LCFF Budget Overview for Parents

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

CDS Code: 19101990138669

School Year: 2021-22

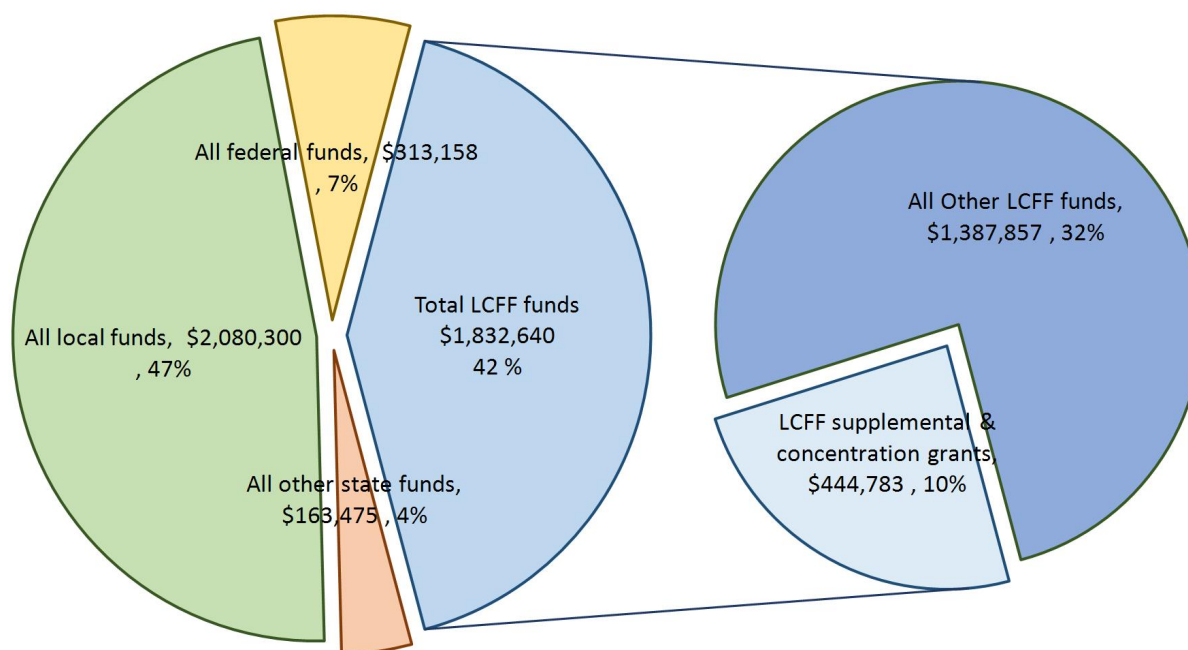LEA contact information:

Erin Whalen

Principal

(310) 490-5100

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $313,158 , 7%

All local funds, $2,080,300 , 47%

All other state funds, $163,475 , 4%

Total LCFF funds $1,832,640 42 %

All Other LCFF funds, $1,387,857 , 32%

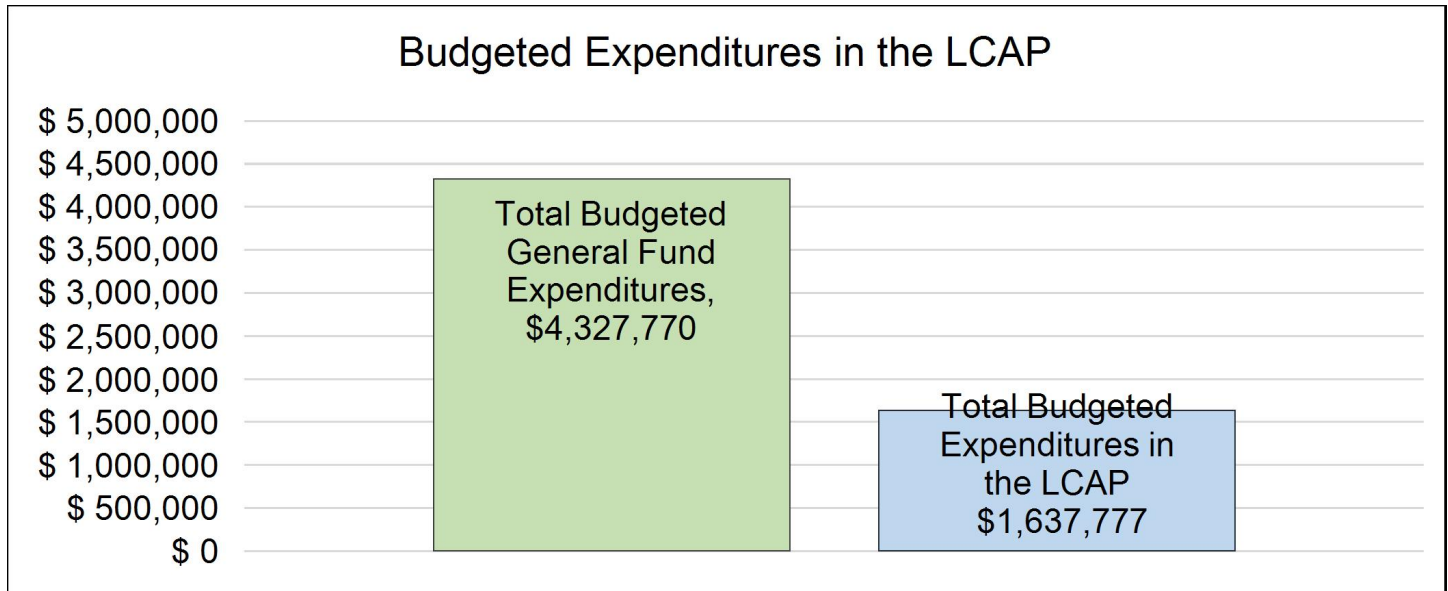LCFF supplemental & concentration grants, $444,783 , 10%

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 $4,389,573, of which $1,832,640 is Local Control Funding Formula (LCFF), $163,475 is other state funds, $2,080,300 is local funds, and $313,158 is federal funds. Of the $1,832,640 in LCFF Funds, $444,783 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 in the LCAP

$ 5,000,000	
$ 4,500,000	
$ 4,000,000	Total Budgeted General Fund Expenditures, $4,327,770
$ 3,500,000	
$ 3,000,000	
$ 2,500,000	
$ 2,000,000	
$ 1,500,000	Total Budgeted Expenditures in the LCAP $1,637,777
$ 1,000,000	
$ 500,000	
$ 0	

This chart provides a quick summary of how much Da Vinci RISE High School plans to spend for 2021-22. 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 $4,327,770 for the 2021-22 school year. Of that amount, $1,637,777 is tied to actions/services in the LCAP and $2,689,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
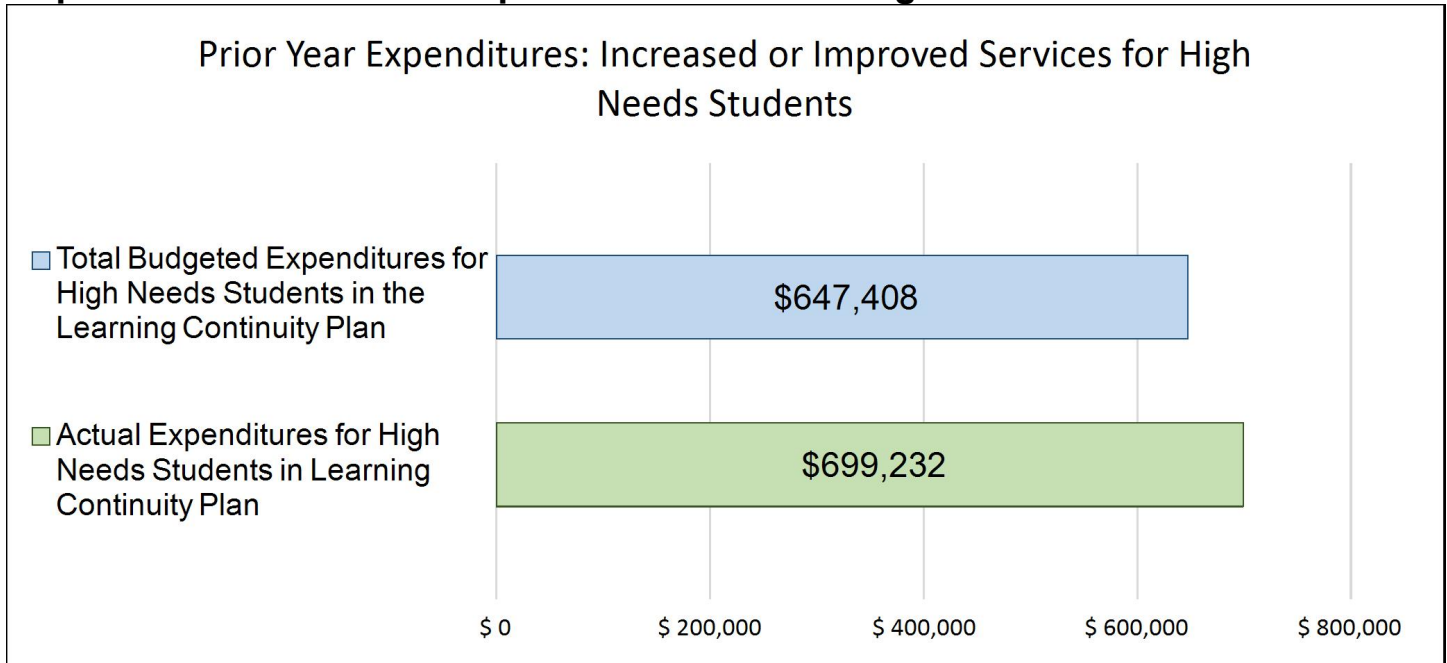
Administrative Personnel Costs. Back Office Support & CMO Fees. Operational, Facility & Other Administrative related expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Da Vinci RISE High School is projecting it will receive $444,783 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci RISE High School must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci RISE High School plans to spend $1,186,519 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $647,408

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $699,232

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000

This chart compares what Da Vinci RISE High School budgeted last year in the Learning Continuity Plan 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 2020-21, Da Vinci RISE High School's Learning Continuity Plan budgeted $647,408 for planned actions to increase or improve services for high needs students. Da Vinci RISE High School actually spent $699,232 for actions to increase or improve services for high needs students in 2020-21.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci RISE High School	Erin Whalen Principal	ewhalen@davincischools.org (310) 490-5100

Plan Summary [2021-22]

General Information

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

Da Vinci RISE High is closing its fifth year of overall operations. It is an innovative non-classroom based independent study charter school serving approximately 225 students with high needs relating to academic credit recovery and remediation, transiency, housing instability, juvenile justice-involved youth, and family disruptions (foster/group home and system involvement) across the greater Los Angeles community. It is finishing its third year of operations as a county-wide chartered high school under the Los Angeles County Office of Education authorization. Da Vinci RISE High is one of the ten recipients of the nationally acclaimed XQ Super Schools grant prize to reimagine American high schools. RISE High's mission is to provide its students an individualized education through the coalescence of their personal and professional goals, interests, and academic skills necessary for success in the high-demand, constantly changing world around them.

RISE meets students where they are through deploying personalized learning plans (PLP's) inclusive of individualized schedules with 1:1 and small group learning opportunities, academic and SEL goals, credit maps that backward plan from their intended graduation date, instructional materials, and by providing the necessary information for students to access their learning, instructors, and support staff. RISE is designed to support students with virtual and in-person learning to ensure they can continue their education regardless of transiency or inconsistencies in their lives outside of RISE. Our students receive their educational instruction via a hybrid model that relies on project-based, real-world learning that can be accessed either in-person small group settings, 1:1, or online via our platform, DreamSeeDo. RISE teachers use mastery-based grading to ensure that students work towards concrete, measurable outcomes in each course and to give students multiple opportunities for learning and mastery. All RISE staff are trained in trauma-responsive practices and restorative justice to support students in their socio-emotional growth and to create a safe environment in which they learn and thrive holistically. In addition to our own in-house Mental Health Team, we work closely with community partners and organizations to provide wraparound services for our students, including, but not limited to, the following: mentorship, career readiness, job training, internship and job opportunities, counseling, process groups, vision and medical, legal support, transportation, meals, and access to a variety of extracurricular opportunities, including sports and arts. RISE provides an extended school day and school year to ensure each student has the time and support of a consistent, stable environment to meet their unique needs. Upon enrollment, students are accepted through open-enrollment charter entrance

procedures. They attend one of three learning centers located at two resource centers. These centers are co-located with service partners who have proven success in the provision of wraparound services such as mental health, whole student wellness, social service coordination, meals, workshops in the arts, financial literacy, adulthood planning and critical coordination, as well as case management of community-wide services for financial assistance. Housing and health are available to each of our students. Four RISE graduation pathways are available to enrolled students that support mastery-based grading focusing on A-G WASC approved curriculum in core areas (English Language Arts, Social Science/History, Mathematics, Science, World Languages, and Arts), State minimum, CHSPE, and RISE pathways to prepare students for career and college readiness. Positive postsecondary outcomes are also offered. Student voice and empowerment are prioritized across all aspects of the school since these students have often failed to be served in more traditional larger high school settings.

RISE is based in Hawthorne, CA, and has a second site in South Central in partnership with A Place Called Home, a community non-profit that has served the community for 25 years. In July of 2020, RISE opened its third location in partnership with New Earth Youthbuild, a non-profit that provides mentor-based arts, educational, and vocational programs that empower and transform the lives of juvenile justice and system-involved youth ages 13-25. Partnership services are available at A Place Called Home Resource Center in South Central Los Angeles and New Earth, LLC in Culver City a diversion and AWIO program focusing on justice-involved youth. It is anticipated that at the initiation of the 2021-22 school year, the Hawthorne learning site will be transitioning to the Richstone Family Center in Hawthorne, CA. This facility change and partnership opportunity will support all three sites being co-located in mental health supported agencies to enhance its partnership services for students in need of highly coordinated systems of care.

RISE MISSION:

RISE High exists to provide our students an individualized education through the coalescence of their personal and professional goals, their interests, and the academic skills necessary for success in the high-demand, constantly changing world around them. Our school will be a haven for students experiencing homelessness, students in foster care, and others traditionally left out of the larger educational narrative. RISE will serve as a home where student voice is amplified and student needs are prioritized, resulting in a family environment where all individuals feel affirmed, valued, trusted, and supported towards their future goals.

RISE VISION:

RISE High will graduate individuals who have a strong sense of self and value of community, who are able to think critically about the world around them, who possess the skills and passion to create change, and who feel empowered and prepared to do so.

RISE High Culture and Values:

At RISE High, we commit to strive towards our five core tenants (graduate profile):

1. Effective Communicator
   - Speaks and writes clearly
   - Listens actively
   - Resolves conflict peacefully

- Adapts to the needs of the audience
- Engages with print and digital media
- Develops a responsible digital footprint

2. Tactful Collaborator
- Seeks diverse team members
- Listens and acts with empathy
- Owns their role
- Values individual contributions
- Gives and receives feedback
- Owns team outcomes

3. Skilled Problem-Solver
- Analyzes and evaluates academic information, points of view, and industry process.
- Synthesizes conclusions and justifies evidence
- Questions and applies critical reasoning to real-world situations.
- Applies acquired knowledge to the design, creation of and revision of projects

4. Critical Thinker
- Asks questions
- Uses relevant and reliable evidence to support claims
- Designs and implements solutions to complex problems
- Reflects on actions of self and others

5. Empowered Citizen
- Shows empathy and respect
- Understands the power of their own identity
- Seeks cultural understanding
- Makes safe, legal, and ethical choices
- Demonstrates civic responsibility
- Participates in the democratic process
- Impacts the community responsibly

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Despite unprecedented circumstances due to the COVID-19 pandemic, RISE continued to show improvements in supporting its at-risk learners and served approximately 221 students across three learning sites. A new program was started in August 2021, which co-located and partnered with New Earth, a community drop-in and diversion program. This program served more than 50 students during the school closures. These students would have been otherwise challenged by enrollment in high school alternative education school programs in the local community that was impacted by limited distance learning schedules without intensive mental health tutoring, resource allocation, and food service programs available to them. In addition to launching a new site and partnership, RISE strengthened its co-location and collaboration with A Place Called Home to begin offering credit-bearing enrichment courses and drastically increasing the number of students accessing resources through the partnership.

Da Vinci RISE High continued its accountability initiatives for program evaluation and review and participated in the Los Angeles County Office of Education grant, A-Game. The grant supported an intensive review of alternative accountability indicators that would best tell the story of RISE student populations in terms of academic achievement/growth. RISE worked in tandem with another local charter for charter renewal conditions and accountability with DASS. During the 2019-20 school year, Da Vinci RISE High was found eligible for the alternative accountability system for schools considered to be serving high-risk pupils. During the 2021-22 school year, it continues to be determined by the California Department of Education that Da Vinci RISE High meets the criteria under Dashboard Alternative School Status (DASS) with an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school). The high-risk groups include students who have experienced the following: expulsion, suspensions, wards of the court, dependent of the court, pregnant or parenting, recovering dropouts, habitually truant, retained more than once, credit deficient, have gaps in enrollment, and experienced high levels of transiency, due to multiple foster placements or being housing unstable.

During the 2020-21 school year, Los Angeles County Office of Education, Da Vinci RISE's authorizer, selected DV RISE High and one other alternative charter high school to participate in the development of local indicators to support more appropriate and meaningful measurements areas of low performance and performance gaps among its specific student groups. These include the indicators below:

Chronic Absenteeism
Suspension Rate
English Learner Progress
Graduation Rate
Academic Performance
College/Career

During campus closures, RISE also remained committed to providing engaging and rigorous project-based instruction to our students. During this time, we launched two interdisciplinary projects across our three learning sites. Through guidance by the school principal and CraftED PBL consultancy, all teachers worked together to design projects that address misinformation and media bias in the 21st century. These projects all culminated in community-wide exhibitions for students to share their project process and creation.

We supported 216 students with achieving credits during emergency school closures. During October through March, on-site appointments supported roughly 45 high needs students. During April – June, on-site return to school schedules served roughly 63 more students, totaling 108 students. 27 RISE graduates received their diploma by June of 2021.

Another success this year was an increase in the English Language Learning population progress. 30 students received instructional programming, and our EL coordinator predicts that 4 students will reclassify this year.

The Student Support Services staff who provide intensive services to RISE high student increased outreach services by providing 304 student check-ins and counseling sessions, 85 students support team meetings, and 54 case management cycles to ensure resources and materials were provided to all students and families in need.

Foodservice programs also saw an increase in its program through federal and state-funded food service programs designed to help families in need.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Specific baseline measurements have been developed during the 2020-21 school year as Da Vinci RISE High pilot's these new local indicators in the upcoming school years.

Da Vinci RISE is a small charter high school program that has been provided partial data from the 2018-19 California Dashboard system relating to accountability. The partial data has not lent itself to a meaningful analysis due to subgroup comparison challenges (foster or system-involved youth). It is hopeful through its first year of accountability, and since the COVID 19 Pandemic closure, data will be reviewed with this lens.

Area of Need: Attendance. RISE student attendance, similar to that of our local districts, fell from 78% to 54% this school year. As a result, the learning continuity and attendance plan supported the development of a tiered intervention program designed to increase engagement and improve attendance at all of its school learning sites.

Area of Need: Test Participation Rates. Given the transiency and challenges RISE students face, test participation in all exams has been low during and before campus closures. This is an area of focus for the RISE community in working diligently on student buy-in, motivation strategies, outreach, transportation, and logistics to ensure testing cycles yield data for the entire school community.

Area of Need: Credit Attainment. Students at RISE often come to us with significant gaps in schooling. With this in mind, we work hard to reengage them in school and commence the credit attainment process so that they can begin making progress towards graduation. With the fluctuations of stability and resources in our students lives, credit attainment also fluctuates throughout the year and by student. Our goal is to continue to provide the resources and structures needed to maintain consistent progress so our students can make expedited progress.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Da Vinci RISE High is committed and aligned to the California Department of Education's whole child system of support model in its local control accountability planning. Ensuring we look at the student as a whole child and determine that our plans ensure that students are Safe, Engaged, Supported, Challenged, and Healthy. These are described below in greater detail:

SAFE - Students learn in an environment that is physically and emotionally safe.
ENGAGED - Students are actively engaged in learning and are connected to the school and broader community.
SUPPORTED - Students have access to personalized learning and are supported by qualified and caring adults.
CHALLENGED - Students are challenged academically, prepared for college or further study, and for employment and participation in a global environment.
HEALTHY - Students enter school healthy and learns about and practices a healthy lifestyle.

Da Vinci RISE High, since its inception, has engaged in intentional, strategic planning that is comprehensive and connects budgetary decisions to teaching and learning performance data. Like most public schools, due to budgetary restraints, it continually evaluates the hard choices we make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students. Based on meaningful stakeholder engagement, the LCAP reflects decisions made through meaningful processes of development and review, which includes valuable perspectives and insights about its programs and services.

This school year, Accountability and Compliance and program evaluation have been at the forefront of increasing and improving services for foster youth, English learners, and low-income students. It has established goals, actions and determined expenditures that address these critical metrics. The LCAP serves an important accountability function because aspects of the LCAP require Da Vinci RISE High to show that we have complied with various requirements specified in the LCFF statutes and regulations. Through this accountability planning and review process, it wants to make sure that DV RISE High continues to identify and implement practical and effective strategies to broaden stakeholder engagement. These strategies include, but are not limited to, year-round engagement activities, expanding stakeholder committees to include more than mandated stakeholders (educators, parents, and students), and increasing student engagement through focus groups, surveys, student leadership, campus committees and other ways.

In reference to our English Language Learners, RISE has deployed an EL Workshop course that supports EL students in mastering grade-level literacy skills across content areas. Additionally, RISE has created the role of "EL Managers" across our three learning sites that provided individualized and small group support around language acquisition and fluency within students courses. These instructional staff members are trained and managed by the site EL coordinator. The EL coordinator also trains the EL managers on how to implement the ELPAC exams to ensure there are trained instructional personnel to support the implementation of this assessment.

Da Vinci RISE continues to utilize its community partnerships at A Place Called Home in South Central Los Angeles, New Earth in Culver City, and the upcoming school year, Richstone Family Center in Hawthorne, to support local community-based organizations planning, facilitation, and expansion of stakeholder engagement efforts, and to provide needed services, such as outreach and connectivity with the community resources our students families need across the Los Angeles County. Our co-location partners also assist our creation of a robust and rigorous curriculum by providing credit-bearing learning opportunities across course areas for students to participate in learning activities and projects designed around their interests and needs. Co-location partners have been imperative in providing the wraparound resources needed to ensure RISE students are provided with the resources needed to learn.

Additionally, in collaboration with its grantor, XQ Institute/Super Schools, RISE participates in continuance intentional design planning and reviews its principles in practice with specific indicators that are measured on an annual basis and support and integrate with the LCAP state priorities.

The six RISE Springpoint Design Principles, their definitions, and corresponding indicators reflecting each principle in practice are as follows:

Strong mission and culture. A unifying set of values and principles that provide a common purpose, express belief in the potential of every student, and define every aspect of a school.
1a. Growth mindset-aligned mission that believes in all learners
1b. Equity at the center of the mission
1c. Mission-aligned school goals shared by all stakeholders
1d. Leader as caretaker of the mission

Meaningful, engaged learning. Innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.
2a. Curriculum and pedagogical understanding
2b. Teaching and learning for deep understanding
2c. Milestones, assessments, and cognitive lift
2d. Flexible and interdisciplinary learning
2e. Deep understanding of learners' progress
2f. Metacognitive development

Caring, trusting relationships. Consistent emphasis on truly getting to know students, both inside and outside the classroom, and building positive relationships among students and between students and adults.
3a. Relationships and primary person
3b. Trust and high expectations
3c. Self-understanding and identify formation
3d. Belonging powered by relationships and relevancy

Youth voice and choice. An approach to teaching, learning, and an overall school culture that focuses on giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.
4a. Voice and choice
4b. Youth empowerment
4c. School-supported agency and autonomy

Community partnerships. Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for the future.
5a. Mission-aligned partnerships
5b. Diverse and community embedded partnerships
5c. Symbiotic partnerships
Smart use of time, space, and tech | Non-traditional, flexible uses of time, technology, space, place, financial resources, and roles to increase the effectiveness of teaching and learning.
6a. Innovative practices
6b. Data-driven continuous improvement
6c. Flexible ways to utilize space and time
6d. Flexible ways to optimize human capital & development
6e. Technology to bolster the learner experience

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Da Vinci RISE High is the LEA that is eligible for comprehensive support and improvement. Students enrolled at Da Vincl RISE High receive instruction in one of its three learning sites in South Central, Hawthorne, or Culver City.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Comprehensive support and improvement are seen across the three learning sites of Da Vinci RISE High with input from staff, students, and community stakeholders across these regions.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Information used to support the development of its LCAP was received through the following means: Measurement of its program alignment with the DV RISE vision/mission, regular review of its program from its grantor (XQ Super Schools) program, formalized evaluations from its authorizer at the LACOE Charter office/SELPA, local self-assessment tools, state-approved measures (NWEA MAP testing) stakeholder input, and any other information available from the central office coordination and school board. Da Vinci RISE High's progress will be measured to maintain and build upon the popular success it has achieved thus far in supporting a population of its at-risk learners often left out of traditional programming and high school diploma opportunities. Given that RISE High is a unique alternative school that has developed over the past five years to support a high-risk population, RISE continues to create opportunities for self-reflection and review due to changes in enrollment of specific student populations (increases in English Language Learner and Special Education qualified). Earning improvements in services for these populations and continued support for our foster youth and low-income students will lead to ongoing development and improved performance for these students. XQ provides an annual evaluation of its grant, including milestones that focus on ensuring that Da Vinci RISE serves students who have become disconnected from the traditional school system or need a more flexible learning schedule. RISE addresses students needs holistically, nurturing personal growth and academic mastery. Flexibility and student support are critical components in the plan to disrupt the cycle of bureaucracy and marginalization, helping students reclaim their learning process and instilling them with renewed confidence and hope for college, career, and life.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement was considered before finalizing the LCAP through various means, including School Site Council/English Learning Advisory Committee and survey/input sessions. The SSC met on the dates listed: November 12, 2020, January 13, 2021, March 10, 2021, April 28, 2021, & May 12, 2021. The English Learner Advisory Committee 2020-21 met on December 9, 2020, January 13, 2021, March 10, 2021, April 28, 2021, and May 12, 2021. The budget session to update parents, students, and stakeholders was held on November 12, 2020, along with the SPSA review. RISE staff feedback workshops were held on Friday, May 14, and Friday, May 21 and were led by the school principal. LCAP office hours were offered for all RISE staff on May 28, May 20, May 25, and May 27 to ensure all community members could review the goals, actions, and expenditures to provide any feedback or insight. 100% of office hours were attended by three or more Da Vinci RISE staff members across all job titles.

A summary of the feedback provided by specific stakeholder groups.

School site council committee feedback: The Da Vinci RISE SSC was integral to our campus re-opening process. The SSC guided our focus on providing our most at-risk students with access to 1:1 and small group learning opportunities onsite once permitted. Additionally, our SSC supported with providing feedback on our resource allocation in regards to stakeholder and student outreach and resource provision.

English Learner Parent Advisory feedback: Our ELAC supported in previewing and providing feedback on our EL Workshop process. We identified Achieve 3000, in conjunction with supports from our EL coordinator and EL managers, to be a great supplemental resource for our EL students to practice the literacy skills needed to succeed across the academic disciplines.

Members of the Public had the opportunity to provide input regarding the actions and expenditures at the public hearing held on: June 7, 2021.

Da Vinci RISE staff member Feedback: The instructional team leveraged the Modern Classroom Project as a training and instructional model that would be of great benefit to the Da Vinci RISE students. The team provided data and presented how this model would be of use within an independent studies hybrid like RISE. The instructional team also suggested the development of PLC's to drive curriculum development and refinement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The creation of Personalized Learning Plans (PLP's) was directly influenced by stakeholders and students requests to have credits, schedules, and goals all in one centralized location. This resource was particularly useful for SLC's (Student Led Conferences), student onboarding during enrollment and intake, as well as in tracking student outcomes and progress. This summative "tracker" allows for all

stakeholders to have a "one stop shop" in order to view student progress, overall credit attainment, individualized goals, staff directory, and course outlines.

Goals and Actions

Goal

Goal #	Description
1	Da Vinci RISE students will have access to the academic materials, instruction, interventions, and facilities necessary to produce excellence in their educational experience and academic outcomes. Courses will be taught by credentialed teachers engaged in the ongoing practice of instructional and curricular development, evaluation, and improvement. Students will learn in facilities that are clean, safe, and well maintained, and will have access to the instructional materials best suited to maximizing learning outcomes.

An explanation of why the LEA has developed this goal.

RISE stakeholders believe that the foundation to an excellent education starts with the basic building blocks of our school. In order for students to continue to grow as well as to remain at the top of their educational game, our school needs to provide students with the facilities, materials, curriculum, and instruction that they need in order to maintain outstanding outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The school will provide all students access to instructional materials and resources in print or electronic formats.	100% of students had access to instructional materials and resources in print or electronic formats in 2020-21.				100% of students will have access to instructional materials and resources in print or electronic formats.
Teachers will be appropriately assigned to their courses and students based on the credentials that they hold.	RISE had 1 total teacher misassignments (8%) in 2020-21.				100% of teachers are properly assigned.
Teachers and administrators will identify and monitor	100% of teachers participated in a reflective evaluation				96% of teachers will participate in a reflective evaluation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the ongoing individualized learning needs of each teacher.	process in 19-20, and of those teachers, 100% earned a positive score on the instructional practices section.				process and earn a positive score on the instructional practices section.
Teachers will have the opportunity to engage in professional learning time that allows them to reflect, generate, interpret, and disseminate outstanding instructional practices.	During the weekly staff PD feedback survey, staff averaged at a 92% satisfaction rate with our professional learning structures and supports.				Staff will continue to provide at least 90% positive feedback on professional learning opportunities at RISE.
Specialized academic plans (IEPs/504s) for already eligible students will be in place and communicated to teachers within 30 days of enrollment.	100% of newly enrolled IEP students, and 100% of incoming 504 students had RISE High School specific plans in place within 30 days of enrollment.				100% of eligible IEP or 504 plan students will have a formal plan in place and communicated to their teachers within 30 days of enrollment.
Students will demonstrate access to state standards by making progress in their academic courses towards graduation.	20-21 Attempted credit data was not gathered, however, as of Q3, 2,716.7 total credits were earned by 222 students.				At least 90% of students will earn at least 80% of the credits they attempted over the course of the year (including summer session).
Students in need of intervention will have Personalized Learning Plans adjusted to meet their individual	Comprehensive baseline PLP data will be gathered for the first time in 2021-22.				100% of students in need of intervention will have PLPs reviewed and adjusted each quarter.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs each quarter in order to support and maximize learning for each progressive learning period.					
Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.	The school is working towards being safe, clean and well maintained per January 2021 facilities inspection overall rating of 'Fair' as well as 90% positive student ratings on the Spring 2019 student survey question 'Do you feel safe at school?'				Overall annual facilities inspection rating will remain Good or Exemplary. At least 95% of students will report feeling safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Course Materials	Students are provided with appropriate course materials necessary to ensure access to the curriculum. 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	$100,000.00	No
2	Curriculum & Technology	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. Foster and Socio-economically disadvantaged students will be provided with access to free technology to support their learning including chromebooks,	$61,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		jetpacks, chargers, and headphones, as well as replacement for lost or damaged technology to ensure their access to the full curriculum.		
3	Teacher recruitment and credentialing support	Coordination of BTSA participation activities, teachers who have not cleared their credential are provided a BTSA program in order to do so and Da Vinci covers partial costs. Provide teacher assistance in transferring credential information. Providing support to intern credential holders or those from out of state in obtaining proper credentials. Hiring appropriately credentialed teachers and properly assigning them to courses and learners that they are qualified to teach. 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.	$4,000.00	No
4	Teacher professional development & Instruction	Teachers participated in professional development activities through internal and external facilitation to increase their ability to integrate Common Core Standards with 21st Century Skills through project based learning (craftED), mastery based grading and competency based instruction. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met. Teachers will receive training and coaching from certified instructional leaders to support with managing a self-paced, rigorous and engaging classroom (Modern Classrooms Project). The Modern Classroom model and professional development cycle will be used to spearhead Professional Learning Communities at RISE. 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. Support features are leveraged via all online learning platforms to support with language acquisition of EL students and appropriate modifications and accommodations for students with IEPs.	$31,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Low student:teacher ratio & additional preparation time.	Teachers at RISE will be tasked with a lower total student:teacher ratio and be provided with extra preparation time as compared to a teacher in a traditional 5 out of 6 period model. Teachers are also supported by academic coaches to ensure the environment is conducive to one-on-one individualized instruction. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. Specifically, RISE provides English Learner students with specialized academic coaches that support the academic success and English Language development activities to ensure the success of ELs.	$32,950.00	Yes
6	Student Interventions	RISE High will monitor & analyze 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. English Learners, Foster Youth and socio-economically disadvantaged students will be given priority and targeted for participation in all intervention opportunities.	$97,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Facilities & Maintenance Expenses	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.	$117,745.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Da Vinci RISE students and families will benefit from a school that is student-centered, inclusive, and caring. RISE is passionate about providing equity in our educational experience and involving parents in the development, progress monitoring, and reflection on their student's educational experience on campus. 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.

An explanation of why the LEA has developed this goal.

RISE students will be most successful in a school where the diversity of their culture, experience, and interests are valued and celebrated. The stakeholders that support them need to be engaged in their goals, progress, and outcomes, as well as have voice in the decisions that impact the educational experience that their students receive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at Student Conferences (STAC) team meetings	Spring 2019, 63 student-led conferences were held with students and their stakeholders to review progress, refine individualized plans (PLPs) and set goals for the remainder fo the academic school year. 9 School site council meeting were held with parent involvement in the 2019-20 school year. 86 STAC team				The number of stakeholders attending student conferences will remain higher than 80% as measured by sign-in logs and teacher feedback.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meetings were held with students and stakeholders.				
Parent Input in Decision Making	Spring 2019 parent surveys show that 100% of families believe that RISE is Good, Very Good, or Excellent at involving parents in decision-making processes.				At least 85% of families and/or stakeholders believe that RISE is Good, Very Good, or Excellent at involving parents in decision-making processes.
Parent Participation in programs for unduplicated pupils	TBD: parent survey question to be disaggregated by self-identified unduplicated status.				More than 85% of respondents will have positive responses to the targeted question
ADA	2019-20 ADA was calculated from the first day of school until the last day of February due to COVID 19 closures. The 2019-2020 overall rate through the end of February 2020 was 76.52%.				65% of students will maintain an 94.3% attendance rate OR will have improved their attendance rate from their previous year's (at previous school or your school).
Chronic Absenteeism Growth	In 2018-19, 54% of students enrolled over 30 days were Chronically Absent in S1. of the 54%, 15% withdrew in S2, 33% improved attendance from S1 and 51%				Each year, at least 40% of students identified with an attendance problem from terms 1-3 will miss fewer than 10% of days of school in the following term

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	either maintained or saw their rate decline.				(terms 2-4 respectively).
Suspension Rate: RISE students will demonstrate low suspension rates as an indicator of positive engagement in school.	On the 2019 CA Dashboard, 6.5% of students were suspended at least once. No color was awarded because this was the first year that the metric was evaluated and growth could not be determined, however our initial performance level was Very High.				RISE will decrease the suspension rate to earn and then maintain a Blue or Green rating on the CA School Dashboard.
Targeted Suspension Rate: Socioeconomically disadvantaged, foster, homeless, and English Learners will have comparably low suspension rates to their peers overall.	On the 2019 CA Dashboard, 7.7% of SED students were suspended at least once, 12.8% of foster youth, 9.1% of homeless youth, and 9.1% of English Learners were suspended at least once. Again, no color ratings are available for this school year, however these rates are all above the campus average rate for all students.				RISE will operate as a non-suspension school, leveraging alternative and restorative responses to behavior.
Student Survey Participation Rate	CORE District Survey data, baseline Summer 2021				At least 70% will participate in the spring secondary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					CORE District Student Survey
School Climate Survey Results	CORE District Survey data, baseline Summer 2021. For 2021-22 school's outcomes will meet or exceed the index value that is equal to or greater than the Level 1 High value, to be revisited at the end of 2021-2022 based on actual data on all of the CORE SEL Survey Scales				SEL section outcomes will meet or exceed the index value that is equal to or greater than the Level 1 High value, to be revisited at the end of 2021-2022 based on actual data on all of the CORE SEL Survey Scales

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/ guardian engagement & communications	Da Vinci RISE will increase parent participation, input, and involvement through expanded activities. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system. 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 High will continue to successfully hold Parent Teacher Association, ELAC, and School Site Council meetings that include input sessions around School Site Safety Plans, the LCAP, and other documents and policies central to RISE policies and accountability. RISE High will survey all stakeholders at least	$185,213.00	No

Action #	Title	Description	Total Funds	Contributing
		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 will continue to maintain use of it's social media platforms to ensure communications are deployed in a multitude of ways to reach as many students and families as possible.		
2	Targeted Resources & Professional Development	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, increase ADA, and reduce chronic absenteeism. RISE provided culturally relevant and trauma-informed PD to all staff to ensure this comprehensive support. Additionally, RISE provides staff the training needed to ensure a 1:1 advisor relationship for all students. RISE provides internal and external trainings on restorative justice, non-violent crisis intervention and adult:peer relationships and communication to ensure the design of a safe and empowering school culture.	$220,851.00	Yes
3	Counseling & Mental Health Services	Counselors & mental health staff will support students more effectively with a lower student to counselor ratio. RISE will continue to staff at a lower student to counselor ratio in comparison to other schools in California. RISE ensures a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. RISE reviews 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. For students who struggle with anger management, decision-making or other impacts of trauma, mentorship, counseling and mental health resources through RISE	$158,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partners are afforded to support. RISE will also utilize co-location and external partnerships to provide targeted and increased mental health support to students in need.		
4	Behavioral Interventions & Supports	RISE High will assess discipline issues 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. Behavior Interventionists lead and collaborate with the case managers and counselors to train all staff on trauma-informed care, non-violent crisis intervention and de-escalation strategies.	$114,758.00	Yes
5	Assistant Principal Staffing	To ensure the academic success of low-income pupils, English learners, foster youth, homeless youth, an RFEP pupils, Assistant Principals will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues. Having an assistant principal or site director at each learning site to lead day-to-day operations, academics, culture building, community partnerships, colocation partnerships and programming allows for each RISE site to develop in ways that are most beneficial to the specificities of those particular students.	$260,360.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Da Vinci RISE will promote the achievement of all students in English Language Arts, particularly for low-income, Foster, Homeless, and English learner students, by working collaboratively with students, parents, teachers, and the community to review educational practices and research for the purpose of developing a more holistic definition of successful mastery and readiness in this area, as well as identifying an evaluative approach that in future years will increase the opportunities available to our students upon graduation from high school.

An explanation of why the LEA has developed this goal.

To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competency in English Language Arts that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a more holistic definition of student success that includes not only state mandated CAASPP testing in 11th grade, but also more formative testing via the NWEA/MAP test in the years leading up to that as well. English Learners will continue to be annually evaluated on their progress on the Summative ELPAC, and growth will continue to be reported until students are eligible to be redesignated. We believe that involving and informing stakeholders, including students, parents, teachers and staff, about readiness growth and achievement on the NWEA/MAP and ELPAC throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in English Language Arts. We, as a school and a community, are no longer content with the status quo of evaluating student success in English Language Arts on a single exam in a single year and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and readiness in multiple ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in English according to state standards.	On the 2019 CA School Dashboard, RISE students scored 53.4 points below standard in ELA. No color was awarded because this was the first year that the metric was evaluated and growth could not				RISE will annually improve CAASPP distance from standard scores in English to earn and maintain a Blue or Green rating on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	be determined, however our initial performance level was Low.				
Unduplicated student groups will demonstrate proficiency on CAASPP tests in English at rates comparable to the school as a whole.	On the 2019 CA School Dashboard, our 25 SEL 11th grade students at RISE scored 53.4 points below standard in English, which is the same score as all 31 students in the cohort received. With the small cohort size that year, there were not enough foster, homeless, or EL students in each group to have scores publicly reported on the CA Dashboard for that year.				RISE will annually improve CAASPP distance from standard scores in English to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.
RISE EL students will make progress towards English Language Proficiency or maintain the highest ELPI level until they are eligible for reclassification.	On the 2019 CA School Dashboard, 21.4% of RISE EL students made progress towards English Language Proficiency. No color was awarded because this was the first year that the metric was evaluated and growth could not be				RISE will annually improve distance from standard scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	determined, however our initial performance level was Very Low.				
RISE students will demonstrate growth in English as determined by NWEA growth & lexile scores.	COVID 19 closures and distance learning impacted baseline data due to low test participation rates. Despite closures, data for these tests were Spring 20-Spring 21: ELA School Growth Percentiles- 11th: 99, 12th: 71. For Fall 19-Spring 20: ELA School Growth Percentiles- 10th: 97, 11th: 24, 12th: 77.				At least 95% of students will either achieve a reading growth of the 50th percentile OR achieve a lexile level increase of at least 1/3 a level.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and support seminar programs in English	Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$35,059.00	Yes
2	English Learner curriculum, supports, & coordinator	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development supports for EL students working to make progress in proficiency will also be funded. RISE will conduct ongoing PD sessions to inform & update instructional staff on	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 budget is 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 provided CCSS-aligned ELA and math instruction used in both designated and integrated ELD instruction. 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.		
3	English diagnostics/ reading programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be provided diagnostic tests in ELA as soon as possible after they enroll to identify present reading and English language skills levels. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth. RISE will carefully examine NWEA MAP and Achieve 3000 scores, and review progress towards targets with instructional staff.	$14,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
4	Da Vinci RISE will promote the achievement of all students in Mathematics, particularly for low-income, Foster, Homeless, and English learner students, by working collaboratively with students, parents, teachers, and the community to review educational practices and research for the purpose of developing a more holistic definition of successful mastery and readiness in this area, as well as identifying an evaluative approach that in future years will increase the opportunities available to our students upon graduation from high school.

An explanation of why the LEA has developed this goal.

To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competency in Mathematics that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a more holistic definition of student success that includes not only state mandated CAASPP testing in 11th grade, but also with formative testing via the NWEA/MAP test in the years leading up to that as well. We believe that involving and informing stakeholders, including students, parents, teachers and staff, about readiness growth and achievement on the NWEA/MAP throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in Mathematics. We, as a school and a community, are no longer content with the status quo of evaluating student success in Mathematics on a single exam in a single year and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and readiness in multiple ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in Mathematics according to state standards.	On the 2019 CA School Dashboard, RISE students scored 188.3 points below standard in Math. No color was awarded because this was the first year that the metric was evaluated and growth could not be determined,				RISE will annually improve CAASPP distance from standard scores in Math to earn and maintain a Blue or Green rating on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	however our initial performance level was Very Low.				
Unduplicated student groups will demonstrate proficiency on CAASPP tests in Mathematics at rates comparable to the school as a whole.	On the 2019 CA School Dashboard, our 23 SEL 11th grade students at RISE scored 192.5 points below standard in Math, which is slightly lower than all 29 students in the cohort received. With the small cohort size that year, there were not enough foster, homeless, or EL students in each group to have scores publicly reported on the CA Dashboard for that year.				RISE will annually improve CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.
RISE students will demonstrate growth in Mathematics as determined by NWEA growth & quartile scores.	Baseline data unavailable at this time				RISE will annually improve CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and support seminar programs in mathematics	Students in need of Math interventions will have access to intervention and support courses in their weekly schedules. Math teachers use ALEKS math program. ALEKS is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery. RISE will maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$12,900.00	Yes
2	Math diagnostics/ math programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be provided diagnostic tests in Math as soon as possible after they enroll to identify present mathematical skill levels. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth. RISE will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff.	$4,300.00	Yes
3	Targeted math instruction	RISE will provide CCSS-aligned Math instruction using integrated ELD and SDAIE instructional strategies, and will provide PD to teachers for examining achievement data and regularly reviewing progress. Partial costs of data & accountability staff to support the work of evaluating achievement data and identifying high needs students will be covered to ensure that targeted instructions and interventions are successful as determined by student outcomes.	$23,760.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	Da Vinci RISE graduates will all have the opportunity to practice and develop the 21st century skills and habits of heart and mind necessary to be prepared for career and college opportunities after high school, graduate as life-long learners, and be passionate about their personal interests and successes as they leave RISE prepared for their careers and college experiences in their lives beyond graduation.

An explanation of why the LEA has developed this goal.

The state of California has only begun to establish standardized definitions of "student success" or "college and career readiness." As such, the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. At Da Vinci RISE, many of our students have faced unique challenges and circumstances that require us to realize that these metrics are only the beginning of the definition. Stakeholder feedback has noted that, while necessary, these measures simply are not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets young people will need to be successful in college, career, and civic life. Students must also be able to demonstrate 21st century skills (critical thinking & problem solving, communication, initiative, leadership, use of academic language, use of technology), social-emotional skills & habits of mind (accountability, connection, collaboration, evidence, integrity, quality), career and real-world learning opportunities, civic engagement, and more in order to be truly ready for life beyond high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DASS 1-year cohort graduation rate: RISE students identified as seniors in the Fall will graduate within the same academic year.	On the 2019 CA School Dashboard, of the 51 RISE seniors identified that year, 35.3% of students graduated within the same school year. No color was awarded because this was the first year that the				RISE will annually improve 1-year cohort graduation rates to earn and maintain a Blue or Green rating on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	metric was evaluated and growth could not be determined, however our initial performance level was Very Low.				
Students who are foster youth, homeless youth, or justice involved youth will remain enrolled at RISE through graduation.	In 2020-21, 64% (7/12) Foster graduates are on track for graduation in Q4. To date, RISE has enrolled 61 Foster Youth, 69% (42) of whom have remained with us to continue towards graduation. 50% (2/4) of homeless graduates are on track for graduation in Q4. This year, RISE has enrolled 17 Homeless Youth, all of whom have remained with us to continue towards graduation. 50% (1/2) Probationary students are on track for graduation in Q4. This year, RISE has enrolled 9 Probationary Youth, 89% (8) of whom have remained with us to continue towards graduation.				The 5 year rolling average for seniors in each of the three subgroups: Foster Care, Homeless, Adjudicated, who enroll in the school and reach senior status will graduate from the school, will be at least 67%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Drop out rate: RISE students will remain enrolled in school, educational opportunities, or employed if they choose to leave the school prior to graduation.	In the 2020-21 school year, of students who withdrew, 59% (16/27) did not have a known placement after disenrolling.				Fewer than 10% of all students who exit the school prior to graduation are "dropouts" or unaccounted for.
All RISE graduates will demonstrate college and career readiness.	On the 2019 CA School Dashboard, 5.9% of RISE students were rated by the state as Prepared. No color was awarded because this was the first year that the metric was evaluated and growth could not be determined, however our initial performance level was Very Low.				RISE will improve College & Career Prepared rates and maintain a Blue or Green rating on the CCI indicator on the CA School Dashboard.
DASS College & Career Outcomes	LACOE college/workforce ready data needs to be gathered for class of 2021 as a baseline.				At least 75% of 12th grade students will complete all high school credits to graduate AND complete either a college readiness or a workforce readiness opportunity per guidelines outlined by LACOE in the A-Game CCR flow chart.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All RISE students will have access to a broad course of study	Baseline course credit attainment will be calculated according to the LACOE A-Game business rules for the first time in 2021-22.				At least 90% of students will EITHER earn at least 80% of the credits they attempted over the course of the year-- including summer session (using calculation below): OR show improvement in the percent of earned credits over the course of the year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credit recovery	RISE will create and expand credit recovery courses as needed within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation.	$30,000.00	Yes
2	Summer school	Summer school courses will be made available in core content area courses as determined by student needs.	$15,000.00	No
3	Broad course of study	In order to ensure that all unduplicated students have access to the broad course of study needed to be prepared for college and careers beyond high school, RISE will offer courses that meet UC/CSU admission requirements; will work with STAC Teams to create Personalized Learning Plans that outline individualized pathways	$83,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		towards graduation & post-grade plans, and will implement use of Advisors for tracking PLP goal attainment for all students individually.		
4	Career education opportunities	RISE will provide World of Work courses, Real World Learning opportunities, and other career oriented exploration experiences for all students. RISE will increase collaboration with co-location partners to increase vocational programming and services to support students with in-school and post-high school work options. Professional work skills and supports will be written into PLP goals and considered in student scheduling to ensure access to adequate career exploration and vocational guidance, support and resources.	$15,000.00	No
5	Hands-on College and Career Exploration	RISE will provide students with hands-on College and Career exploration opportunities throughout the year. This may include guest speakers, panels, field trips, shadow days, college fairs etc. RISE will increase collaboration and partnerships with colleges, community colleges and universities within the area to provide RISE students a wide array of options and possibilities for the future.	$10,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32%	444,783

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Teacher Professional Development & Instruction: RISE acknowledges that achievement gaps in ELA and Math CAASPP scores between unduplicated students and all students exist, as well as a need to the school to further focus on the development of our EL students in proficiency. Teachers will participate in professional development activities through internal and external facilitation to increase their ability to integrate Common Core Standards with 21st Century Skills through project based learning (craftED), mastery based grading and competency based instruction. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met. Teachers will receive training and coaching from certified instructional leaders to support with managing a self-paced, rigorous and engaging classroom (Modern Classrooms Project). The Modern Classroom model and professional development cycle will be used to spearhead Professional Learning Communities at RISE. 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. Support features are leveraged via all online learning platforms to support with language acquisition of EL students and appropriate modifications and accommodations for students with IEPs. Based on the extensive work planned, we expect CAASPP achievement gaps to narrow and the number of English Learners moving up an ELPI level to increase each year.

Student Interventions: English Language Learners and low income students often need increased academic interventions for learning loss mitigation and language acquisition support. RISE High will monitor & analyze 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. English Learners, Foster Youth and socio-economically disadvantaged students will be given priority and targeted for participation in all intervention opportunities. We expect CAASPP achievement gaps to narrow and the number of English Learners moving up an ELPI level to increase each year.

Targeted Resources & Professional Development: 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, increase ADA, and reduce chronic absenteeism. RISE provided culturally relevant and trauma-informed PD to all staff to ensure this comprehensive support. Additionally, RISE provides staff the training needed to ensure a 1:1 advisor relationship for all students. RISE provides internal and external trainings on restorative justice, non-violent crisis intervention and adult:peer relationships and communication to ensure the design of a safe and empowering school culture. With these actions RISE expects for ADA to increase the longer students are enrolled at RISE and gain access to this trauma-informed and supportive environment.

Counseling & Mental Health Services: RISE has seen he additional mental health support needed for unduplicated students. Most commonly impacts of trauma can be challenges with learning, executive functioning skills, anger management and trust. This can be supported through targeted mentorship, counseling and mental health resources. Counselors & mental health staff will support students more effectively with a lower student to counselor ratio. RISE will continue to staff at a lower student to counselor ratio in comparison to other schools in California. RISE ensures a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. RISE reviews 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. RISE will also utilize co-location and external partnerships to provide targeted and increased mental health support to students in need. We expect to see decreased behavioral incidents and increased work productivity (credit attainment) as a result of counseling and mental health services.

Behavioral Interventions & Supports: Youth in foster care and low income students are statistically more likely to struggle with behavioral issues in school. RISE High will assess discipline issues 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. Behavior Interventionists lead and collaborate with the case managers and counselors to train all staff on trauma-informed care, non-violent crisis intervention and de-escalation strategies. We expect to see a decrease in recidivism rates of destructive/harmful behaviors each year given these added behavior supports.

Assistant Principal Staffing: To ensure the academic success of low-income pupils, English learners, foster youth, homeless youth, an RFEP pupils, Assistant Principals will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues. Having an assistant principal or site director at each learning site to lead day-to-day operations, academics, culture building, community partnerships, colocation partnerships and programming allows for each RISE site to develop in ways that are most beneficial to the specificities of those particular students. We expect to see increased credit attainment, PLP goal accomplishment and decreased behavior challenges through the guidance and supprt of onsite assistant principals.

Intervention and Support Seminar Programs in English: RISE has seen that english language learners need increased access and support in English courses. Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities. We expect CAASPP achievement gaps to narrow and the number of English Learners moving up an ELPI level to increase each year.

English Diagnostics/ Reading Programs: RISE acknowledges that achievement gaps in ELA and Math CAASPP scores between unduplicated students and all students exist, as well as a need to the school to further focus on the development of our EL students in

proficiency. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be provided diagnostic tests in ELA as soon as possible after they enroll to identify present reading and English language skills levels. Diagnostic tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth. RISE will carefully examine NWEA MAP and Achieve 3000 scores, and review progress towards targets with instructional staff.

Intervention and Support Seminar Programs in Mathematics: RISE recognizes that due to transiency and lack of access to consistent, differentiated instruction, unduplicated students often come to RISE performing far below grade level. With this in mind, RISE ensures that intervention and support courses are embedded in the weekly schedule. Math teachers use ALEKS math program. ALEKS is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery. RISE will maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities. Based on the extensive work planned, we expect CAASPP achievement gaps to narrow and the number of unduplicated students performing at or near grade level in math to increase each year.

Math Diagnostics/ Math Programs: RISE recognizes a performance gap in math between unduplicated students and all students. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be provided diagnostic tests in Math as soon as possible after they enroll to identify present mathematical skill levels. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth. RISE will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff. Given these targeted and differentiated support for our diverse learners we expect CAASPP achievement gaps to narrow each year.

Credit recovery

Broad Course of Study: In order to ensure that all unduplicated students have access to the broad course of study needed to be prepared for college and careers beyond high school, 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 for all students individually. Through work with our College Counselor and co-location partners, RISE will ensure unduplicated students are afforded equal access and exposure to career exploration opportunities and college readiness/exposure supports.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Da Vinci RISE High uses academic performance data, student experience and surveys, community input, and current research to drive our supports for youth. With that in mind, we will be deploying the Modern Classrooms Projects with our instructional staff. The Modern Classrooms Project is a research-backed instructional model and professional development series that will be used to support RISE teachers with refining their blended, self-paced, mastery-based curriculum. This instructional model is designed to support students with the differentiation needed to ensure all students progress towards mastery of 21st-century skills. With this data-driven approach, Modern

Classroom will better support our teachers in meeting the diverse needs of our most at-risk youth for whom intensified differentiation strategies are needed.

RISE will also use our professional development days to focus on supporting our staff with ELL strategies, special education modifications, accommodations, and instructional strategies, as well as best practices around trauma-informed care, restorative justice, and non-violent crisis intervention. This professional development series is used to ensure that RISE remains data and research-informed in activating the most effective strategies for serving our special populations. Additionally, this allows time for case management around credit allocation, academic progress, and social-emotional goals and needs.

RISE will be strengthening our English Language Learners (ELL) program through the use of academic coaches as EL managers. This will ensure that we have in-person and virtual support for all EL students across our three learning sites. These professionals also assist with ELPAC testing, data tracking, and individualized case management support for students and families. The EL department uses Achieve 3000 to support English language acquisition and differentiated literacy support. EL Workshops and Reading workshops are supported by special education teachers, EL managers, and the RISE EL coordinator to improve mastery of ELA standards.

All RISE students will have access to a multitude of counseling supports through in-house case managers, the school counselor, psychologist, or mental health personnel contracted through our co-location partnerships. These resources are imperative to providing our foster youth and low-income students with the resources and stability they need to succeed. The RISE coordinator of services and partnerships works with our partners to assess student data (ACES assessment, case management notes etc.) to allocate wraparound resources to our learning sites.

In alignment with our math goal, RISE will use an adaptive math program like ALEKS to ensure all RISE students have a rigorous and tailored math curriculum. We will also deploy NWEA MAP to track and assess math growth in order to make the most insightful changes and iterations to the program.

RISE will build upon its existing career exploration and vocational services program through World of Work, by collaborating with our co-location partners to provide additional support services, and through internship opportunities and career guidance. These services will also support our graduating seniors with post-graduate careers, college options, and admittance into a vocational program.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,441,269.00		$114,758.00	$81,750.00	$1,637,777.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,422,182.00	$215,595.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Course Materials	$100,000.00				$100,000.00
1	2	Foster Youth Low Income	Curriculum & Technology	$53,250.00			$8,500.00	$61,750.00
1	3	All	Teacher recruitment and credentialing support	$4,000.00				$4,000.00
1	4	English Learners Foster Youth Low Income	Teacher professional development & Instruction	$26,000.00			$5,445.00	$31,445.00
1	5	English Learners	Low student:teacher ratio & additional preparation time.	$32,950.00				$32,950.00
1	6	English Learners Foster Youth Low Income	Student Interventions	$97,515.00				$97,515.00
1	7	All	Facilities & Maintenance Expenses	$117,745.00				$117,745.00
2	1	All	Parent/ guardian engagement & communications	$185,213.00				$185,213.00
2	2	English Learners Foster Youth Low Income	Targeted Resources & Professional Development	$219,351.00			$1,500.00	$220,851.00
2	3	English Learners Foster Youth Low Income	Counseling & Mental Health Services	$138,329.00			$20,246.00	$158,575.00
2	4	English Learners Foster Youth Low Income	Behavioral Interventions & Supports			$114,758.00		$114,758.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Assistant Principal Staffing	$260,360.00				$260,360.00
3	1	English Learners Foster Youth Low Income	Intervention and support seminar programs in English				$35,059.00	$35,059.00
3	2	English Learners	English Learner curriculum, supports, & coordinator	$9,000.00				$9,000.00
3	3	English Learners Foster Youth Low Income	English diagnostics/ reading programs	$3,000.00			$11,000.00	$14,000.00
4	1	English Learners Foster Youth Low Income	Intervention and support seminar programs in mathematics	$12,900.00				$12,900.00
4	2	English Learners Foster Youth Low Income	Math diagnostics/ math programs	$4,300.00				$4,300.00
4	3	English Learners	Targeted math instruction	$23,760.00				$23,760.00
5	1	English Learners Foster Youth Low Income	Credit recovery	$30,000.00				$30,000.00
5	2	All	Summer school	$15,000.00				$15,000.00
5	3	English Learners Foster Youth Low Income	Broad course of study	$83,596.00				$83,596.00
5	4	All	Career education opportunities	$15,000.00				$15,000.00
5	5	All	Hands-on College and Career Exploration	$10,000.00				$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$994,311.00	$1,190,819.00
LEA-wide Total:	$875,351.00	$1,063,359.00
Limited Total:	$118,960.00	$127,460.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Curriculum & Technology	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$53,250.00	$61,750.00
1	4	Teacher professional development & Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	$31,445.00
1	5	Low student:teacher ratio & additional preparation time.	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$32,950.00	$32,950.00
1	6	Student Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,515.00	$97,515.00
2	2	Targeted Resources & Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$219,351.00	$220,851.00
2	3	Counseling & Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,329.00	$158,575.00
2	4	Behavioral Interventions & Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		$114,758.00
2	5	Assistant Principal Staffing	LEA-wide	English Learners Foster Youth	All Schools	$260,360.00	$260,360.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	1	Intervention and support seminar programs in English	LEA-wide	English Learners Foster Youth Low Income	All Schools		$35,059.00
3	2	English Learner curriculum, supports, & coordinator	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,000.00	$9,000.00
3	3	English diagnostics/ reading programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$14,000.00
4	1	Intervention and support seminar programs in mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,900.00	$12,900.00
4	2	Math diagnostics/ math programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,300.00	$4,300.00
4	3	Targeted math instruction	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$23,760.00	$23,760.00
5	1	Credit recovery	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
5	3	Broad course of study	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,596.00	$83,596.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Da Vinci RISE High School

CDS Code:

19101990138669

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan
requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Da Vinci RISE (RISE) LCAP provides a pathway to support all students with a focus on our unduplicated pupil population (UPP). We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. The RISE LCAP is arranged by three overarching areas of influence established by the LCAP committee and approved by the Governing Board:
1. Provide equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, and programs and courses that ensure students are college and career ready.
2. Ensure pupil outcomes that show continued academic growth in English Language Arts and Math for English Learners, socioeconomically disadvantaged students, and students in foster care at levels commensurate with the overall student population.
3. Increase parent and student engagement by growing parent participation in school activities and committees, lowering school suspension/expulsion rates and increasing overall student attendance levels.

Federal title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions, which are organized as a Multi-Tiered System of Support (MTSS) to provide strategic and intensive interventions in support of the needs of underperforming student groups (such as Low Socioeconomic Disadvantaged, English Learner, and Foster/Homeless). Student needs are identified using state and local standardized assessments using a multiple measures philosophy; then, students are linked with a variety of supports based on those needs. Key LCAP actions to support these areas are curriculum and technology, teacher professional development and instruction, targeted resources, counseling and mental health, intervention diagnostics, and supports.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LCAP actions are determined by needs assessments and data analysis aimed at isolating causal factors for poor performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input and structure from high-risk groups is ensured through the English Learner Advisory Committee and School Site Council. Monitoring metrics are found throughout the LCAP attached to each of the ten major goals. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The percentage of Free and Reduced Priced Meals is used as the poverty criteria for Title I, Part A. Da Vinci RISE is a charter school that conducts a lottery for attendance.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci RISE does not have any disparities between that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Da Vinci RISE ensures that stakeholders and parents are engaged in student's educational journey beginning at enrollment. When students join RISE a personalized learning plan (PLP) is designed in partnership with the student, stakeholder/parent, advisor, administrator and the school counselor (STAC team). This collaborative document includes all students course work, credit attainment/credit trackers, individualized PLP goals, staff contact information, school FAQ guides and each student's individualized schedule. This document is viewable by all parties and reviewed multiple times a year through STAC meetings and SLCs (Student-Led Conferences) to discuss student's progress towards goals, academic performance, social emotional growth, needs and strengths. Parents are also engaged multiple times a year through parent surveys, workshops, feedback sessions and student events. RISE administrators and office managers partner to update parents on students progress, attendance and overall academic/social emotional growth through individualized update emails, progress reports, report cards and newsletters. The RISE community also engages our families through opportunities with our co-location partners who provide resources, workshop opportunity and events.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci RISE has engaged in meaningful consultation with parents at every school through our School Site Council (SSC), Parent and Stakeholder Collaboratives, English Language Acquisition Committee (ELAC) and through and Local Control Accountability Plan Committee (LCAP). At each site, the SSC develops a needs assessment for their school that drives the development of RISE's LEA/Single Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committee. These plans describe the methods and instructional strategies that strengthen each school's academic program, review intervention supports, and address the needs of all children to ultimately develop the budget for the site's Title I funding. Every year the RISE LEA/SPSA is evaluated by its respective site, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (Math, English-Language Arts, Science), safety, and technology.

There is an abundance of research supporting parent involvement in relation to positive student outcomes and, specifically, how such involvement acts as a predictor of early adolescents' school bonding and academic achievement in eighth grade (Perkins, Daniel F., et al. "Thriving in School: The Role of Sixth-Grade Adolescent–Parent–School Relationships in Predicting Eighth-Grade Academic Outcomes." Youth & Society 48.6 (2016): 739-762.). More specifically, several studies examine the ways in which immigrant parents' school involvement has been defined and implemented by schools, barriers to immigrant parents' involvement in schools, and the implications for the development and implementation of practices which promote immigrant parents' involvement in schools (Hajisoteriou, Christina, and Panayiotis Angelides. "Promoting immigrant parental involvement in culturally-diverse schools through a multiple perspectives approach." International Journal of Pedagogies and Learning 11.2 (2016): 145-162.). Based on research and input from school surveys, RISE has determined the need for the development of successful systems at all sites to increase low income and immigrant parent involvement at school/district events and as a part of stakeholder committee work via staff outreach in Spanish or other languages spoken by parents of English Learners and outreach via a parent engagement liaison. Our ongoing observations indicate that both outreach efforts are effective in connecting in increasing engagement of parents of low-income, English learners, and foster youth (Goal 5.2).

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Da Vinci RISE is a school designed to meet the needs of students who are often written out of the larger educational narrative due to trauma induced by societal inequities. RISE has a mental health team to support our students who come to us with severe challenges. Within the mental health team is a coordinator of services and partnerships who works with our co-location partners and external organizations to create a dynamic wraparound service program to best meet the needs of both students and their families. Additionally, RISE operates small learning sites (less than 120 students) to ensure that students receive the individual academic and social emotional support needed to succeed. Small school site sizes also allow the administrators to conduct outreach efforts to increase student attendance through case management cycles and a mentorship program for students who struggle to balance school and their personal life/commitments. RISE also has in-house behavior interventionists who work with the staff to create a positive site culture, minimize escalations and ultimately mitigate the manifestations of the trauma that our students face which commonly lead to expulsion or suspension in more traditional schools. For these reasons, RISE is a non-suspension school committed to providing the resources needed for students to heal, grow and learn rather than be pushed out of the educational community when breaches occur.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci RISE provides Title I services to Title 1 students. Site expenditures are budgeted based on a comprehensive needs assessment conducted through the School Site Council and defined in the LEA/Single Plan For Student Achievement. Site funds have been primarily spent on intervention support for students in reading and math, parent involvement activities, professional development for teachers, and intervention technology. Each year the effectiveness of the Title I funded programs are evaluated and data on the effectiveness of the plan are utilized in the development of the next year's plan.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

When enrolling a student in Da Vinci RISE, parents are required to fill out a document regarding their primary residence. This document identifies students that are considered homeless based on their living arrangement. Once identified, the district identified Homeless Liaison coordinates activities with public and non-profit agencies to provide support as needed. Every child identified as homeless is immediately enrolled and provided full access to all district programs. The homeless status is kept confidential, and it is not available on the teacher user side of our student information system. Every site receives training on how to provide support for homeless students through the Homeless Liaison, and every school has certificated counselors that can provide site assistance for homeless students. All staff members are informed of the process at their school to assist homeless students through the school counselor.

Every year Title I funds are reserved for homeless services. Comparable services for homeless students relative to other students including core programs, intervention, counseling, and all other educational programs are provided, and additional services are provided as needed.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

As a Da Vinci School, Da Vinci RISE works with Da Vinci Extension to provide students with a free, high-support college option with multiple pathways towards an AA, BA or one-year transferrable college credit Southern New Hampshire University, UCLA Extension and El Camino College. Additionally, the RISE college counselor conducts weekly senior meetings specifically to support the transition into a college, career, or trade school. All underclassmen are also required to attend at least one college and career workshop each quarter to support with career exploration, college awareness, planning and goal setting. Students on the RISE graduation pathway are required to take World of Work (WOW), a course devoted to supporting students with the skills needed to succeed in the working world. When completing the WOW course, students have a refined resume, cover letter, have participated in a mock interview, as well as multitude of career exploration opportunities and interest surveys. This course often serves as a pre-requisite to accessing one of the RISE or co-location partners internal internship opportunities or external jobs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funding is utilized to support students' transition from high school to college and/or career. Through the school counselor, student receive support and assistance in the college application process, as well as in the financial aid and matriculation processes. Students also have access to real world learning opportunities including field trips, internships, and job placements.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funding is not utilized for GATE services to students identified as gifted and talented, or for direct library services. However, RISE offers a 1:1 laptop environment in which students learn and grow in the area of digital literacy in classes and tech labs. Such access both enhances learning and improves student achievement in core academic content areas. Digital citizenship and safety are taught as part of the curriculum and parent education meetings reinforce both safety and access to learning via technology. Instructional practices using digital learning are evaluated with pre and post tests and state standardized testing results in which significant improvement is continually verified.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci RISE does not participate in Title I Part D

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a school with 46% poverty, Da Vinci RISE developed and implements initiatives to assist in recruiting, hiring and retaining effective teachers that include working with local universities to provide a large pool of recruits, keeping small class sizes. We also provide new teacher training in-house and support teachers and administrators in clearing their preliminary credentials via membership in a local teacher induction program. In addition, RISE offers a salary scale that is highly competitive across the state to attract the best teachers with the most experience. Title II funding will be utilized to provide professional development beyond our core PD programs to teachers and administrators in building a system of support for excellent teaching and leading.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In accordance with ESEA Section 4107; Da Vinci RISE consulted with stakeholders through our School Site Council meetings, visits and observations from Los Angeles Country Office of Education as well as through Springpoint School Consultants and decided to leverage the Modern Classroom Project professional development and coaching program to enhance differentiation and rigor within our independent studies hybrid model. Our philosophy reflects the importance of a well-rounded curriculum to ensure students have access to project-based learning that integrates enriching learning opportunities beyond the core curriculum.