly reviewing progress.	provide PD to teachers for examining achievement data and regularly reviewing progress.

Budgeted Expenditures

Amount		12500	26,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Partial cost of staff salaries to participate in PD days throughout year	1000-1999: Certificated Personnel Salaries Partial cost of staff salaries to participate in PD days throughout year ($1000 per staff member)
Amount		3000	5000
Source		Base	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries partial cost of Data & Accountability Manager salary for creation of achievement data reports	2000-2999: Classified Personnel Salaries partial cost of Data & Accountability Manager salary for creation of achievement data reports

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	

Actions/Services

	New Action	Unchanged Action
	RISE will provide all students with an array of courses, will ensure the curriculum &	RISE will provide all students with an array of courses, will ensure the curriculum &

		instruction reflect the needs of its students, and will provide 1:1, 24/7 technology access to curriculum.	instruction reflect the needs of its students, and will provide 1:1, 24/7 technology access to curriculum.

Budgeted Expenditures

Amount		60,000	40,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books and Supplies 1:1 Chromebooks & WiFi jetpacks	4000-4999: Books and Supplies 1:1 Chromebooks & WiFi jetpacks
Amount		20,000	
Source		Supplemental and Concentration	
Budget Reference		1000-1999: Certificated Personnel Salaries Partial cost of instructional staff salaries for creation of curriculum	
Amount		50,000	60,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Additional Academic Coaches to ensure 1:1 and small group tutoring and remediation for foster, homeless, probation, EL, and other students who have traditionally struggled due to frequent transitions.	2000-2999: Classified Personnel Salaries Additional Academic Coaches to ensure 1:1 and small group tutoring and remediation for foster, homeless, probation, EL, and other students who have traditionally struggled due to frequent transitions. ($10,000 per academic coach x 6 academic coaches)

Amount		40,000	20000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Teacher Extra Duty/Stipends for teaching summer school and intersession courses to provide students additional opportunities to master content and recover credits	1000-1999: Certificated Personnel Salaries Teacher Extra Duty/Stipends for teaching summer school and intersession courses to provide students additional opportunities to master content and recover credits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

All RISE High students will have the right to a personalized and individualized education that includes technology skills development, financial literacy, life skills and more to ensure they graduate from RISE High college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: Low-income students, foster youth, homeless youth, probation youth, and other students who face substantial challenges outside of the classroom often have a difficult time focusing on and prioritizing school because of their life circumstances, and, as a result, fall farther behind academically. Because of this, it is necessary that we have a deeper understanding of student needs and that we are committed to connecting students to all academic resources and supports necessary for their success both now and in the future. Given their varied experiences and levels of content mastery, personalized learning is absolutely necessary to ensure their success. Further, because many of our students need jobs more immediately, financial literacy, career preparedness, and other life skill development- including executive functioning and organization- are crucial to setting them up to be successful in their chosen post-secondary pathways.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scale scores and proficiency/growth	Baseline Data will be gathered when school opens in 2017-18.	Collecting benchmark 2017-2018	RISE High student significant subgroups will meet or exceed	RISE High student significant subgroups will meet or exceed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP/CAA assessment system based on prior year data.			growth targets in ELA/Literacy and Math on the CAASPP (or CAA) assessment system at a rate of +3 points from previous year.	growth targets in ELA/Literacy and Math on the CAASPP (or CAA) assessment system at a rate of + 3 points from previous year.
Percent of RISE students passing assigned UC/CSU A-G approved courses with "C" or better.	Baseline Data will be gathered when school opens in 2017-18.	RISE students will take UC/CSU A-G approved core content courses and pass with a "C" or better, unless otherwise specified by IEP, an alternative curriculum, or exemptions for graduation purposes - COLLECTING BENCHMARK	RISE students will take UC/CSU A-G approved core content courses and pass with a "C" or better, unless otherwise specified by IEP, an alternative curriculum, or exemptions for graduation purposes at an increase of 1% more than previous year.	RISE students will take UC/CSU A-G approved core content courses and pass with a "C" or better, unless otherwise specified by IEP, an alternative curriculum, or exemptions for graduation purposes at an increase of 2% more than previous year.
ELPAC assessments.	Baseline Data will be gathered when school opens in 2017-18.	EL students will advance at least one proficiency level annually. COLLECTING BENCHMARK	EL students will advance at least one proficiency level annually (benchmark +/-1.5%) Outcome: ELPAC scores for English Learners were not reported by the state for DV RISE due to a small population count (fewer than 10 students).	EL students will advance at least one proficiency level annually (previous year +1.5%)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Based on internal data, 50% (3 of 6) English learners made annual progress in learning English as determined by their achievement of a score of Moderately or Well Developed (3-4) on the 2018 ELPAC. Growth on this metric is not yet available as there is only one year of testing data to report on. GOAL IN PROGRESS	
EL reclassification rates.	Baseline Data will be gathered when school opens in 2017-18.	RISE High will appropriately reclassify English Learners. COLLECTING BENCHMARK	RISE High will appropriately reclassify English Learners at a rate of +/- 1.5% from benchmark. Outcome: The 2018-2019 reclassification rate for English Learners is still in progress. GOAL IN PROGRESS	RISE High will appropriately reclassify English Learners at a rate of + 1.5% from previous year..
Real-world learning participation				100% of RISE students will engage with at least one real world learning experience to ensure exposure to a variety of career pathways and training that ensures career/college readiness.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	Modified Action Unchanged Action
	RISE will carefully examine CAASPP and CAST scores, MAP scores, course grades, credit completion, and progress towards graduation and review progress towards targets with instructional staff.	RISE will carefully examine CAASPP and CAST scores, Lexile levels, course grades, credit completion, and progress towards graduation and review progress towards targets with instructional staff.

Budgeted Expenditures

Amount		4500	7000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services and Other Operating Expenditures Implementation of MAP testing	1000-1999: Certificated Personnel Salaries Stipend for Literacy Coordinator to create and facilitate strong plan for staff development around literacy instructional strategies, interventions, progress monitoring, coaching, and more

Amount		2000	6000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Partial cost of Data & Accountability Manager salary for creation of data reports	5800: Professional/Consulting Services and Operating Expenditures Professional development for staff around literacy, reading comprehension growth, and instructional strategies to support
Amount			7500
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books and Supplies Instructional resources for facilitating school-wide literacy initiatives

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

	New Action	Unchanged Action
	RISE will offer courses that meet UC/CSU admission requirements; will work with STAC Teams to create Personalized Learning Plans that outline individualized pathways towards graduation & post-grade plans, and will implement use of Advisors for tracking PLP goal attainment. .	RISE will offer courses that meet UC/CSU admission requirements; will work with STAC Teams to create Personalized Learning Plans that outline individualized pathways towards graduation & post-grade plans, and will implement use of Advisors for tracking PLP goal attainment.

Budgeted Expenditures

Amount		80,000	80,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Cost of college counselor	1000-1999: Certificated Personnel Salaries Cost of college counselor

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]	

OR

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	RISE will identify ELs by proficiency level, ensure ELD instruction is aligned to new standards, & monitor student progress in program implementation.	RISE will identify ELs by proficiency level, ensure ELD instruction is aligned to new standards, & monitor student progress in program implementation.

Budgeted Expenditures

Amount		3000	1500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Stipend for EL Coordinator	1000-1999: Certificated Personnel Salaries Partial stipend for EL Coordinator

Amount	2000	
Source	Base	
Budget Reference	2000-2999: Classified Personnel Salaries partial cost of Office Managers' salaries to support logistical compliance of EL record keeping	

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	RISE will conduct ongoing PD sessions to inform & update instructional staff on progress of EL subgroup, ELPAC training, & reclassification awareness, in addition to explicit vocabulary instruction; implementation of scaffolds such as visuals, graphic organizers, and modeling; direct instruction for reading comprehension strategies; and structured time for practicing ELD across content areas and contexts, including reading, writing, speaking, and listening.	RISE will conduct ongoing PD sessions to inform & update instructional staff on progress of EL subgroup, ELPAC training, & reclassification awareness, in addition to explicit vocabulary instruction; implementation of scaffolds such as visuals, graphic organizers, and modeling; direct instruction for reading comprehension strategies; and structured time for practicing ELD across content areas and contexts, including reading, writing, speaking,and listening.

Budgeted Expenditures

Amount		4000	5000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services and Operating Expenditures Professional development sessions for instructional staff	5800: Professional/Consulting Services and Operating Expenditures Professional development sessions for instructional staff specifically related to EL support and English Language Development

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

<div align="center">OR</div>

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	RISE budget will be reviewed every year to ensure adequate budget appropriated for EL instructional materials, and will add supports for EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL instructional needs	RISE budget will be reviewed every year to ensure adequate budget appropriated for EL instructional materials, and will add supports for EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL instructional needs

Budgeted Expenditures

Amount		2500	7500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books and Supplies EL Curriculum and materials, including Rosetta Stone	4000-4999: Books and Supplies EL Curriculum and materials, including online platforms to support English Language Development and progress monitoring

Action 6

[Add Students to be Served selection here]		[Add Location(s) selection here]

OR

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	New Action
	RISE will provide CCSS-aligned ELA and math instruction used both designated and integrated ELD instruction	RISE will provide CCSS-aligned ELA and math instruction used both designated and integrated ELD instruction

Budgeted Expenditures

Amount		10,000	1500
Source		Base	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Academic Coach training and support specifically for EL students across content mastery and language acquisition	2000-2999: Classified Personnel Salaries Partial stipend for EL Coordinator to provide PD for staff

Action 7

[Add Students to be Served selection here]		[Add Location(s) selection here]

| English Learners | LEA-wide | All Schools |

Actions/Services

	New Action	Modified Action
	Counseling and instructional staff will review course passing data at progress reports for EL students in order to proactively support students towards academic success in core English courses.	Counseling and instructional staff will review course passing data at progress reports for EL students in order to proactively support students towards academic success in core English courses.

Budgeted Expenditures

Amount		5000	8000
Source		Base	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries partial costs of college counselor to support in EL progress tracking (as well as in academic progress tracking for RFEF students to ensure continued growth)	1000-1999: Certificated Personnel Salaries partial costs of instructional staff for regular review and data deep dive of academic progress for EL students ($1000 per academic teacher x 8 teachers)

Action 8

| All
[Add Students to be Served selection here] | [Add Location(s) selection here] |

| [Add Students to be Served selection here] | LEA-wide
[Add Scope of Services selection here] | All Schools
[Add Location(s) selection here] |

Actions/Services

		New Action
		Real World Coordinators will ensure students are connected to career readiness trainings and experiences via project-based learning, internships, field experiences, World of Work courses, guest speakers, and more.

Budgeted Expenditures

Amount		14000
Source		Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Stipends for 2 Real World Coordinators to launch stronger programs, partnerships, and progress monitoring for student engagement in real world learning and career readiness.
Amount		6210
Source		Supplemental and Concentration
Budget Reference		4000-4999: Books and Supplies Materials & supplies for facilitating real world and career readiness experiences

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Every RISE student and their parents and other supportive/mentoring family members will access a safe and welcoming Learning Site and be provided opportunities to be heard and engaged in school life and decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need: Because of the inconsistency that many of our students have experienced in their personal lives, it is important that we work to build some of that consistency with and for them, particularly in terms of relationships. In order to do this, we have to start with the supporters who have been there for them in the past. For our students, this may be their parents, but it could also be another adult who has guardianship of them, such as a family member or foster family, or it could be another person with whom they have a strong relationship, such as an older sibling or a mentor. Our job is to work with the students to identify the individuals who are important to them and who support them, and then work to engage and involve them in the students' educational journey as much as possible

Need: Each of our students is bringing a unique set of circumstances, life experiences, and needs into our community. Our students parents/guardians, family members, and supporters will know those needs best and are best equipped to ensure those needs are met. For this reason, it is important that we create opportunities for these individuals to both engage with each other and to share their voice around school issues that are impacting their students.

Need: Many of our students have experienced trauma in the past, and that trauma can lead them act out behaviorally. In order to help students learn to cope with and heal from the trauma, and in order to ensure we are not punishing them for past trauma that has occurred to them, it is imperative that we train our staff to support students with proven best practices. Restorative Practices that focus on reintegrating the students into the community & restoring trust that was broken have proven to be much more successful than punitive responses to negative student behaviors.

Need: Low-income students, foster youth, homeless youth, probation youth, and other students who face substantial challenges outside of the classroom often have experience significant trauma, resulting in greater need for mental health care services and responsive environments. Given the unique needs of our youth, all staff will be trained in trauma-informed care to ensure the creation of a consistent environment that takes youth's needs into account and supports them in coping with and recovering from the trauma they have experienced.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of parents and other adult supporters attending events each quarter.	Data is currently being collected for the 2018-2019 school year.	RISE High will promote monthly parent and family supporter/mentor participation in school life through presentations of learning, workshops and other Learning Site activities throughout the school year.	RISE High will promote monthly parent and family supporter/mentor participation in school life through presentations of learning, workshops and other Learning Site activities throughout the school year at a rate of 1% more than the benchmark in Y1.	RISE High will promote monthly parent and family supporter/mentor participation in school life through presentations of learning, workshops and other Learning Site activities throughout the school year at a rate of 2% more than the benchmark in Y1.
Analysis of attendance at bi-monthly SSC meetings, sign in sheets, and consistent membership.	School site council was established with 2 parents from one learning site and 1 parent from another.	RISE High School Site Council will be promoted and supported to be fully operational, with	RISE High School Site Council will be promoted and supported to be fully operational, with	RISE High School Site Council will be promoted and supported to be fully operational, with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		representation from each Learning Site.	representation from each Learning Site, with at least 1 additional parent per learning site from the previous year.	representation from each Learning Site, with at least 1 additional parent per learning site from the previous year.
ADA/Enrollment at P2 reporting date.	Despite an overall P2 (8/14-3/30) attendance rate of 62.24%, RISE has seen huge gains in ADA attendance over the course of the year. In the first month of school (8/14-9/8), RISE's ADA was 41%, and by the end of P2 (or month 8), it was 84.15%.	RISE High will maintain a strong attendance rate based on completion of work in accordance with MasterAgreements.	Increase in attendance rate from previous year by 1%.	Increase in attendance rate from previous year by 1%.
Percent of cohort dropouts.		RISE High will seek to minimize dropouts..	Lower than previous year	Lower than previous year
Percent of student suspensions.	3% suspension rate	RISE High will maintain a low suspension rate that is the same or lower than comparison schools serving a similar population of students.	Previous year +/- .3%	Previous year - .3%
Percent of student expulsions.	0% expulsion rate	RISE High will maintain a low expulsion rate.	Previous year +/- .3%	Previous year - .3%
Percent of parent participation completion of school climate survey.	Data is currently being collected for the 2018-2019 school year.	RISE High will survey stakeholders at least once annually and will increase participation by stakeholders yearly.	Previous year +/- .5%	Previous year + .5%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	New Action
	RISE will engage at least one parent and/or involved family member in the student's STAC team to plan the student's PLP and engage in quarterly check-ins and ongoing home-school communications	RISE will employ an Attendance & Enrollment Coordinator to provide more intensive monitoring and supports for students and families who struggle to attend school on a regular basis.

Budgeted Expenditures

Amount		4000	45,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Partial costs of office managers' salaries to coordinate communication with parents, families, & stakeholders and to schedule STAC meetings	2000-2999: Classified Personnel Salaries Salary for Attendance & Enrollment Coordinator

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	New Action
	RISE will create outreach media materials and resources in both English and Spanish to promote the school's vision and workshops, trainings, and other opportunities. .	RISE will create outreach media materials and resources in both English and Spanish to promote the school's vision and workshops, trainings, and other opportunities.

Budgeted Expenditures

Amount		2000	5000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services and Operating Expenditures creation of outreach media materials	5800: Professional/Consulting Services and Operating Expenditures creation of outreach media materials

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	New Action
	RISE High will implement an annual parent workshop series, inclusive of LCAP, SARC,ELPAC, etc, to garner input from stakeholders.	RISE High will implement an annual parent workshop series, inclusive of LCAP, SARC,ELPAC, etc, to garner input from stakeholders.

Budgeted Expenditures

Amount		5000	7000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Partial cost of salary for Manager of Services & Partnerships to coordinate workshop series	1000-1999: Certificated Personnel Salaries Stipend to support Parent & Stakeholder Engagement Coordinator to plan and facilitate parent/stakeholder workshop series
Amount		3000	5000
Source		Base	Supplemental and Concentration
Budget Reference		5900: Communications outreach and communication materials; supplies necessary for effectively facilitating workshop series	5900: Communications outreach and communication materials; supplies necessary for effectively facilitating workshop series
Amount			10000
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services and Other Operating Expenditures SSICA program to strengthen ongoing communication with parents and stakeholders

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

	New Action	New Action
	RISE budget will be reviewed each year to ensure adequate allocation of resources for comprehensive support of foster, homeless, probation, and transient youth via PLPs and flexible schedules to meet student needs and reduce chronic absenteeism. They will provide culturally relevant and trauma-informed PD to all staff to ensure this comprehensive support.	RISE budget will be reviewed each year to ensure adequate allocation of resources for comprehensive support of foster, homeless, probation, and transient youth via PLPs and flexible schedules to meet student needs and reduce chronic absenteeism. They will provide culturally relevant and trauma-informed PD to all staff to ensure this comprehensive support.

Budgeted Expenditures

Amount		20000	30000
Source		Supplemental and Concentration	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Staff salary allocations for time in ongoing professional development for culturally-relevant and trauma-informed training	1000-1999: Certificated Personnel Salaries Staff salary allocations for time in professional development for culturally-relevant and trauma-informed training

Amount		5000	5000
Source		Supplemental and Concentration	Base
Budget Reference		5800: Professional/Consulting Services and Operating Expenditures Outside facilitators to lead PD for staff	5800: Professional/Consulting Services and Operating Expenditures Outside facilitators to lead PD for staff
Amount		10000	150,000
Source		Base	Base
Budget Reference		5000-5999: Services and Other Operating Expenditures transportation for foster, homeless, and probation youth via HopSkipDrive	5000-5999: Services and Other Operating Expenditures transportation for foster, homeless, and probation youth via HopSkipDrive
Amount		35000	
Source		Supplemental and Concentration	
Budget Reference		5800: Professional/Consulting Services and Operating Expenditures 4-day conference & school visit for entire RISE staff to learn from high-performing schools in NYC who serve foster, homeless, and probation youth	

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	New Action
	RISE High will monitor and analyze course passing rates and credits for every student every quarter; will alter and adjust Learning Site schedules as needed to accommodate during-the-school-year intervention in order to allow students to earn credits and receive the support they need, and will review the budget every year to ensure adequate budget for comprehensive psychosocial support and guidance counseling is in place to ensure low mental health team and guidance/college counseling caseloads.	RISE High will monitor and analyze course passing rates and credits for every student every quarter; will alter and adjust Learning Site schedules as needed to accommodate during-the-school-year intervention in order to allow students to earn credits and receive the support they need, and will review the budget every year to ensure adequate budget for comprehensive psychosocial support and guidance counseling is in place to ensure low mental health team and guidance/college counseling caseloads.

Budgeted Expenditures

Amount		20000	20000
Source		Supplemental and Concentration	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Partial salary for School Psychologist for comprehensive psychosocial support & services	1000-1999: Certificated Personnel Salaries Partial salary for School Psychologist for comprehensive psychosocial support & services
Amount		10000	10000
Source		Supplemental and Concentration	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Partial salary for counselor for provision of guidance counseling services	1000-1999: Certificated Personnel Salaries Partial salary for counselor for provision of guidance counseling services

Amount		10000	10000
Source		Supplemental and Concentration	Base
Budget Reference		1000-1999: Certificated Personnel Salaries partial salary for case manager for creation of additional supportive wraparound services & for daily case management	1000-1999: Certificated Personnel Salaries partial salary for case manager for creation of additional supportive wraparound services & for daily case management

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
RISE High will assess discipline issues inclusive of suspensions and expulsions (if any) on a monthly basis and strive to implement alternatives to suspension and	RISE High will assess discipline issues inclusive of suspensions and expulsions (if any) on a monthly basis and strive to implement alternatives to suspension and	RISE High will assess discipline issues inclusive of suspensions and expulsions (if any) on a monthly basis and strive to implement alternatives to suspension and

expulsion, such as through Restorative Practices, and will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	expulsion, such as through Restorative Practices, and will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	expulsion, such as through Restorative Practices, and will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		12000	40000
Source		Supplemental and Concentration	Base
Budget Reference		5800: Professional/Consulting Services and Operating Expenditures Restorative Justice training for staff	2000-2999: Classified Personnel Salaries Behavior Interventionist salary
Amount		5500	
Source		Supplemental and Concentration	
Budget Reference		5000-5999: Services and Other Operating Expenditures SSICA program to monitor student sign-in and sign-out and contact families to inform of absences; used to strengthen daily attendance	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• RISE High will survey all stakeholders at least once annually and will increase outreach activities for students and their family/mentor supporters to become more involved and access resources at our Learning Sites.	• RISE High will survey all stakeholders at least once annually and will increase outreach activities for students and their family/mentor supporters to become more involved and access resources at our Learning Sites.	• RISE High will survey all stakeholders at least once annually and will increase outreach activities for students and their family/mentor supporters to become more involved and access resources at our Learning Sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1135	2000
Source		Supplemental and Concentration	Base
Budget Reference		5000-5999: Services and Other Operating Expenditures outreach activities for parents, families, & stakeholders	2000-2999: Classified Personnel Salaries Partial salary of Office Manager to assist in distribution & collection of surveys

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$358,913	14.97%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$504,234.	N/A%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2018-19 fiscal year the school will receive $504,234. in Supplemental and Concentration funding for the targeted students. In total, the District will allocate N/A in increased services for the targeted students. The Supplemental and Concentration funding are principally directed towards targeted students and will provide an increase in both quantity and quality of services. Where these funds are used on a schoolwide basis, the level of service and/or personnel for these supports is increased to focus on the needs of targeted students These include the following services and programs:

- Access to a common-core and Next-Gen aligned, project-based curriculum on RISE's learning platform, DreamSeeDo

* 1:1 access to Chromebooks and the ability to check out mobile wifi devices

* . An increased focus on the needs of EL and RFEP students, inclusive of teacher training, progress tracking, and additional supportive instructional resources.

- Counseling and psychology services via Manager of Services & Partnerships, Case Manager, College Counselor, and School Psychologist

* . Case management

* . Personalized Learning Plans

* . Increased focus on building college- and career-readiness pathways, resources, and curriculum

- Teacher Support Training and Development on trauma-informed care, restorative practices, and best supports for EL students and students with IEPs

* Local Business and Education Partnerships

* Implementation of Parent & Family workshop series

* Greater focus on more effective outreach and communication with families and student supporters

* . Access to wraparound services to support students' holistic needs.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$63,620	11.53%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Da Vinci RISE High School has 12 EL students, 37 low-income students, 2 Foster Youth, and no Homeless or Migrant Youth in 2017-2018. The school's 2017-18 enrollment was 66 of which 43, or 65% are considered eligible to qualify the school to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2017-18 is projected to be approximately $63,620 and the proportionality percentage is 11.53%. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/ improved actions and services. All actions and services provided using Supplemental funding are principally directed towards targeted students and are effective in meeting their needs.These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. With the "unduplicated" count of targeted students at 65%, Da Vinci RISE High School exceeds the 40% threshold that allows for a charterwide approach. Our services to targeted students are provided on a charterwide basis. LCAP goals will be best met and targeted students will be best served where programs are organized without segregation of services to specific populations. In a charterwide approach, all students

are served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics at Da Vinci RISE High School, a charterwide approach is being undertaken.

In the 2017-18 fiscal year the school will receive an additional $63,620 in Supplemental funding for the targeted students. In total, the District will allocate 11.53% in increased services for the targeted students. The Supplemental and Concentration funding are principally directed towards targeted students and will provide an increase in both quantity and quality of services. Where these funds are used on a schoolwide basis, the level of service and/or personnel for these supports is increased to focus on the needs of targeted students These include the following services and programs:

- Access to online support curriculum for math classes and hardware for 1:1 technology implementation
- Counseling and psychology services
- Increased access to seminars and advisory programs
- Teacher Support Training

* Local Business and Education Partnerships

* Personalized learning plans

* Community outreach and family meetings

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	465,135.00	440,497.00	0.00	465,135.00	658,210.00	1,123,345.00
Base	43,000.00	42,500.00	0.00	43,000.00	267,000.00	310,000.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	422,135.00	397,997.00	0.00	422,135.00	391,210.00	813,345.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	465,135.00	440,497.00	0.00	465,135.00	658,210.00	1,123,345.00
	40,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	197,500.00	213,886.00	0.00	237,500.00	248,500.00	486,000.00
2000-2999: Classified Personnel Salaries	79,000.00	83,000.00	0.00	79,000.00	158,500.00	237,500.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books and Supplies	62,500.00	66,746.00	0.00	62,500.00	61,210.00	123,710.00
5000-5999: Services and Other Operating Expenditures	21,135.00	26,865.00	0.00	21,135.00	164,000.00	185,135.00
5800: Professional/Consulting Services and Operating Expenditures	62,000.00	49,500.00	0.00	62,000.00	21,000.00	83,000.00
5900: Communications	3,000.00	500.00	0.00	3,000.00	5,000.00	8,000.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	465,135.00	440,497.00	0.00	465,135.00	658,210.00	1,123,345.00
	Supplemental and Concentration	40,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	5,000.00	5,000.00	0.00	5,000.00	70,000.00	75,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	192,500.00	208,886.00	0.00	232,500.00	178,500.00	411,000.00
2000-2999: Classified Personnel Salaries	Base	21,000.00	21,000.00	0.00	21,000.00	42,000.00	63,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	58,000.00	62,000.00	0.00	58,000.00	116,500.00	174,500.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books and Supplies	Supplemental and Concentration	62,500.00	66,746.00	0.00	62,500.00	61,210.00	123,710.00
5000-5999: Services and Other Operating Expenditures	Base	10,000.00	12,000.00	0.00	10,000.00	150,000.00	160,000.00
5000-5999: Services and Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services and Other Operating Expenditures	Supplemental and Concentration	11,135.00	14,865.00	0.00	11,135.00	14,000.00	25,135.00
5800: Professional/Consulting Services and Operating Expenditures	Base	4,000.00	4,000.00	0.00	4,000.00	5,000.00	9,000.00
5800: Professional/Consulting Services and Operating Expenditures	Supplemental and Concentration	58,000.00	45,500.00	0.00	58,000.00	16,000.00	74,000.00
5900: Communications	Base	3,000.00	500.00	0.00	3,000.00	0.00	3,000.00
5900: Communications	Supplemental and Concentration	0.00	0.00	0.00	0.00	5,000.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	209,500.00	175,607.00	0.00	209,500.00	175,000.00	384,500.00
Goal 2	113,000.00	124,255.00	0.00	113,000.00	144,210.00	257,210.00
Goal 3	142,635.00	140,635.00	0.00	142,635.00	339,000.00	481,635.00
Goal 4	0.00	0.00	0.00	0.00	0.00	0.00
Goal 5			0.00	0.00		
Goal 6			0.00	0.00		
Goal 7			0.00	0.00		
Goal 8			0.00	0.00		
Goal 9			0.00	0.00		
Goal 10			0.00	0.00		

* Totals based on expenditure amounts in goal and annual update sections.

	Expenditures Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					